# Eagle Mountain-Saginaw Independent School District

# Marine Creek Middle School

# 2022-2023 Campus Improvement Plan

# Mission Statement

While promoting a safe, supportive, and nurturing environment, Marine Creek Middle School's mission is to educate and empower all Mustangs to succeed in an ever-changing global society.

# Vision

As Mustangs, we...

Enter to **GROW**,

Engage with **GRIT**,

Lead with **POWER**...

**#HORSEPOWER**

# Core Beliefs

1. Every student is a unique individual with unique potential.

2. Effective communication is key to success.

3. Engaged and interested students learn more effectively.

4. Respect is a key to success.

5. Education is a team effort.

6. High-quality educational facilities optimize student and staff success.

7. Accountability is essential to success.

8. A physically and emotionally safe environment promotes student learning.

9. A high-quality education is barrier free.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Student Demographics

|  | 2019-2020 | 2020-2021 |
|---|---|---|
| Total students | 1051 | 1071 |
| Low Income | 57.37% | 59.72% (Low?) |
| Hispanic | 46.62% | 51.23% |
| White | 28.35% | 24.72% |
| Black | 16.65% | 17.17% |
| Mobility |  | 15.3% |
| LEP | 12.4% | 14.15% |
| SPED | 12.1% | 13.58% |

Student Achievement

This data supports the concern that our African American and SPED students are under performing when compared to their peers. While the campus did not obtain STAAR data for the 2019-2020 academic year, CBA's show that African American students and SPED students are frequently performing more than 10% below their peers in the "Approaches" category.  This deficit is occurring across all contents and grade-levels. The same trend is observed from last years STAAR test.

Also concerning, when considering CBA data from 2019 and last years STAAR test student performance at "Meets and Masters" levels are frequently more than 30-40% below "Approaches" for all student groups in all contents and grade levels.

The data shows that there is a need to increase student engagement and increase academic rigor in all contents. The first step in addressing both of these needs include incorporating CHAMPS for classroom management, restorative practices to increase stakeholder relationships, and incorporating PLC's to engage in PDSA while planning for student growth.

Climate and Culture

Continued CHAMPS

Continued Proactive Restorative Practices

Continued ILT and CLT

Implementation of Teams (Focus on students)

Thriving AVID goals

The data represents an inequality of African American students receiving a larger proportion of referrals when compared to the other Student groups.

Staff Quality, Recruitment, and Retention

We have had significant change

***Aggressive recruiting***

We have over 10 Staff members who are bilingual

Meeting AVID standards for staff trainings to be Demonstration School

# Demographics

**Demographics Summary**

Total students - 1071

Hispanic - 48%

White - 28%

Black - 17%

Asian - 3%

Economically Disadvantaged - 60%

Limited English Proficient - 13%

Special Ed - 12%

At-Risk - 50%

Remote Learner - 37%

**Demographics Strengths**

Marine Creek Middle School's demographics are diverse with high numbers in minority populations. As a response hiring practices will focus on meeting the needs of our students by highering candidates that both reflect our student population and meet the needs of our students.s of our students.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** In the data, we see our African American and SPED populations underachieve academically beyond "Approaches" and the same groups are disproportionately represented in classroom discipline when compared to their peers. **Root Cause:** Classroom discipline and the inequality of achievement is attributed to "Beginning" stages in "Learner Engagement" across the campus.

# Student Learning

**Student Learning Summary**

MCMS did not participate in STAAR for the 2019-2020 academic year.  MCMS has yet to be provided with TAPR from TEA. Problem Statement based on CBA's.

**Student Learning Strengths**

MCMS did not participate in STAAR for the 2019-2020 academic year.  MCMS has yet to be provided with TAPR from TEA.  Problem Statement based on CBA's.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** In the data, we see our African American and SPED populations underachieve academically beyond "Approaches" when compared to their peers. **Root Cause:** There are inequalities of achievement that is attributed to "Beginning" stages in "Learner Engagement" across the campus.

# School Processes & Programs

**School Processes & Programs Summary**

Marine Creek Middle School will focus on continuous improvement in the areas of instruction, curriculum, personnel, organization and administration to help support student achievement. Instruction will addressed through the following programs:

- PLC's/ILT
- AVID Instructional Strategies
- T-TESS
- Rigor/Relevance/Relationship Framework
- Formative Assessments
- Protocols
- 5E Science
- Workshop Model
- Instructional Rounds
- Department Chair Walks
- Fundamental 5
- Mentor Program

Marine Creek Middle School teachers utilize the district curriculum and assist in the development of both district and campus common embedded assessments. In curriculum continuous improvement is being addressed through:

- CLC's
- PLC's
- Common Lesson Planning
- Common District Benchmarks

In an effort to maintain retention, Marine Creek Middle School celebrates teachers regularly through newsletters, Teacher Luncheons, personal note cards, social media, and special events. Personnel recruitment, support and retention is being addressed through:

- 100% of staff is Highly Qualified
- Administrative team makes necessary instructional assignments
- On-going professional development
    - Rigor/Relevance Rubric Training
    - Lunch and Learns
    - AVID Implementation
    - Differentiation Training
    - Formative Assessment Training
    - Instructional Strategies Training
    - Team Building
    - Protocols Training
- Mentor Teacher support for novice teachers
- Continued building of teacher leadership capacity

**School Processes & Programs Strengths**

Marine Creek Middle School understands the improtance of providing support and education to our teachers so that they may better suppor the student body.  MCMS will focus on the Continuous Improvement Model to self-assess performance and directly align high yield instructional strategies to groups of students for maximum academic growth of all students. School wide procedures have been put in place will will continue to be assessed and improved to increase efficiency of teacher performance, communication, and student academic growth.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** In the data, we see our African American and SPED populations disproportionately represented in classroom discipline and the same groups underachieve academically beyond "Approaches" when compared to their peers **Root Cause:** We need the organizing and implementation of the "systems approach" to continuous improvement from the campus level down to the student level.

# Perceptions

**Perceptions Summary**

This year, Marine Creek Middle School collectively has created a mission, vision, and collective beliefs as a staff.  Through the utilization of the approved ASPIRE 2022 document, we have set our course to strive for excellence as a campus.

We will display our mission, vision and collective beliefs in every classroom and will publize to the community.

As a campus, will will continue to focus on providing our teachers with the time and resource to positively impact student learning and engagemetn through common planning as scheduled in our master schedule, along with beginning to implement the utilizeation of Professional Learning Community protocols.  It is our intent to develop a collaborative culture that consistently answers the four critical  questions of a PLC:

1. What is it we expect our students to learn?

2. How will we know when they have learned it?

3. How will we respond to those that don't learn what we expected?

4. How will we respond to those that do learn what we expected?

**Perceptions Strengths**

As Mustangs, we...

Enter to **GROW**,

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**#HORSEPOWER**

Celebatory climate through:

- Recognition of staff birthdays through "Ding Dong Ditches"
- Written encouragements in teacher boxes
- Acknowledgement on individual staff and student accomplishments through "Mustang Power" 6 weeks awards.
- Teacher appreication weeks
- STUCO/NJHS activities
- Multicultural Club
- Step Team
- "No Place for Hate"

We will continue to integrate CHAMPS/Restorative Practices:

- Classroom Circles were implemented to build community, promote empathy, and repair relationships.
- The Restorative Reflections during the referral process
- Connect provides data tracking, Avid strategies, SEL Lions Quests and Jostens Renaissance ideas.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents feel that feedback on academic performance is not provided in a timely manner. **Root Cause:** Parents feel disconnected from the campus due to COVID requirements during a time of culture building.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# Goals

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 1:** In 2022-2023 school year, Marine Creek Middle School will increase our seventh grade math scores, ensuring that at least 50% of students in seventh grade on level math Meets the standard on the Math test. We will follow the Middle School Math Plan.

**High Priority**

**Evaluation Data Sources:** Progress will be measured on common assessments.

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 2:** In 2022-2023 school year, Marine Creek Middle School will increase academic equality by ensuring all student populations score within 10% of the campus average across all grade levels and contents on CBA's and STAAR scores.

    **High Priority**

    **Evaluation Data Sources:** District CBA's and STAAR scores.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Train campus educators in the "systems approach" to continuous improvement. Within each component asking the question: "Does our data represent alignment with our campus beliefs and values? If not, what do we need to do to address needs?" Utilize PDSA to align District, Campus, PLC/Grade/Dept., Classroom, and Learner improvement. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Reduced inequalities across student groups, increased student achievment at "Meets and Masters" levels.<br>    **Staff Responsible for Monitoring:** Administration, ILT members, CLT members, Teachers, students.<br><br>    **Title I:**<br>    2.4, 2.5, 2.6, 4.2 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize AVID Site Team to infuse WICOR strategies into daily lessons. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Students will be provided high yield instructional strategies systematically through their core content class. | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher<br><br>    **Title I:**<br>    2.5 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Utilize Tier 2 and Tier 3 RTI strategies for at-risk and struggling learners. Students identified as Tier 3 via CBA's & district screeners are moved to Connect classes that are associated with RTI interventions. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increased engagement and closing of the educational gap for our fragile populations.<br>    **Staff Responsible for Monitoring:** RTI Interventionist, Care Teams, Classroom Teacher<br><br>    **Title I:**<br>    2.4, 2.6 | | | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Promote and post tutorial times for students and parents online and in halls to receive additional help. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Individualized remediation. Improved student motivation and confidence to take on more rigorous tasks. Relationship building. <br> **Staff Responsible for Monitoring:** Administration, Department Heads, Classroom Teachers <br><br> **Title I:** <br> 2.5 | **Dec** | **Mar** | **June** |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Attend professional development (CLC's) that trains teachers in strategies in curriculum instruction and classroom models. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Improved instruction that is both engaging and student-choice driven. <br> **Staff Responsible for Monitoring:** District Secondary Curriculum Specialists, Administration, Teachers 6-8 | **Dec** | **Mar** | **June** |

| **Strategy 6 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 6:** Student driven data analysis and goal setting of summative assessments. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Purposeful reflection that helps drive improved performance. <br> **Staff Responsible for Monitoring:** Teachers 6-8 <br><br> **Title I:** <br> 2.5 | **Dec** | **Mar** | **June** |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 3:** Our campus will continue to move towards an "AVID Schoolwide Site of Distinction" school by incorporating the "Secondary Coaching and Certification Instrument" (CCI) and meeting certification level "AVID Emerging School Wide Site" by the end of the 2022-2023 Academic year.

**Evaluation Data Sources:** CCI

| Strategy 1 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 1:** At least 80% of staff "AVID-Trained" during the 2022-2023 school year. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Teaches will become familiar with AVID's mission and will correlate campus/district mission/beliefs to our "systems approach" in continuous improvement.  Once teachers understand what AVID is about, they can help recruit students. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** AVID Coordinator, AVID Site Team | | | |
| **Title I:** 2.5 | | | |

| Strategy 2 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 2:** 70% of staff routinely planning and using WICOR strategies. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Practices and methodologies, applicable in any content area, that support students in developing the college and career readiness skills of writing, inquiry, collaboration, organization, and reading, which allow students to have access to rigorous curriculum. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, AVID Coordinator, AVID Site Team, Administrators | | | |
| **Title I:** 2.5 | | | |

| Strategy 3 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 3:** Provide professional development opportunities once per each six weeks on AVID strategies. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Teachers will become familiar with more AVID strategies and will help students learn skills needed to be successful. This will help promote the AVID program to more students. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** AVID Coordinator, AVID Site Team | | | |
| **Title I:** 2.5 | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 4:** All students will utilize their campus planner in all classes. Within the planner all students will progress monitor their academic goals on a weekly basis within their Connect and Avid classes.

    **Evaluation Data Sources:** Student summative rubric grades within their Connect classes.

| Strategy 1 Details | | | Formative Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** 8th graders will complete their 4 year plan in Skyward. | | | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Students will have a plan in place leading into High School. | | | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Administration, Counseling | | | | | |
| Strategy 2 Details | | | Formative Reviews | | |
| **Strategy 2:** ... students will track and set SMART goals in their planner. | | | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Students will set and track goal progress. | | | **Dec** | **Mar** | **June** |
| | | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | | |

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 1:** In 2022-2023 school year, Marine Creek Middle School will continue grade level teams that will meet weekly to conduct PLC's using data collected from formative and summative assessments to guide instruction. Teachers will use PDSA model to guide PLC cycle.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** PLCs have various forms of evidence created during PLC time such as Data Binder and team One Note shared with team and campus admin to house notes and actions steps discussed during data analysis. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Student engagement and instruction will increase as teachers are more intention to adjust instructional practice based on data <br> **Staff Responsible for Monitoring:** Leadership team including Department Heads and Administration <br><br> **Title I:** <br> 2.4, 2.5, 2.6 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** PLCs will embed proven high yield instructional strategies to meet the needs of under-performing students and increase academic performance. AVID, lead4ward, (District circle page) | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased performance on formative and summative assessments from our fragile-populations. <br> **Staff Responsible for Monitoring:** Content Lead, Classroom Teacher <br><br> **Title I:** <br> 2.5 | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 2:** In 2022-2023 school year, Marine Creek Middle School will conduct "Data Talks" once per month with ILT to evaluate student performance per department in order to continue or modify implemented strategies using the PDSA model.

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Meet with Instructional Leadership Team (ILT) on the first Wednesday of every month to discuss performance of student populations. | | **Formative** | | |
| | | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Progress monitoring of student performance throughout year allows for adjustments in instruction prior to state testing.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.4, 2.6 | | | | |
| **Strategy 2 Details** | | **Formative Reviews** | | |
| **Strategy 2:** Discuss consistencies in implementation of grading policy and grade posting timelines for proper feedback to student and parent. | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase performance feedback to students and parents.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | **Dec** | **Mar** | **June** |
| | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 3:** In 2022-2023 school year, Marine Creek Middle School staff will facilitate a collaborative environment with parents in support of students. This will be evidenced by a 80% or higher on all three categories of "family engagement" on the parent survey. Additionally, we will work to increase parent participation on the survey from 5% to 10% or higher.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Provide teacher training on use of electronic communication provided by districts Skyward Messenger. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase use of electronic (preferred) communication to frontload classroom updates regarding assignments. <br> **Staff Responsible for Monitoring:** MCMS Admin team | **Dec** | **Mar** | **June** |
|  |  |  |  |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** MCMS admin will check gradebooks to ensure grades reflected in the electronic grade book are current and updated the week prior to grades posting for progress reports and report cards. | **Formative** | | |
|  | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Accountability of implementation of Grading Guidelines will increase teachers part in maintaining accurate gradebooks. <br> **Staff Responsible for Monitoring:** MCMS Admin team |  |  |  |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Provide postcards through departments for teachers to send home positive communication. Teachers create LEAD measures for sending home postcards. | **Formative** | | |
|  | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased parent/campus relationship. <br> **Staff Responsible for Monitoring:** Department Chair. |  |  |  |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 4:** In 2022-2023 school year, Marine Creek Middle School will maintain 95% student attendance across the campus.

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** PBIS awards will create incentives for students that have perfect attendance. | | **Formative** | | |
| **Strategy's Expected Result/Impact:** More frequent incentives will improve attendance | | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** CLT | | | | |
| | | | | |
| **Strategy 2 Details** | | **Formative Reviews** | | |
| **Strategy 2:** Incentives for Student of the Six Weeks will be given out at the end of every six weeks. | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increased student attendance throughout the school year. | | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Admin Intern, Counselor, CLT. | | | | |
| | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 1:** In 2022-2023 school year, Marine Creek Middle School will increase security measures on campus and improve safety protocols to help student feel safer at school. This will be evidenced by a 80% or higher from 73% on the parent survey indicator for "My Child is safe at school."

    **Evaluation Data Sources:** Insight Surveys

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Drills will be scheduled throughout the year to meet state requirements. This schedule will be kept in the principals office and turned into the directer of Safety and Security. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** MCMS will meet all state and district safety drill requirements.<br>**Staff Responsible for Monitoring:** Whitney Wheeler | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize a safety committee to analyze and evaluate the drill process once a semester. | **Formative** | | |
| **Strategy's Expected Result/Impact:** This will allow MCMS to make adjustments to the drill process as needed.<br>**Staff Responsible for Monitoring:** Whitney Wheeler | **Dec** | **Mar** | **June** |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Utilize the CrisisGo app to communicate drills and emergency situations. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Efficient communicated between staff, administration and parents.<br>**Staff Responsible for Monitoring:** Whitney Wheeler and Ron Gatlin | **Dec** | **Mar** | **June** |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Safety training will be provide to the staff and students throughout the year. | **Formative** | | |
| **Strategy's Expected Result/Impact:** This will improve safety and the effectiveness of drills.<br>**Staff Responsible for Monitoring:** Whitney Wheeler | **Dec** | **Mar** | **June** |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** A parent information letter explaining each drill and their purpose will be made available to parents. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Parents will gain a better understanding of the drill process.<br>**Staff Responsible for Monitoring:** Whitney Wheeler | **Dec** | **Mar** | **June** |

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 2:** In 2022-2023 school year, Marine Creek Middle School will incorporate Proactive Relationship Building Strategies to promote relationships between T-S, S-T, and S-S, in all Connect classes where at least one strategy is used one time per week. All Teachers will incorporate "Relationship Agreements" as anchor charts for behavior management.

    **Evaluation Data Sources:** Evidenced by teacher survey, walk thru's, and TTESS

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** All teachers trained in Proactive Restorative Practices to incorporate; classrooms circles, 2 minute connections, 90 second Sparks, 60 second relate breaks, and relationship agreements. All Connect teachers receive "Circle Forward" and incorporate book study during their department meetings. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Increase relationships between T-S, S-T, S-S. Decrease discipline referrals in the classroom. Increase student engagement.<br><br>    **Title I:**<br>    2.5, 2.6 | | | |
| **Strategy 2 Details** | **Formative Reviews** | | |
| **Strategy 2:** All teachers incorporate "Relationship Agreements" in their classrooms throughout the year. All teachers will have "Relationship Agreements" posted on classroom walls to be used as an anchor chart. All teachers and administrators will use anchor chart on the wall when behavior is adversely affecting classroom instruction at least 80% of the time. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** Decreased referrals from classrooms. Increased relationships and student lead classroom environments.<br>    **Staff Responsible for Monitoring:** Administrators, Teachers | | | |
|     0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue | | | |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 3:** In 2022-2023 school year, Marine Creek Middle School will incorporate STOIC in all classrooms to improve TTESS Domain III (Learning Environment) to at least "Proficient" for all teachers on campus moving towards a "student centered" classroom environment.

**Evaluation Data Sources:** CHAMPS posters posted in all teachers classrooms. TTESS observations reflect CHAMPS posters being used as anchor charts during lessons.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** All classrooms have CHAMPS posters posted on walls to provide students direction during specific learning activities. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increased student engagement. Decreased classroom referrals. | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Administration team | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Train 4 teacher leaders with "CHAMPS" training to incorporate strategies within their classrooms, and then lead professional development during staff meetings at least one time per six weeks. | **Formative** | | |
| | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Increased student engagement. Decreased classroom referrals. **Staff Responsible for Monitoring:** Ron Gatlin  **Title I:** 2.5 | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:  We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 4:** In 2022-2023 school year, Marine Creek Middle School will decrease discipline office referrals located in classrooms by 15% from the previous year.

    **Evaluation Data Sources:** Skyward and discipline records.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** School wide implementation of CHAMPS. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Decrease in office referrals and a decrease in out of school suspensions. | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Principal and Assistant principals | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Teachers incorporating "Relationship Agreements" in the classroom and using the agreement as an anchor chart. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Teacher will be able to correct inappropriate behavior which will lead to a decrease in office referrals. | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Principal and Assistant principals | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Proactive Relationship Building Strategies will be implemented through all classes to build relationships T-S, S-T, S-S, and giving students tools to work through conflict. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** This will lead to students understanding personal boundaries which will result in a decrease in office referrals. | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Campus Administration, Connect Teachers | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Administrators incorporating "Restorative Practices" when working discipline. Administrators need to refer to teachers "Champs" and "Relationship Agreements" when referrals occur in the classroom and include the teacher in restoring the student to their classroom. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Students and teachers will understand their roll when classroom discipline occurs. Repeat offenders will decrease. | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Teachers and Administration | | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✕ Discontinue | |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 5:** In 2022-2023 school year, Marine Creek Middle School will provide drug prevention awareness and education on the social/emotional effects of social media utilizing multiple formats per semester.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Connect will provide training on drug prevention and social media throughout the school year. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student will have a better understanding of how drug abuse and social media can have long term effects.<br>**Staff Responsible for Monitoring:** Connect Teachers<br><br>**Title I:**<br>2.4 | **Dec** | **Mar** | **June** |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** The Intervention counselor/counseling department will work with outside resources to coordinate programs educating MCMS student on drug prevention and the effects of social media. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student will have a better understanding of how drug abuse and social media can have long term effects.<br>**Staff Responsible for Monitoring:** Counselors and Administrators | **Dec** | **Mar** | **June** |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Marine Creek MS will participate in drug awareness through Red Ribbon week activities. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student will have a better understanding of how drug abuse and social media can have long term effects.<br>**Staff Responsible for Monitoring:** Counselors | **Dec** | **Mar** | **June** |
| | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 6:** In 2022-2023 school year, Marine Creek Middle School will increase opportunities to recognize teachers individual accomplishments.

**Evaluation Data Sources:** PBIS Rewards.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** PBIS will create a recognition system to acknowledge teacher individual accomplishments, per six weeks. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase teacher morale. <br> **Staff Responsible for Monitoring:** Counselors and CLT | **Dec** | **Mar** | **June** |
| | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue | | | |

# State Compensatory

## Budget for Marine Creek Middle School

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 2
**Brief Description of SCE Services and/or Programs**

|  |
| --- |
|  |

## Personnel for Marine Creek Middle School

| Name | Position | FTE |
| --- | --- | --- |
| Kelli Clause | RTI | 1 |
| Michelle Bowles-Conder | RTI | 1 |