

2020-21 District Improvement Plan

Marathon Independent School District





Marathon ISD
2020-21 District Improvement Plan

Reviewed on October 26, 2020 by
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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 Data Used in Planning

1. Texas Academic Performance Report (N/A due to Covid pandemic)
2. State Assessment Analysis (N/A due to Covid pandemic)
3. Special Program Students Data and Needs (N/A due to Covid pandemic)
4. Benchmark Assessment
5. Attendance Records (N/A due to Covid pandemic)
6. Mobility Rates
7. Discipline Records
8. Graduation Plans
9. Special Populations Data (Special Education, 504/Dyslexia, Gifted/Talented)
10. Teacher and Parent surveys
11. Facilities/Grounds Assessment
12. Safety/Security Assessments

Summary of Findings

Due to the Covid pandemic that closed Marathon ISD March-May, 2020, we do not have 2019-20 state assessment data to assist us in planning for the 2020-21 school year. However, we have tested all students in reading and math in September, 2020 to gauge their learning needs for this school year. Gaps in learning have been identified and being addressed through a variety of remediation strategies (online instructional programs, small group learning, tutorials, parent collaboration, etc.) Teachers are focused on providing a safe, welcoming environment during the first six weeks of school, since students have not been in school for six months. Based on anecdotal evidence from parents and teachers, students need additional assistance in writing skills for the 2020-21 school year. Teachers are also receiving training in Google Classroom, to effectively meet the needs of online learners. Student three-week and six-week grades are being closely monitored, with struggling students being counseled and advised to remediate their needs.



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Prioritized Areas of Concern

Areas of Concern	Data Source
Safety and security throughout the school district	No two-way communication to and from the elementary school
Writing	Anecdotal evidence
Gaps in learning due to six months of school shutdown due to Covid pandemic	Formative assessments during first six weeks of school
College, career, and military readiness (CCMR) through individual/group guidance and counseling sessions	Minimal guidance and counseling evidence from prior years
Facilities and grounds maintenance	Board, superintendent, and principal walkthroughs



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Demographic/Attendance Information

District Demographics

Marathon ISD serves students in grades PreK-12th grade. The enrollment at Marathon ISD is approximately 60 students. The demographics of the student population are as follows:

- 63% Hispanic
- 36% White
- 1% American Indian/Alaskan/Other
- 0% Two or More Races
- 70% Economically Disadvantaged
- 0% English Language Learners
- 7% Gifted and Talented
- 7% Dyslexia
- 29% At-Risk
- 5% Special Education
- 40% Career/Technical

2019-20 Attendance Rate: N/A (due to Covid)



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Student Achievement Summary

N/A (due to Covid pandemic)



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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. School spirit and pride will be enhanced through the addition of extracurricular activities such as Student Council, National Honor Society, eSports, Yearbook, etc. By adding Flex time during the school day, students will have more opportunities to engage in activities that will connect them to school and their classmates.



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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 shared leadership model where staff can safely share their ideas and concerns. 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 will engage in meaningful training to provide them with the instructional strategies to meet their students' needs. Staff will receive regular feedback from administrators to accentuate their instructional strengths and improve areas of growth.

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 superintendent will create and implement a comprehensive, state-wide recruitment system to attract the best applicants.



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Curriculum, Instruction, Assessment, and Remediation/Acceleration

Curriculum, Instruction, Assessment, and Remediation/Acceleration Summary

Marathon ISD monitors the progress of our students' academic growth through Renaissance Learning, STAAR, iStation, TAG, TEKScore, StemScopes, district assessments and interventions. Teachers use a diverse curriculum which includes dual credit, TEKS Resource System, state approved text, Mentoring Minds, 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 their unique grade level/subject area needs. All teachers are trained in addressing the needs of students receiving Gifted/Talented services

Curriculum, Instruction, Assessment, and Remediation/Acceleration 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. Most high school students are pursuing higher education certificates or degrees and are enrolled in at least one dual credit course through Odessa College. Teachers and administrators closely monitor students' grades and intervene quickly when students are struggling, through extensive tutoring during Flex time, individual conferences, teaching study skills, parent contact, and creating plans for success. With small class sizes and Flex time, teachers are able to provide enrichment and acceleration for G/T students.

Curriculum, Instruction, Assessment, and Remediation/Acceleration Needs

Marathon ISD is focused on continued improvement in all content areas, but especially writing. Teachers have the opportunity to increase 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. Students are being encouraged to access immediate assistance from teachers whenever they fall behind. Teachers continue to hone their remediation/acceleration programs/practices.



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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 Open House, Hispanic Heritage assembly, Veteran's Day Program, Meet the Mustangs, Community Thanksgiving Dinner, Halloween Carnival, Homecoming, Bonfire, and family sport events. 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 encouraging all parents to become actively involved in PTO.



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Technology

Technology Summary

Marathon ISD provides laptops 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 1gbps of wireless internet access which is accessible throughout both campuses. All classrooms are equipped with interactive whiteboards. Secondary students are offered courses in robotics.

Technology Strengths

Marathon ISD has one to one access for all students and staff with reliable 1 gbps wireless internet access.

Technology Needs

MISD is also working with Region 18 to ensure that internet access is secure and filtered for appropriate content. The principal is working on creating a district technology plan.



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School Safety and Organization

School Safety and Organization Summary

Marathon ISD provides students with a safe and supportive structure and school system. A master schedule has been created to provide rigorous learning in all academic and extracurricular classes/activities. A Flex time has been added to address whole child developmental needs, where students can meet for clubs, enrichment activities, access tutorials, and complete assignments. 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 Safety 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. Secondary students can access tutoring during Flex time. Campus procedures are in place to ensure the safety of all students and staff.

School Safety and Organization Needs

Teachers are assisting students to become responsible for their own learning. Students are being taught to seek extra help whenever they are struggling in a subject area. Students are being encouraged to track their own grades and progress. Safety systems, especially two-way communication to/from all classrooms, are being established.



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Special Programs/Staff Development

- **Prevention of Dating Violence/Drug Abuse/Suicide/Sexual Abuse & Trafficking**
 - Red Ribbon Week
 - Conflict resolution
 - Discipline management policies and procedures that outline/prevent bullying and harassment
 - Trauma-informed care training of all staff--suicide prevention, mental health signs/support
- **DAEP (N/A--no students sent to DAEP in 2019-20)**
- **Dyslexia training/testing/support**
- **Gifted/Talented training/testing/support**
- **Reading Academy (all elementary school teachers and principal)**
- **Region 18 support (ten days of consultation, TEKScore and DMAC training, new principal and teacher support)**
- **CCMR for junior high/high school students**
 - Individual guidance and counseling
 - Dropout prevention strategies
 - College admissions and scholarships assistance for students and families
 - Administration of PSAT and SAT exams

Board of Trustees Goals/Performance Objectives

Goal 1: Student Performance

100% of students will attain maximum achievement and development through relevant and rigorous academic and extracurricular programs.

- 100% of grades PreK - 2 students will maintain grade level or make at least one year of growth in reading and mathematics by May, 2021.
- 100% of grades 3 - 12 students will meet or exceed standards on state/national assessments by May, 2021.
- 100% of junior high/high school students will be actively involved in at least one extracurricular activity.

Strategy	Person Responsible	Timeline	Evaluation
Implement research-based reading and math strategies. Encourage students to enhance learning objectives through extended participation in Community Poetry Readings and Essay Contests.	Elementary teachers and secondary English and math teachers	2020-21 school year	Lesson plans, walkthroughs, iStation, Scholastic Reading Assessment, local assessments
Implement research-based science and social studies strategies. Encourage students to enhance learning objectives through extended history research and preparations for participation in Community Poetry Readings and Essay Contests. Participate in Science and History Fairs	Elementary teachers and secondary science and social studies teachers	2020-21 school year	Lesson plans, walkthroughs, local assessments
Offer multiple extracurricular activities to secondary students	Superintendent, principal, secondary teachers	2020-21 school year	Attendance at extracurricular activities, student and parent surveys
Address the needs of students who qualify for Special Education, 504/dyslexia, Gifted/Talented, and State Compensatory Education	Superintendent, principal, teachers	2020-21 school year	Compliance with federal/state regulations regarding these programs

Goal 2: Graduation Rate

100% of seniors will graduate from high school on the Distinguished Plan.

- MISD will maintain the 2019-20 graduation rate of 100%, with graduates meeting or exceeding the CCMR (College, Career, Military Readiness) standards by May, 2021.

Strategy	Person Responsible	Timeline	Evaluation
Regularly review graduation plans with each high school student	Superintendent, principal	2020-21 school year	Updated graduation plans, student conferences
Implement research-based dropout strategies	Superintendent, principal, teachers	2020-21 school year	Updated graduation plans, student conferences, parent contact, grade checks, student engagement in extracurricular activities
CCMR guidance and counseling for current high school students. Students enrolled in TxVSN courses, as well as dual credit courses through Odessa College.	Superintendent, principal	2020-21 school year	Updated graduation plans, student conferences, college admission and scholarship guidance
CCMR guidance and counseling for graduated students	Superintendent, principal	ongoing	Number of contacts with graduates, feedback from graduates

Goal 3: Staff Quality

100% of teachers and staff will be highly qualified by May, 2021.

- A comprehensive, state-wide recruitment process will be created and implemented.
- 100% of staff will complete mandatory state and local trainings.
- 100% of staff will be annually evaluated and provided feedback on a regular basis.

Strategy	Person Responsible	Timeline	Evaluation
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Build connections with Sul Ross University Education Department in order to hire graduates to teach in MISD	Superintendent	2020-21 school year	Meet with Sul Ross faculty to create and implement plan
Post all teaching vacancies throughout the state of Texas	Superintendent, principal	2020-21 school year	Posting on multiple websites and social media
All teachers and staff complete mandated and curriculum/instruction trainings	Superintendent, principal	2020-21 school year	Completion of trainings, implementation of learning in lessons
Evaluate all faculty and staff and provide meaningful feedback	Superintendent, principal	2020-21 school year	Goal-setting meetings, appraisals, feedback

Goal 4: Safe and Healthy School Climate

100% of students will be educated in safe, supportive learning environments, ensuring a focus on whole child development, by May, 2021.

- 100% of students and parents will indicate on a mid- and end-of-year survey that students feel safe and supported in MISD.
- MISD will implement 100% of mandated safety drills with students and staff.

Strategy	Person Responsible	Timeline	Evaluation
All students will feel safe and supportive in their classes and extracurricular activities	All administrators, teachers, and staff	2020-21 school year	Mid-year and end-of-year surveys, number of discipline referrals
Offer multiple extracurricular activities to students	Superintendent, principal, teachers	2020-21 school year	Attendance at extracurricular activities, student and parent surveys
Secondary students will receive training in violence and drug prevention	Superintendent, principal	2020-21 school year	School-wide assembly presentations during Flex time
Implemented all safety drills	Superintendent, principal	2020-21 school year	Successful completion of drills

Goal 5: Fiscal Responsibility and Facilities Management

MISD will manage a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals.

- The district will continue to meet or exceed the financial audit standards by May, 2021.
- A district facilities plan will be completed by May, 2021.

Strategy	Person Responsible	Timeline	Evaluation
Budget will be developed based on available resources and identified program and operations needs within the district.	Superintendent, Business Manager	2020-21 school year	Initial Review - February, 2021 Evaluation - May- July, 2021 Adoption - Prior to August 31, 2021
Budget monitoring will consist of review and approval of purchase requests and availability of funds. Estimated and Actual Revenues will be monitored monthly, and state revenue funds will be recalculated on a quarterly basis.	Superintendent Principal Business Manager	2020-21 school year	September 1, 2020 - Ongoing
Create a district facilities plan	Superintendent, District Advisory Council, Board of Trustees	2020-21 school year	Create plan by May, 2021

Goal 6: Board/Parent/Community Engagement

The Board, parents and the community will be actively engaged as partners in the education of MISD students by May, 2021.

- 100% of school board members will regularly attend meetings and school events.
- A District Advisory Committee will be established in the 2020-21 school year.
- The superintendent will collaborate with the PTO and support their activities.

Strategy	Person Responsible	Timeline	Evaluation
Board members will regularly attend meetings and school events	Board of Trustees	2020-21 school year	Attendance at meetings and events
A District Advisory Council will be created	Superintendent	2020-21 school year	Council created and monthly meetings held
The superintendent will collaborate with the PTO and support their activities	Superintendent, principal	2020-21 school year	The superintendent and/or principal will attend PTO meetings and support their activities

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	Use/Purpose of Funds	Allocation	Actual Expenditures
General Fund/State/Local – Gifted & Talented PIC 21	To support students identified as Gifted/Talented <ul style="list-style-type: none"> ● Testing Programs and Services ● Program Instructional Materials ● Teacher GT Training/Professional Development 	\$650.00	\$252.00
General Fund/State/Local – Career & Technical PIC 22	To prepare students for gainful employment and advanced technical training. <ul style="list-style-type: none"> ● Program Instructional Materials ● Teacher Training/Professional Development ● Staff FTE: 0.33 	\$31,017.00	\$28,811.10
General Fund/State/Local – Special Education PIC 23	To support students who qualify for Special Education services <ul style="list-style-type: none"> ● Program Instructional Materials ● Life Skills/Field Trips ● Teacher Training/Professional Development ● Staff FTE: 1.85 ● 588 Co-op Services 	\$113,435.00	\$105,973.08
General Fund/State/Local – State Compensatory PIC 30	To reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. All teachers are assigned a 45-minute Flex period in their schedules to provide this support to students. <ul style="list-style-type: none"> ● At-Risk and Accelerated Instructional Program Software and Materials ● Teacher Training/Professional Development ● Staff FTE: .80 Support programs, software, or targeted area support materials. <ul style="list-style-type: none"> ● Great Minds, Eureka Math ● Spelling City/Vocabulary Spelling ● Accelerate Learning ● Renaissance Learning/Math & Reading ● DMAC – Assessments 	\$72,089.00	\$68,965.22

General Fund/State/Local – Pre-K PIC 32	To support students enrolled in Pre-K <ul style="list-style-type: none"> ● Instructional Software & Materials ● Instructional Field Trips ● Teacher Training/Professional Development ● Staff FTE: .80 	\$52,904.00	\$40,575.55
General Fund/State/Local - Pre-K/SpEd PIC 33	Provide educational and/or other services to PreK students that require special education services. - N/A Current Year	\$0	\$0
General Fund/State/Local - Pre-K/SCE PIC 34	Provide compensatory education to pre-K students based on strategies outlined in the district’s campus and/or district improvement plan(s). Compensatory education costs are supplemental costs that are in addition to the basic instruction services that the district is required to provide. <ul style="list-style-type: none"> ● Staff/Teacher FTE: .10 ● Staff/Aide FTE: .66 	\$39,698.00	\$35,909.57
General Fund/State/Local - Early Education Allotment PIC 36	Support programs and services designed to improve student performance in reading and mathematics in prekindergarten through third grade, including programs and services designed to assist the district in achieving the goals set in the district’s early childhood literacy and mathematics proficiency plans adopted under TEC Section 11.185. <ul style="list-style-type: none"> ● PK-3 Software & Materials ● Staff FTE: .10 Support programs, software, or targeted area support materials. <ul style="list-style-type: none"> ● Great Minds/Eureka Math 	\$8,487.00	\$7,179.36
General Fund/State/Local - Dyslexia PIC 37	Provide support for all students identified as having dyslexia or a related disorder under TEC Section 48.103. <ul style="list-style-type: none"> ● Instructional Software/Materials ● Teacher Training/Professional Development ● Staff FTE: .341 	\$2,051.00	\$2,011.83
General Fund/State/Local - College, Career, Military Readiness - PIC 38	To prepare high school students for higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and postsecondary curriculum, and support promising high school completion and success initiatives.	\$22,710.00	\$21,553.51

	<p>Support programs for students in grades 8 through 12 to improve college, career, and military readiness outcomes as described by TEC Section 48.110, Subsection (f).</p> <ul style="list-style-type: none"> ● Tuition/College Coursework ● College Testing and Preparations ● Instructional Textbooks & Materials ● CCMR Tours 		
Title I, A – Improving Basic Programs – Fund 211	To support low-income families to help ensure that all children meet challenging state academic standards. Our teachers will access the services/training provided by Region 18 Tailormade Platinum program to meet these needs.	\$2,038.00	\$2,038.00
Title II, A – Supporting Effective Instruction - Fund 255 (used to pay for a portion of the Region 18 Tailormade Platinum Services Fee)	To increase student achievement, improve the effectiveness of teachers and administrators, and provide low-income and minority students greater access to effective teachers and administrators. Our teachers will access the services/training provided by Region 18 Tailormade Platinum program to meet these needs	\$1,853.00	\$1,853.00
Title IV,A – ESSA – Fund 289	These are funds rolled forward from 2019-20 to be used for teacher retention/recruitment.	\$12,167.00	\$12,167.00
Title V,B – Fund 270	These are funds available to address needs of rural school districts. Funds used to support salary for providing a full time EC-PK program.	\$13,498.00	\$13,498.00
Fund 429 - School Safety and Security Grant	To be used to pay for external doors with safety push bar and a two-way radio system	\$25,000.00	\$4,999.00
Fund 281 – CRRSA – ESSER II	ESSER funds will be used to provide mental health services for students impacted by COVID. (Accrued salaries for 2021-2022)	\$202.00	\$200.78
Fund 282 – ARP – ESSER III	ESSER funds will be used to provide intervention and mental health services for students impacted by COVID. (Accrued salaries for 2021-2022)	\$492.00	\$490.10

Title I/II, Part A Expenditures Justification

In order to support low-income families by ensuring that all children meet challenging state academic standards, increase student achievement, improve the effectiveness of teachers and administrators, and provide low-income and minority students greater access to effective teachers and administrators, Marathon ISD will access the following services/training provided by Region 18 Tailor Made Platinum program to meet these needs:

1. PD Consultant Days--visiting consultants will provide ten days of onsite professional development to teachers and administrators to learn more about meeting the needs of all students.
2. Lesson Planning Networks--math, science, ELAR, and social studies teachers can utilize TEKS Resource System to develop rigorous lessons for all students.
3. ESC 18 ELAR, Math, Science, Social Studies, and STEM PD Sessions--teachers can access professional development in these areas to ensure that all learners, including low-income and minority students, are able to meet challenging state academic standards.
4. Beginning Teacher Academy--our first-year teachers will be offered training in setting up an effective and successful classroom, in order to enhance instruction and create a positive classroom environment.
5. HB3 Reading Academies--all elementary teachers and the principal will participate in 60 hours of reading professional development in order to ensure all elementary students are reading at or above grade level.
6. School Improvement Support--our district can access resources and training to improve the effectiveness of our instructional delivery and assessment strategies.

Marathon ISD Board Policies--District Improvement Plan

BQ (Legal)

Single-Campus District

In a district that has only one campus, the District- and campus-level committees may be one committee and the District and campus plans may be one plan. Education Code 11.252(c)

Planning and Decision-Making Process

A board shall adopt a policy to establish a district/campus planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's educational plans, goals, performance objectives, and major classroom instructional programs. Education Code 11.251(b)

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district/campus committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district/campus planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e), .253(f)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district/campus decision making and planning to ensure that they are effectively structured to positively impact student performance. Education Code 11.252(d)

Administrative Procedure

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district/campus planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

Federal Requirements

The district policy must provide that all pertinent federal planning requirements are addressed through the district/campus planning process. Education Code 11.251(f)

Required Plans

A board shall ensure that a district/campus improvement plan is developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district/campus plan:

1. Is mutually supportive to accomplish the identified objectives; and
2. At a minimum, supports the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district/campus improvement plan includes the performance of the DAEP student group for the district. The identified objectives for the improvement plan shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District Improvement Plan

A district shall have a district/campus plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district/campus committee. The purpose of the district/campus improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. Education Code 11.252(a) [See AIA]

The district/campus improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

10. The law enforcement duties of peace officers, school resource officers, and security personnel. Education Code 37.081(d)(1) [See CKE]
11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. Education Code 37.083(a)
12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
 - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
 - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 11.252(a)(9), 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request.
Education Code 11.252(b)

Campus Component

Each school year, the principal of the campus, with the assistance of the district/campus committee, shall develop, review, and revise the district/campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. Education Code 11.253(c)

Each district/campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. Set goals and objectives for the coordinated health program at the campus based on:

- a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
- b. Student academic performance data;
- c. Student attendance rates;
- d. The percentage of students who are educationally disadvantaged;
- e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
- f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

BQ (Local)

The Board shall approve and periodically review the District’s vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District/campus objectives shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District/Campus Improvement
Planning Process

The District’s planning process to improve student performance includes the development of the District’s educational goals, the legal requirements for the District/campus improvement plan, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District/campus committee. [See BQA]

Parent and Family Engagement
Plan

The Board shall ensure that the District/campus improvement plan addresses all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District/campus-level committee shall involve parents and family members of

District students in the development of this plan and in the process for District/campus review and improvement of student academic achievement and District/campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District/campus-level committee shall be involved in the development of these procedures. [See BQA]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

In a district that has only one campus, the district- and campus- level committees may be one committee and the district and campus plan may be one plan. (Education Code 11.252(c))

Marathon ISD is a single campus district.

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 in the future in the social, economic, and educational 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 students 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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- OBJECTIVE 11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Commissioner's Strategic Priorities - Benefit Student Outcomes

- 1) Recruiting, supporting, and retaining teachers and principals;
- 2) Building a foundation of math and reading;
- 3) Connecting high school to career and college; and
- 4) Improving low-performing schools.

District ESSA Requirements

Equity Plan [ESSA Sec. 1112(b)(2)]:

N/A to Marathon ISD - Single Campus District

Poverty Criteria [ESSA Sec. 1112(b)(2)]:

Marathon ISD determines Title I eligibility through the number of students eligible for free and reduced-price meals.

Schoolwide Programs [ESSA Sec. 1112(b)(2)]:

Marathon ISD utilizes Title I funds to provide staff with vigorous professional development and to identify the various student needs and learning styles. Establish rigorous lesson plans to meet the needs of all students.

Schoolwide Campus ESSA Requirements - Parent and Family Engagement

- **School Parent and Family Engagement Policy** [ESSA Sec. 1116(b)]
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review improvement or programs, including Parent Policy
 - Provide Parents: 1) Timely notification about Title I programs; 2) Description and explanation of curriculum and assessments used; 3) Upon request, opportunities for regular meetings to participate in decisions related to child; 4) Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents.
- **School Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication

- * Parent-teacher conferences in elementary (annually at a minimum)
- * Frequent reports to parents regarding student's progress
- * Reasonable access to staff, volunteer opportunities and observation of classroom activities
- * Ensure two-way, meaningful communication in language family understands (as practical)

- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improvement achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners.
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

- **Accessibility** [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including infor and required school reports, in language/format parents understand.

State Compensatory Education - Student Eligibility Criteria

A student at risk of dropping out of school must be under 26 years of age and meet one or more of the following criteria:

- 1) The student did not advance from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten (pre K) or kindergarten to the next grade level only at the request of the student's parent.
- 2) The student is in grades seven to 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
- 3) The student did not perform satisfactorily on a state assessment instrument (administered to the student under the TEC, Chapter 39, Subchapter B) and who 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.
- 4) The student is in pre K, kindergarten, or grades one to three, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
- 5) The student is pregnant or is a parent.
- 6) The student has been placed in a DAEP in accordance with the TEC, §37.006, during the preceding or current school year.
- 7) The student has been expelled in accordance with the TEC, §37.007, during the preceding or current school year.
- 8) The student is currently on parole, probation, deferred prosecution, or other conditional release.
- 9) The student was previously reported through the Public Education Information Management System (PEIMS) as having dropped out of school.
- 10) The student has limited English proficiency, as defined by the TEC, §29.052.

- 11) The student in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
- 12) The student is homeless, as defined by 42 USC, §11302, and its subsequent amendments.
- 13) The student resided in the preceding school year or resides in the current school year in a residential placement facility in a district. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child care home, or general residential operation.
- 14) The student has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by the Texas Penal Code §1.07.

Marathon ISD State Compensatory Education - District Policies and Procedures

- 1) Identify students who are at-risk of dropping out of school under state criteria
- 2) Identify students are are at-risk of dropping out of school under local criteria
- 3) Determina how students are entered into the SCE program
- 4) Determine how students are exited from the SCE program
- 5) Determine the cost of the SCE program in relation to budget allocations

Marathon ISD State Compensatory Funds are used to support Title I initiatives.