

Marshall Junior High School



Yolonda Martin, Principal
2017 – 2018

Dr. Jerry Gibson – Superintendent

Marshall Independent School District

Campus Demographics

Gender:		Percent
Female	660	51.4%
Male	624	48.6%
Enrollment Projection 17/18	1284	100%

Race/Ethnicity:	8th Grade	7th	6th	Total	Percent
African American	164	164	168	496	38.6%
American Indian	0	0	0	0	0
Asian	0	0	0	0	0
Hispanic	143	150	161	454	35.4%
Native Hawaiian	0	0	0	0	0
Two or more	8	16	7	31	0.024%
White	98	103	95	296	23.1%

Students by Program	Count	Percent
Bilingual	0	0
ESL	133	10.4%
CTE	128	10%
Free Lunch	1001	78%
Reduced lunch	89	7.00%
SPED	112	8%
Title 1	1284	100
Dyslexia	9	0.007%
G&T	269	21%

Mission

The Marshall Junior High School mission is to **M**otivate students to engage in **A**cademics preparing them for a **V**ocation that is **S**ustaining. MAVS

Vision

Marshall Junior High School envisions a positive learning environment with staff and students while respecting the values of diversity leading them to becoming contributing global citizens.

CIP Committee

Name of Campus Improvement Team Members	Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)
Yolonda Martin	Principal
Francine Sparks	Academic Dean
Kevin Guerrero	Associate Principal
Sheenah Johnson	Assistant Principal
Shaniqua Jeter	8th Grade Counselor
Sharon Sandahl	6th Grade Counselor
Dana Fergins	Reading Interventionist
Jason Jung	Math Interventionist
Amy Leick	Special Education Teacher
Donald Fenton	Behavior Interventionist
Vicki Garcia	ESL Teacher
Jasmine Johnson	AVID Teacher
Aaron Godwin	Instructional Coach
Dr. Margie Bell	Instructional Coach
Ruston Haven	Community Member/ Pastor of Cumberland Presbyterian
Sarah Palmer	Community Member/PTA

Goal 1: Academic Performance of All Students

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
All Groups and All Subjects				
Campus Goal: All students' academic performance in Index 1 will increase from 61% to 70% for 2018 state accountability and at least 70% on all common assessments.				
1. Teachers will use TEKS Resource System to drive instruction through creative lesson development that focus on student centered activities in a professional learning community (PLC)	Teachers, Instructional Coaches, Administrators.	Incorporate PLCs into the master schedule and to support collaborative culture to develop, team planning time in content teams, and data analysis to drive data room operations	September 2017- June 2018.	Star Ren screening BOY, MOY, and EOY in conjunction with more frequent checks based on specific student needs, Star Ren will be used for grouping and data tracking. Lesson Plan Review and refinement. 6 week assessment schedule
2. Teachers will use the RPM process to analyze and refine instructional practices in order to align instruction. Journal reviews, campus and district RPM walks and data analysis	Teachers, Instructional Coaches, Administrators.	Utilize PLC and planning time that is focused on alignment and on track with TEKS Resource System. Allow for frequent on campus	September 2017- June 2018.	RPMs every 6 weeks. RPMs every 3 or minimum of 2 per six weeks

		RPM walks to reinforce the elements of RPM to become the way we see and implement instructional practices		
3. Implement data monitoring to drive data driven instructional practices	Administrators, Instructional Coaches, Teachers.	Monitor lesson plans. Data room Data analysis sessions	September 2017- June 2018.	Weekly PLC meetings and data conversations within planning and PLC time.
4. Conduct the 2 MISD, district benchmarks to check for levels of understanding and plan for future instruction based on the data derived from the assessments	Teachers, Interventionists, Instructional Coaches, Counselor, Instructional Aides.	Monitor data from DMAC in PLC and planning time	October 2017-May 2018.	Evaluate data from DMAC after each assessment and develop instruction appropriately to move students forward
ELAR				
Campus Goal: Student performance will increase from 69% to 75% on STAAR Reading and from 60% to 70% for STAAR Writing for 2018 state accountability and at least 70% on all common assessments.				
1. Use the TEKS, ELPS and TEKS Resource System to create and sequence motivating and engaging lessons.	Teachers, Instructional Coaches.	TEKS Resource System, Eduphoria.	September 2017 - June 2018.	Lesson Plans, PLCs Observations, & Walkthroughs.
2. Enhance literacy through the implementation of daily small group instruction.	Teachers.	Class Flow, ELLevation strategies, Kagan, and Daily 5	September 2017 - June 2018.	STAR Ren, TPRI, Progress Reports, Weekly, Assessments, Benchmarks, journals.

3. Establish and implement strategies to increase word recognition and vocabulary utilizing small group instruction to improve literacy and writing skills.	Teachers, Instructional Coaches, Interventionists.	Interactive Word Walls, Interactive Journals.	September 2017 - June 2018.	Weekly/Six Week Assessments and journals.
Math				
Campus Goal: Student performance will increase from 64% to 74% for STAAR Math 2018 state accountability and at least 70% on all common assessments.				
1. Students will demonstrate an ability to problem solve and communicate mathematically by methodically showing understanding of the problems and justification of their answers.	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath,, IXL STAR Renaissance.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR 6-8), District Common Assessments, Teacher created formative assessments.
2. Implement the use of manipulatives, mathematical vocabulary, and higher-order questioning to provide rigorous instruction of mathematical concepts and skills.	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath, Lead4Ward, Manipulatives, journals.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR – Grade 6-8, District Common Assessments, Teacher created formative assessments, Power Walks.

3. Utilize technology for a minimum of 30 minutes weekly for students who are not meeting grade level standards.	Teachers, Math instructional coach, and Instructional Aides.	Prometheans, Computers, Star Renaissance, Go Math, and other math websites.	October 2017-June 2018.	Data from Star Renaissance, GoMath, and other math websites, Power Walks.
4. Implement differentiated instructional strategies to support and enhance student engagement.	Teachers, Math instructional coach, and Instructional Aides.	TEKS Resource, GoMath.	September 2017-June 2018.	BOY, MOY, EOY (STAR Renaissance), Benchmark, STAAR – Grade 6-8, District Common Assessments, Teacher created formative assessments, Power Walks.
Science				
Campus Goal: Student performance will increase from 58% to 68% for STAAR Science 2018 state accountability and at least 70% on all common assessments.				
1. Use data desegregation to align instruction with the STAAR format and promote higher order thinking.	Administration, teachers, instructional aides.	TEKS Resource System, Project Based Learning, Kagan Strategies, DMAC,, Eduphoria.	September 2017 - June 2018.	Lesson Plans, PLCs, RPMs, Observations, & Walk-throughs, assessments.
2. Educators will be offered professional development in the following areas:	Administration, teachers, instructional aides.	Class Flow, promethean board	September 2017 - June 2018	Power walks, T-TESS, team evaluation, self-evaluation, PLCs, and RTI.

<p>STAAR, TEKS, integration of technology, reading improvement strategies, special education, inclusion, RTI, PBIS, DMAC data, Promethean, Readers' Workshop, (journaling) SIOP, Daily 5, classroom management.</p>		<p>activities, project based learning.</p>		
<p>Social Studies</p>				
<p>Campus Goal: Student performance will increase from 47% to 55% for STAAR Social Studies 2018 state accountability Student performance will be at least 70% proficiency on all common assessments.</p>				
<p>1. Brainstorm teams' awareness of the importance of curriculum and follow district curriculum using TEKS Resource System for lesson plans and all available district resources to foster a deep understanding of the Social Studies TEKS and apply them to strategically support and enhance literacy.</p>	<p>Teachers, Interventionists, Instructional Coaches.</p>	<p>Star Renaissance, TEKS Resource System, Eduphoria.</p>	<p>September 2017 - June 2018</p>	<p>Lesson Plans, PLCs Observations, & Walkthroughs.</p>

2. Improve reading and writing in small collaborative groups through the use of targeted interventions.	Teachers, Interventionists, Instructional Coaches.	Star Renaissance, TEKS Resource System, Eduphoria.	September 2017 - June 2018.	Lesson Plans, PLCs Observations, journals, & Walkthroughs.
African American				
Campus Goal: Student performance will increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Provide small group instruction that is data driven and monitored for implementation.	Teacher, Interventionists, Instructional Coaches, Administrators.	Star Renaissance, DMAC, Skyward, Eduphoria.	September 2017-June 2018.	District Common Assessments each six weeks.
2. Analyze assessment performance and implementation of individualized instruction through data talks with teachers.	Teachers, Interventionists, Administrators, Campus Instructional Coaches.	Star Renaissance, T-TESS, DMAC, Skyward.	September 2017- June 2018.	Data Collection from teacher/student observations, PLC Notes, Data Wall, Common Assessments.
2. Teachers will be provided cultural awareness professional development, implement information in classrooms, and provide feedback to teachers to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.
Hispanic				

Campus Goal: Student performance will increase 25% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				
1. Use staff teachers to work with ESL students in small groups to ensure understanding of academic content.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers, Interventionists, Bilingual paras, Paras; ESL teacher.	September 2017 - June 2018.	Curriculum, Lesson plans, and District Common Assessments each six weeks.
2. Incorporate the English Language Proficiency Standards (ELPS) when designing lessons to utilize strategies focused on differentiated instruction.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers; Interventionists, Bilingual paras; paras; ESL teacher.	September 2017 - June 2018.	Curriculum, Lesson Plans, Data Collection, Improved Common assessments and STAAR scores.
3. Compare students' level of English language proficiency to communicate, sequence, and scaffold all instruction delivered in English.	Teacher, Interventionists, Instructional Coaches, Administrators.	Teachers; bilingual paras; paras; ESL teacher	September 2017 - June 2018.	Improved Common assessments and STAAR scores.
4. Monitor student progress and needs, and provide data-driven intervention	Teacher, Interventionists,	Administrators, teachers, Instructional	September 2017 - June 2018.	Improved Common assessments and STAAR scores,

strategies from disaggregated data assessment results.	Instructional Coaches, Administrator.	coaches, interventionists.		progress reports, report cards.
5. Teachers will be provided cultural responsiveness workshops and follow up to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.
White				
Campus Goal: Student performance will increase from 70% to 80% 2017 to 2018 on all state assessments and at least 70% on all common assessment.				
1. Monitoring of planning, instruction, data analysis, and tier one instruction	Instructional Coaches, Interventionists, Teachers.	Data Room. PLCs	Daily data collection through observations, Weekly PLC meetings, and six week assessments.	Data collections report to Administration, and PLCs to review and monitor data.
2. Data analysis and data driven planning and instruction to improve student performance	MJHS Staff.	DMAC, Star Renaissance, TMSFA, district benchmarks and common assessments	September 2017 to June 2018	Data collections report to administration, PLCs to review and monitor data, and Progress Monitoring.
Economically Disadvantaged				
Campus Goal: Student performance will increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.				

1. Increase the number of students who are successful in their core classes.	All Staff	Highly qualified instructors. PTA Mentors, PSA and AVID	September 2017-June 2018.	Increased academic performance and decline in referrals.
2. Gathering and analyzing data to make instructional decisions for students to succeed.	All Staff	DMAC, IXL, Star Renaissance, TMSFA-Grade 7).	September 2017-June 2018.	Progress Monitoring.
3. Teachers will be provided cultural responsiveness workshops and follow up to help understand and educate every child.	Administrators, Leadership Team, Region 7.	District, Campus, Region 7.	September 2017-June 2018.	Achievement gap will decrease.

SPED

Campus Goal: Student performance will increase 25% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.

1. Implement Co-Teaching model to support student access to the general education curriculum.	Co-teachers, Teachers, Principals.	Ongoing co-teach training.	September 2017-June 2018.	Common assessments, Star Renaissance.
2. Include SpEd staff in all professional development with general education staff in order to increase teacher collaboration and effective planning for accommodations and modifications.	Teachers, Instructional Coaches.	Co-teach schedule to support collaboration with general education teachers.	September 2017- June 2018.	Increased student performance.
3. Design master schedule to allow planning time and collaboration between co-teachers. Include co-teach strategies through professional development and research.	Co-teachers, Academic Dean, Instructional Coaches.	On-going development.	September 2017-June 2018	Improved instructional strategies.

ELL

Campus Goal: 80% of ELL students will meet Advanced or Advanced High on TELPAS Reading and Writing, and increase 20% from 2017 to 2018 on all state assessments and at least 70% on all common assessments.

1. Develop and implement monitoring procedures for using the LPAC Committee to monitor ELL students who are failing and for ELL students that have been exited from the Bilingual/ESL program.	Teachers Interventionists Instructional Coaches Administrators	TELPAS assessment Common assessments Previous year's STAAR	September 2017-June 2018	Report card grades (every six weeks)
2. Provide professional development for instructional staff to support ELL students, SIOP training and more.	Administrators	District coordinator Region support SIOP ELPS	September 2017-June 2018	Walkthroughs. Lesson Plans, Increased student performance.
3. Monitor strategies to promote continuous improvement in ELL programs.	Teacher Interventionists Instructional Coaches Administrators	Walkthrough instruments.	September 2017-June 2018	Walkthroughs, increased student performance.

GT/Advanced Academics

Campus Goal: Student performance will increase by 50% on the Meets or Masters level on all 2018 STAAR Assessments.

1. Collaborate with advanced academics coordinator to provide GT learning opportunities to faculty, focusing on identifying and instructional strategies for GT students.	Teachers Interventionists Instructional Coaches Administrators.	PLC's.	September 2017-June 2018.	Project presentations, Report Card Grades.
2. Ensure all GT classroom teachers complete the required GT training for the year.	Principal. Academic Dean	Completion of certification and/or update.	September 2017-June 2018.	GT Certification.
3. Utilize the Texas Performance Standards Project as the curriculum for GT services..	Teachers.	PLC's and teacher collaboration.	September 2017-June 2018.	Project completed at the end of the Project window. (6 weeks)

Area	Group	Measured	Quantitative Criteria
Attendance	All students in grades	State ADA	Annual student attendance will increase from 95.0 % to 97%.

Summative Evaluation	Attendance is calculated into the state accountability system.
Formative Evaluation including incremental dates or frequency	Attendance is taken daily and evaluated every three weeks.
Person responsible for formative evaluation	Principal, Attendance/RTI Committee and PEIMS Clerk

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/ activity
1.Designate attendance committee to organize attendance initiatives and delegate responsibilities. Include campus PR to market initiatives and categories	Attendance Committee, PEIMS Clerk, AP Secretaries, Teachers, Administrators	Attendance data Incentives and PR (photo, pizza party, free jean passes, etc...)	September 2017-June 2018	Attendance Committee will review every three weeks to ensure we reach our overall goal of 97%
2. Implement an attendance monitoring schedule	Attendance clerk, AP secretaries, APs	Weekly attendance reports, call logs	October 2017-June 2018	APs review call logs monthly
3. 100% club: Teachers will post on classroom door each day class achieves 100% attendance. Once per month highest % gets Mav Lounge time.	Swank (rating chart), Teachers, Administration	Signs, charts, PR	October 2017-June 2018	Chart data, publications

Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
2.1 Recruitment of New Teachers	Newly Hired Teachers	HR Department and MJHS Campus Leadership Team	100% of newly hired staff will be assigned by July 2018 for the 2018-2019 school year.

Summative Evaluation	All newly hired teachers will be hired by July 2018.		
Formative Evaluation including incremental dates or frequency	Applicants will be obtained from Applitrack, staff recommendations, and job fairs.		
Person responsible for formative evaluation	MJHS Principal.		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Provide incentives for good attendance throughout the year.	Administrators	Community, District and campus	August 2017- June 2018	New teachers will want to teach at MJHS
2. Provide time and flexible scheduling for team collaboration.	Administration	PLCs, master schedule	August 2017-June 2018	New teachers will want to teach at MJHS

3. Participate in district recruitment opportunities.	Administration, teachers	District, Region 7 Service Center	August 2017- June 2018	Highly Qualified and Quality applicants
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Area	Group	Measured	Quantitative Criteria
2.2 Development of All Teachers	All teachers	T-TESS	100% of teachers will be proficient or higher on their T-TESS evaluation.

Summative Evaluation	T-TESS evaluations will communicate that more teachers will be proficient or above on their T-TESS evaluations.		
Formative Evaluation including incremental dates or frequency	Increased student academic performance.		
Person responsible for formative evaluation	Administration, Instructional Coaches, District, Region 7, Interventionists, Teachers		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Teachers will actively participate in PLC professional development that will be ongoing for data driven instruction, implementation of rigorous lessons and collaboration of best practices.	Teachers Interventionists Instructional Coaches Administrators	Administrators Instructional Coaches Interventionists Research based Instructional Strategies	Weekly September 2017 - June 2018	Data collection, modeling, team teaching, Coaching, and walkthroughs. Formative and summative

				assessments. Data walls. All will increase student achievement.
2. Reflective Practice Model will be utilized for all teachers.	Teachers Interventionists Instructional Coaches Administrators	District Personnel Administrators Instructional Coaches Interventionists TEKS Resource	September 2017 - June 2018	TEKS rigor will be determined by RPM walkthroughs data collection which result in student academic achievement.
3. Instructional Coaches, Interventionists, and Mentor Teachers will support teachers and student learning for success of student engagement, classroom management and rigorous instruction.	Instructional Coaches, Interventionists, Mentor Teachers, and Teachers	TEKS Resource System, The Big Five , District Curriculum, DMAC, Star Renaissance, Region 7	August 2017-June 2018	Walkthroughs, PLC's, conferences, observations, data collection, modeling will increase student academic achievement

Area	Group	Measured	Quantitative Criteria
2.2 Retention of Teachers	Teachers	Less Vacancies	Increase the number of staff retained by maintaining at least 90%

Summative Evaluation	Decrease in employee turnover by 90%
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Formative Evaluation including incremental dates or frequency	Middle of the year/end of the year staff surveys on the climate and culture of the campus. January one on one conferences with the principal.
Person responsible for formative evaluation	Principal, Assistant Principal, Instructional Coaches

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Use PLC process to provide team building activities to assist with building relationships and communication with staff and administrative team.	Campus Instructional Coaches Teachers	Kagan strategies, Incentives, Google Docs, Google Calendar, Weekly team feedback sheet	August 2017- June 2018	Climate and culture surveys.
2. Recognize and celebrate staff every month.	Teachers, Administrators, PTA and community	District Incentive Plan	September 2017-June 2018	Climate and culture surveys.

Goal 3: Fiscal Responsibility

Area	Group	Measured	Quantitative Criteria
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3.1 Fiscal Management	Administrators	2017-2018 Budget	100% of the budget will be spent to improve the campus
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Summative Evaluation	All of the budget will be utilized effectively and efficiently.		
Formative Evaluation including incremental dates or frequency	Review spending trends and campus needs monthly/compare to school calendar event.		
Person responsible for formative evaluation	Principal and Secretary		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Monitor process to review and evaluate campus programs	Principal and Secretary	Skyward Finance	September 2017-August 2018	Weekly budget checks and monthly program checks
2. Maintain monthly balanced budget of expenditures and receipts at the campus level	Principal and Secretary	Skyward Finance	September 2017-August 2018	Weekly budget checks
3. Include program directors in evaluation processes.	Program directors, Principal	Surveys, communications	September 2017-August 2018	BOY-MOY-EOY

Goal 4: Safety/Discipline

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.1 Expect, promote and support a safe and orderly learning environment.	Staff and Students	Crisis Management Plan	Decrease the number of referrals by 50% and 90% of incidents on the campus.

Summative Evaluation	Parent and student surveys, staff feedback, walkthroughs and feedback.		
Formative Evaluation including incremental dates or frequency	Referrals and incidents at the end of each six weeks will document progress.		
Person responsible for formative evaluation	Administrators		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Implement Safe & Civil School initiative to support positive behavior support.	Administrators, staff	Region 7 Training	October 2017-June 2018	Data collection on procedures and systems
2. Provide ongoing professional development and feedback on PBIS	Assistant Principal and PBIS Team	Campus data	October 2017-June 2018	Data collection on procedures and systems

3. Implement PSA classes for students to address conflict resolution and crisis. PSA teachers work cooperatively with classroom teachers.	Teachers, counselors, AP Secretaries, Administration	“Why Try” training and curriculum, guest speakers, service learning projects.	October 2017-June 2018	Notification process of referrals to counselors, PSA
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Area	Group	Measured	Quantitative Criteria
4.2 Provide consistency and uniformity in school wide discipline management	Students and Staff	District Expectations	Decrease the number of referrals by 50%

Summative Evaluation	Parent, staff and student surveys, walkthroughs and feedback (climate).
Formative Evaluation including incremental dates or frequency	Decrease in referrals and incidents at the end of each six weeks.
Person responsible for formative evaluation	Administrators

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Implement the District's Discipline Management Plan	Teachers, Administrators, Discipline Committee and	District Discipline Management Plan	September 2017- June 2018	6 weeks discipline review

	RTI Interventionist			
2. Implement the Safe and Civil Schools	Assistant Principal & PBIS Team	Professional Development in Safe & Civil Schools	October 2017- June 2018	Monthly data check and sharing with staff
3. Adhere to campus discipline plan consistently.	Staff, Administration	Campus handbook, ongoing staff training	October 2017-June 2018	Daily monitor of referrals and procedure.

Area	Group	Measured	Quantitative Criteria
4.3 Improve or enhance the character of students	Students and Teachers	Staff and Student Surveys	Increase by 50% the number of students who participate in MJHS community outreach programs and campus initiatives.

Summative Evaluation	Parent, staff and student surveys, walkthroughs and feedback.
Formative Evaluation including incremental dates or frequency	Fewer referrals and incidents at the end of each six weeks.
Person responsible for formative evaluation	Administrators

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Provide students with school wide character trait development through classroom guidance, small group counseling, individual counseling and PSA class.	Counselor, Teachers, Administrators, and RTI Committee.	PSA	October 2017-June 2018	Checking student referrals, classroom, small group and individual evaluation, Staff and student surveys
2. Implementing a comprehensive, developmental guidance and counseling program.	Counselor	Guidance and Counseling Program	October 2017-June 2018	Checking student grades, student referrals, staff and student surveys

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.4 Increase parental involvement	Students, Teachers and Parents	Sign in logs, parent participation, PTA participation	Parents participate in at least two school activities (PTA, parent conferences, etc..)

Summative Evaluation	Increased parental involvement
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Formative Evaluation including incremental dates or frequency	Parental involvement increased during all activities according to the sign in sheets
Person responsible for formative evaluation	Administrators and Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Community Open House/Meet the Teacher	Faculty, Staff and PTA	MISD Administration	August-October, 2017	Leadership Team discussion
2. PTA Open House, ETBU Fall Fest	Principal, PTA President, ETBU students	PTA, ETBU students	October 10 (PTA O.H.) October 12 (Fall Fest)	PTA committee meetings, Leadership Team discussion
3. Parent Literature Night	Principal, PTA, Teachers Instructional Coaches and Interventionists	MJHS AdminTeam/Instructional coach and interventionist team along with parents and students	November 2017 February 2018	Increased parental involvement Increased student ownership of learning and school culture and climate
4. Provide communication in English and Spanish as needed.	Administrators and Teachers	School Messenger	August 2017- June 2018	Increased parental involvement
5. Teachers will be required to contact and document positive parent contacts.	Administrators and Teachers	Post cards, Reminders, telecommunications equipment/technology	August 2017- June 2018 minimum of 4 contacts per week	Increased parental involvement

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Area	Group	Measured	Quantitative Criteria
4.5 Increase community involvement	School and Community.	Sign in sheets.	We will have daily community involvement.

Summative Evaluation.	Increased community involvement.		
Formative Evaluation including incremental dates or frequency.	Community involvement increased during all activities according to the sign in sheets.		
Person responsible for formative evaluation.	Administrators.		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Community Open House/Meet the Teacher.	Faculty, Staff and PTA	MISD Administration.	August 2017-October 2017.	Leadership Team discussion.
2.PTA Open House, ETBU Fall Festival.	Principal, PTA President, ETBU Volunteers.	PTA, ETBU Students.	Oct. 10 (PTA O.H) Oct. 12 (Fall Fest).	PTA committee meetings, Leadership Team discussion.

3. Firefighter Challenge	Godwin lead	Marshall Fire Dept. Emergency Service District/Scottsville	December 2017	Leadership Team discussion.
4. Local Businesses and Churches will volunteer throughout the school year.	MJHS Admin Team	Local businesses and churches.	August 2017-June 2018.	Increased community support.
5. Feed the Volunteer Nights/activities School personnel will use BBQ equipment available to feed parent and community volunteers.	Administrators and teachers.	District BBQ trailer Community and Staff contributions	October 2017-May 2018. TBD	Increased community buy in and support
6.School Supply Closet and Store -a school supply store on campus and a supplemental closet to provide for student that cannot bring or afford school supplies as needed	MJHS Staff and admin	PTA sponsored. Community supported	September 2017-June 2018.	Community awareness and support

10 Components of an Effective or Title I Program

1. A comprehensive needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Ensure smooth transition for students
8. Measures to include teachers in the decisions regarding the uses of academic assessments
9. Effective, timely additional assistance
10. Coordination and integration of Federal, State, and local services and programs