Beaumont Independent School District

Marshall Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Our Mission for Marshall Middle School is that we will work to educate and ensure academic success in a safe, positive learning environment.

Vision

Our Vision for Marshall Middle School is to provide a stable and equitable learning environment built on positive relationships, academic success and community involvement.

Value Statement

- We commit to the following:

  Being Prepared

  Being Prompt

  Being Professional

  Being Productive

  Being a Team Player

- Being Dedicated to doing what is Best for Our Students !

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile Marshall Middle School is one of 27 campuses in Beaumont Independent School District. Marshall opened its doors in 1962 and serves predominantly middle class families. Marshall serves 830 students in grades 6 to 8. Five years ago, 806 students were served by the campus. Marshall's teachers are departmentalized by grade level. We have several specialized classes; the Regional Day School for the Deaf (RDSD) 6th-8th grade, Behavior Transition Class (BTC) 6th grade, Structured Learning Class (SLC) 6th-8th grade, Academics for Life (AFL) 6th-8th grade.

The student population is 48.8% African-American, 23.98% White, 4.46% Asian, and 18.07% Hispanic with a low socioeconomic status of 42.17%. The teacher population is 27% AfricanAmerican, 66% White, 7% Hispanic, 18% male and 82% female with 61% of teachers considered experience (5 or more years teaching).

Special Programs:

Our School wide Title I program consists of parent involvement activities, an RtI Interventionist, STAAR Reading and STAAR Math remediation classes.

Comprehensive Needs Assessment Process:

The campus needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: District Benchmarks, Star 360, STAAR, Attendance (students and staff), etc. Documentation of the process includes meeting minutes, agendas, sign-in sheets, copies of data reviewed and completed lists of strengths and problems. Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Demographics:

Strengths: Marshall Middle School is a large campus that embraces its diversity.

Problems: Number of enrolled students makes for large class sizes.

Student Achievement:

Strengths: Campus scores above the district averages in all but 5 tested areas for each grading period for all grade levels.

Problems: Reading comprehension in all 3 grade levels is below grade level.

Instruction, Curriculum and Assessment:

Strengths: Access to numerous online platforms to assess students Beginning of the Year, Middle of the Year, and End of the Year; district benchmark assessments available as well.

Problems: Need more time built into the Academic calendar for planning, preferable at the beginning of each 9 weeks.

Family and Community Engagement:

Strengths: Numerous opportunities for parents to be involved; regularly scheduled “Zooms with the Principal”; active social media presence.

Problems: Low attendance at parental involvement events; more assistance needed for ELL students.

Staff Quality, Recruitment, Retention:

Strengths: MMS has a strong sense of family among staff members; staff members know who to go to for help; 84% of total staff was retained at the end of 2020-2021

Problems: More training for teachers new to the profession, specifically on classroom management.

School Culture and Climate:

Strengths: Staff would describe the campus environment as supportive; campus environment has improved from the previous year.

Problems: CHAMPS not implemented with fidelity across the campus/grade levels.

School Organization:

Strengths: Staff is given the opportunity for input regarding campus decisions through surveys and open communication; transparency.

Problems: Having more input in district assessments; need for remediation class in Reading / Math.

Technology:

Strengths: Campus has 6 chromebook carts and purchased 50 chromebooks; campus went 1:1 on chromebooks; purchase of Trutouch interactive displays; additional online learning platform, IXL, purchased for Science and Social Studies 8th grade.

Problems: lack of professional development in online platforms available in the district.

Summary of Identified Problems and Related Strategies

Based on available data the campus Priority Problems for 2021-2022 school year are

1. Based on MOY Interim data 59% of 6th grade students who were tested are reading below grade level

2. Based on MOY Star 360 data 58% of 6th graders are performing below grade level in math.

3. Student achievement on the 2nd nine weeks Reading assessment for all three grade levels dropped in students who “Approached” and “Met” grade level when compared to the 1st nine weeks Reading assessment.

The campus CNA was developed, reviewed, and revised on the following dates for the 2020-2021 school year.

December 17, 2020

March 24, 2021

April 7, 2021

Demographics

Demographics Summary

The student demographics of Marshall Middle School directly reflect the ethic composition of the community from which the campus draws it population. The student body is comprised of the ethnicity's listed below:

Number of Students	703
African American	54.63%
Hispanic	18.66%
White	17.46%
Asian	5.82%
Two or More Races	2.99%
Native American	0.12%
Native Hawaiian or Other Pacific Islander	0.24%
Special Ed	11.08%
Econ. Disadv.	62.17%

See Addendum **Campus Demographics 23-24 for more info.**

Demographics Strengths

- The student population is very diverse and welcoming to new students regardless of ethnicity, race, or diverse abilities.
- Most students remain at Marshall Middle School for a majority of their middle school years. This provides an opportunity for students to build a sold foundation to build upon for more rigorous course work in high school.
- Marshall has a caring, committed staff that strives to put the needs of our students first.
- Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the TEKS.
- Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based

on student needs for increased student achievement.

Student Learning

Student Learning Summary

Based on the results of the Star 360 assessment the students at Marshall Middle school showed growth in Reading and Math for all grade levels. The greatest gains were in 6th grade reading with an 11% gain on approaches grade level, 6th grade math with a 12% gain in approaches grade level and 7th grade math with a 15% gain in approaches grade level.

There were no official STAAR results for 19-20.

See addendum MMS Summary of Student Performance on STAAR and Star 360 for more info

Student Learning Strengths

After reviewing and analyzing STAR 360 data, the following areas are identified as a strength due to improvement from BOY to MOY:

- 7th grade math
- 6th grade math
- 8th grade reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MOY Interim data 59% of 6th grade students who were tested are reading below grade level. **Root Cause:** Reading comprehension is below grade level; Silent Sustained Reading (SSR) is not done with fidelity.

Problem Statement 2 (Prioritized): Based on MOY Star 360 data 58% of 6th graders are performing below grade level in math **Root Cause:** A majority of the 1st nine weeks Math assessment is review of concepts previously taught; lack of incentives to keep improving.

Problem Statement 3: Student achievement on the 2nd nine weeks Reading assessment for 7th grade dropped in students who "Approached" by 15% when compared to the 1st nine weeks Reading assessment. **Root Cause:** Reading comprehension is below grade level; a majority of the 1st nine weeks benchmark assessment is a review of previous school year

Problem Statement 4 (Prioritized): There is a lack of STEM courses offered to attract and challenge students in the STEM Academy. **Root Cause:** There are limited resources available to enhance the STEM Academy program.

School Processes & Programs

School Processes & Programs Summary

At Marshall Middle School, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Beaumont ISD Curriculum calendar. Lesson plans should include clear learning targets, higher level questions, activities aligned to the rigor of the TEKS, and differentiation based on the needs of individual students. Teachers collaborate with instructional leaders weekly during PLCs to further develop professional expertise with instructional strategies and implement backwards planning to ensure learning tasks and instruction supports students in reaching higher levels of learning. Common assessments are used every nine weeks to monitor students' progress toward mastering grade level standards. Data Digs from these assessments is analyzed routinely to determine how to best meet the needs of individual students through Data Driven Instruction.

Teachers use document cameras, projectors, and/or SMART boards to show and demonstrate assignments as well as finished projects. Technology is used daily by students and staff alike to a high degree due to chromebooks being issued to every student. Students frequently use technology to create products to showcase their learning. Teachers utilize on-line learning software such as MyOn, IXL, Education Galaxy

or Study Island to engage students in the content and support student achievement. Marshall has two computer labs each with twenty-five desktop computers. We also have two extra mobile Chrome-book carts. This technology is used by all students and teachers on a daily basis. Marshall also began purchasing Trutouch screens to be utilized in the classroom by the teacher and students, currently there are nine mobile Trutouch units and one stationary unit on campus.

School Processes & Programs Strengths

- Students are provided with immediate interventions based off beginning of the year assessment, district benchmark assessment, mid-year assessment and end of the year assessments.
- Staff uses data digs gathered through assessments to provide meaningful interventions
- Staff submits Lesson plans weekly in eduphoria
- Weekly PLCs give teachers time to review the curriculum and analyze data to ensure students are successful through data driven instruction
- Teachers share effective teaching practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of Champs needs to be done correctly and with fidelity across the campus 90% of the time. **Root Cause:** New teachers are not adequately trained in the implementation of Champs

Perceptions

Perceptions Summary

The school environment is generally positive and focused on students' social and academic growth. Marshall Middle School has a positive learning environment that includes close student-teacher relationships that foster safety, compassion, and learning. Students attending MMS feel safe and are eager to come to school. Marshall Middle School includes a diverse student population. In general, most students and teachers describe our school campus as collaborative, respectful, and supportive. There is widespread campus participation in enriching activities such as AR point challenges, campus clubs, fine art, and athletic activities. Students with high academic success and leadership skills also have the opportunities to participate in Student Council and National Junior Honor Society, and a student leadership class. These are highly motivated students that also have excellent attendance.

A Marshall Middle School Survey sent out to students, parents and teachers indicated Parent and community involvement is a major focus at Marshall Middle School.

Parents are invited to bi-monthly Zooms with the Principal, and numerous activities coordinated by the campus Parent Facilitator and our business partner Neches Federal Credit Union.

Parents and Guardians are encouraged to participate in PTA, STAAR Night and other campus events.

The Marshall PTA is an active partner in providing for our students, teachers, and campus. The PTA provides available funds when requested by teachers for classroom activities, provides school wide events, and 8th grade day/ dance in the spring each year. Our PTA also provides luncheons for the staff periodically throughout the year as well.

Perceptions Strengths

- Marshall Middle School is a safe and positive learning environment with strong systems in place for all members
- Staff has opportunities to be involved in campus level decision-making.
- PTA is very involved and supportive of needs of the students, staff, campus.
- Parents have access to school information through various social media platforms.
- Numerous community Business partners are active on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 60+ referrals were documented due to student conflict for the 23-24 school year. **Root Cause:** Students and staff are not adequately trained in de-escalation techniques.

Priority Problem Statements

Problem Statement 1: Based on MOY Interim data 59% of 6th grade students who were tested are reading below grade level.
Root Cause 1: Reading comprehension is below grade level; Silent Sustained Reading (SSR) is not done with fidelity.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on MOY Star 360 data 58% of 6th graders are performing below grade level in math
Root Cause 2: A majority of the 1st nine weeks Math assessment is review of concepts previously taught; lack of incentives to keep improving.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Implementation of Champs needs to be done correctly and with fidelity across the campus 90% of the time.
Root Cause 3: New teachers are not adequately trained in the implementation of Champs
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of STEM courses offered to attract and challenge students in the STEM Academy.
Root Cause 4: There are limited resources available to enhance the STEM Academy program.
Problem Statement 4 Areas: Student Learning

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: By May of 2025, 6th grade RLA (Reading Language Arts) STAAR passing scores will increase from 29% to 39 % in the meets category.

High Priority

Evaluation Data Sources: State Assessment Results, Benchmarks, CBA'S

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Scholars will spend two days a week in Success class to with targeted lesson and SSR. **Strategy's Expected Result/Impact:** Students will receive time to meet Accelerated Reading goals as we as receive intervention lessons . **Staff Responsible for Monitoring:** Leadership Team and Coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Local Funds				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 2: By May of 2025, 7th grade RLA (Reading Language Arts) STAAR passing scores will increase from 43% to 53% in the meets category.

Evaluation Data Sources: State Assessment Results, Benchmarks, CBA'S

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 3: By May of 2025, 8th grade RLA (Reading Language Arts) STAAR passing scores will increase from 43% to 54% in the meets category.

Evaluation Data Sources: State Assessment Results, Benchmarks, CBA'S

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: By May of 2024, 6th grade Math STAAR passing scores will increase from 11% to 22% in the meets category.

High Priority

Evaluation Data Sources: Reports and data generated from eduphoria.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Success classes will be built into the Master Schedule for Reading and Math interventions. **Strategy's Expected Result/Impact:** Reports and data generated from STAR 360 and objective and subjective data from the RTI coordinator and the Reading and Math Teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Practice early identification of students in need after assessment with placement in Success Math and Reading class sections. **Strategy's Expected Result/Impact:** Tiered Students get scaffoldings to access the tier one instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 2: By May of 2025, 7th grade Math STAAR passing scores will increase from 8% to 20% in the meets category.

Evaluation Data Sources: State Assessment Results, Benchmarks, CBA'S

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 3: By May of 2025, 8th grade Math STAAR passing scores will increase from 32% to 42%. in the meets category.

Evaluation Data Sources: State Assessment Results, Benchmarks, CBA'S

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1: Marshall will conduct at least 3 college and career assembly's informing scholars of high school and college career opportunities by June 2025.

Evaluation Data Sources: Assembly Announcements, Speaker email receipts.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 2: Expose 8th graders to a College and Career presentation involving potential careers and high school endorsements by June 2025.

Evaluation Data Sources: Agenda

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 3: Expose 6th and 7th graders to a college and career presentation/performance from Westbrook Students by June 2024.

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: By May of 2024 the results of the survey over a positive school climate and culture will increase by 10%.

Evaluation Data Sources: Google forms sent out to students, staff and parents/guardians

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will send out a BOY, MOY and EOY survey to students, staff and parents/guardians over school climate and culture. **Strategy's Expected Result/Impact:** Positive rating on climate surveys. **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: By May 2024, reduce the number of peer conflicts from referral data by 10%

High Priority

Evaluation Data Sources: Professional development on de-escalation techniques agenda and sign in sheets. Information from study sync.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development will be provided by the administrative team and the SEL department. **Strategy's Expected Result/Impact:** 10% reduction in referrals relating to student conflict. **Staff Responsible for Monitoring:** Administrative team and SEL department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 100% of the staff will attend two professional developments on de-escalation techniques by June 2023.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 90% of Students will be educated on de-escalation techniques by June of 2023. **Strategy's Expected Result/Impact:** Lesson plans and activities provided to the teachers by our SEL coordinator.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will provide strategies on de-escalation during 4th period provided by the SEL department **Strategy's Expected Result/Impact:** 50% reduction in referrals relating to student conflict. **Staff Responsible for Monitoring:** Administrative team and the SEL department				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 3: Well will hold a Community involvement event at least once a month.

Evaluation Data Sources: Sign in sheets

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1: 100% of core teachers will participate in weekly PLC meetings focused on student achievement throughout the 2023-2024 school year.

High Priority

Evaluation Data Sources: Improved lesson planning; cross-curricular understanding of content: increase in academic ability as students progress to the next grade level

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teacher will receive PLC training from solution tree. **Strategy's Expected Result/Impact:** The training will help teachers build capacity. **Staff Responsible for Monitoring:** Leadership Team, Coaches **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 2: We will increase our campus rating to a C or Higher.

High Priority

Evaluation Data Sources: TEA Reports

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 3: We will increase the number of students enrolled in our STEM Academy.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recruitment from all Elementary 5th classes in and outside the district. **Strategy's Expected Result/Impact:** This will bring more awareness and increase the number of applicants for the STEM Academy at Marshall Middle School. **Staff Responsible for Monitoring:** STEM Academy Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify STEM related fieldtrips that coincide with each STEM Academy grade level to enforce STEM concepts and relating them to real world experiences. **Strategy's Expected Result/Impact:** Students will be more engaged, intellectually curious, and interested in continuing the STEM pathway beyond middle school. **Staff Responsible for Monitoring:** Administrators, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** transportation, entry tickets - Title I, Part A - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide a summer bridge to STEM for rising 6th grade accepted applicants. **Strategy's Expected Result/Impact:** The summer program will bridge 6th and 7th grade math and science TEKS for students advancing to 8th math and science during their 6th grade year. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Teachers and instructional materials - Title I, Part A - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide instructional materials needed for the STEM Academy. **Strategy's Expected Result/Impact:** Engage students in effective ways to emphasize STEM and Engineering concepts. **Staff Responsible for Monitoring:** Administrators, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 4: Expose more students to STEM activities outside of the classroom through STEM field trips and guest speakers that connect to STEM careers.

Evaluation Data Sources: Student participation and Number of activities offered.

Campus Funding Summary

Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	2	transportation, entry tickets		$6,000.00
5	3	3	Teachers and instructional materials		$10,000.00
				Sub-Total	$16,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024