

Agenda of Regular Meeting

Board of Trustees

Marlin Independent School District

A Regular Meeting of Marlin Independent School District will be held October 19, 2026, beginning at 5:00 PM in the Marlin ISD Boardroom at Marlin High School, 1400 Capps St., Marlin, Tx 76661.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Moment of Silence
5. Public Comments
6. Recognitions
 - a. Lone Star Governance Student of the Month
 - b. Lone Star Governance Teacher of the Month
 - c. Performer of the Month
7. **Closed Session:**
 - a. Pursuant to Texas Government Code Sections 551.071, Consultation with Attorney Regarding Current Construction Projects
8. **Open Session:**
 - a. Superintendent's Report
 - b. Information Items
 1. Lone Star Governance Goal Progress Measures Update: Third Grade Math GPM 2.1, 2.2, 2.3 3
9. Consent Agenda
 - a. Consideration and Possible Approval of 2026-2027 Campus and District Improvement Plans and 2026-2027 CCMR District Plan as Required by HB 120 12
 - b. Consideration and Possible Approval of Strategic Compensation Plan for Campus Administration 158
 - c. Consideration and Possible Approval of Purchase: Caldwell Country Chevrolet 159
10. Action Items

a. Consideration and possible approval of Financial Report (September 2026)	162
b. Consideration and Possible Approval of October 2026 Budget Amendment	172
c. Consideration and Possible Approval of MARLIN ISD Resolution to nominate Candidates to the Falls County Appraisal District Board of Directors 2027-2028	176
11. Adjournment	

**Marlin Independent School District
BOARD OF TRUSTEES**

Meeting Date: **October 19, 2026**

Presented by: **Alphonso Bates, Superintendent of Schools**

Subject: **Lone Star Governance Goal Progress Measures Update: Third
Grade Math GPM 2.1, 2.2, 2.3**

Information Item

BACKGROUND INFORMATION:

The student outcome goals in school policy AE (LOCAL) center around proficiency in literacy and math, while ultimately supporting high school graduates earning the distinction of readiness for either college, career, or success in a branch of the military.

This update is to review the Goal Progress Measures 2.1, 2.2, and 2.3 for third grade math.

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

AE (LOCAL)

CONTACT PERSON:

Kimberly Svatek, Chief Academic Officer

FUNDING SOURCE:

N/A

ENCLOSURES:

Goal Progress Measure Report

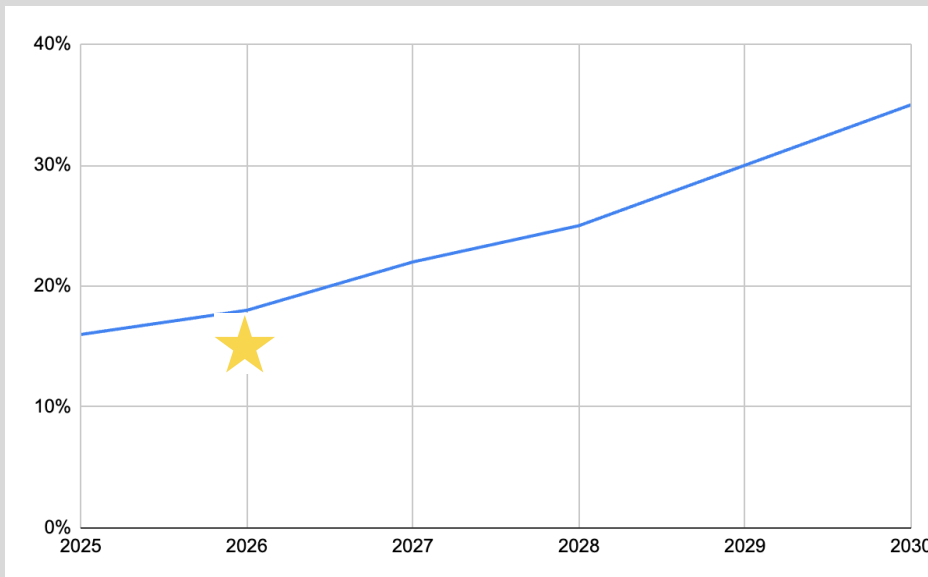
Monitoring Report (Goal Progress Measures)

Date: 6/15/26

Goal 2: The percentage of **third grade** students at meets or above on **STAAR math** will increase from 14% in May 2025 to 33% in May 2030.
(**Current 2025: 14%** | 2026: 16% | 2027: 19% | 2028: 23% | 2029: 28% | 2030: 33%)

Overall Goal Progress:
Off Track

Goal Progress Measure 2.1: The percentage of **second grade students** at “early on level” or above on I-Ready math assessment will increase from 16% in May 2025 to 35% in May 2030.
(2025: 16% | 2026: 18% | 2027: 22% | 2028: 25% | 2029: 30% | 2030: 35%)

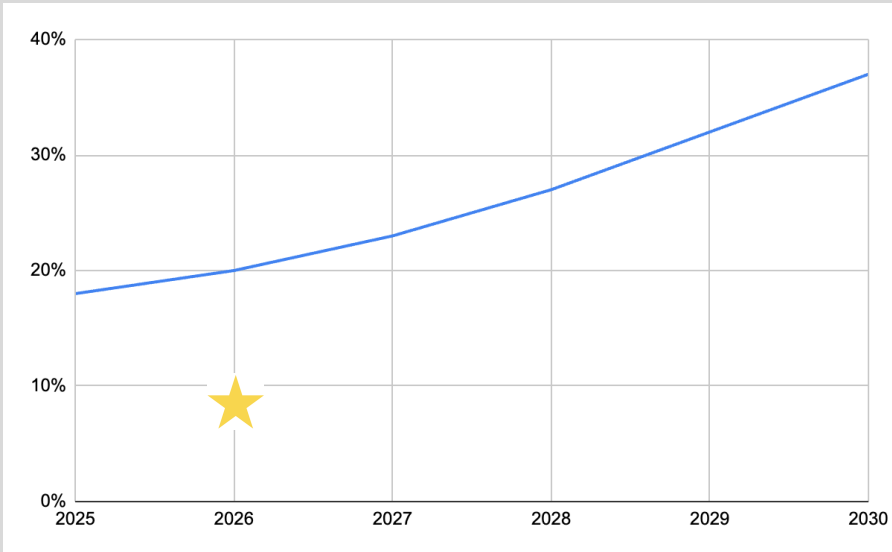


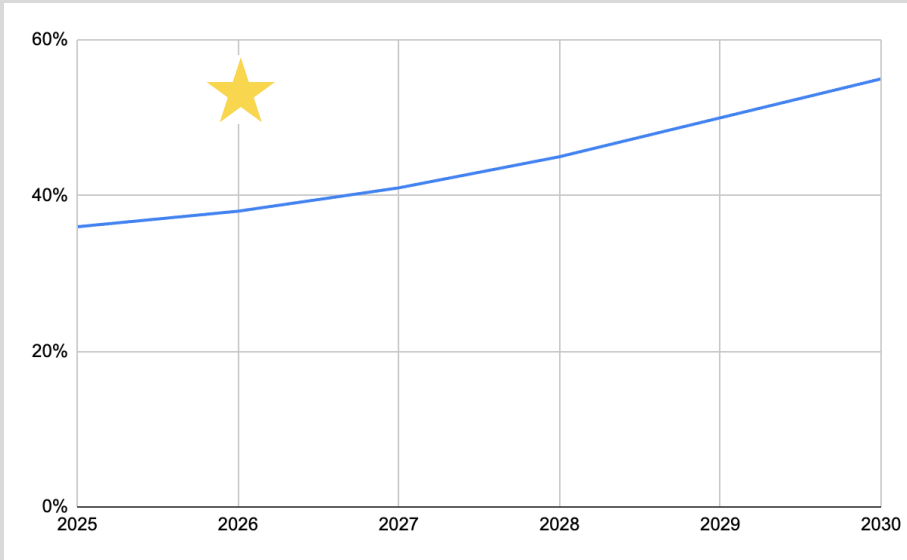
Student Group Targets		
Population	Current %	Target %
African American	9%	13%
Hispanic	25%	6%
Emergent Bilingual	0%	12%
Special Education	0%	4%
Economic Disadv.	15%	18%

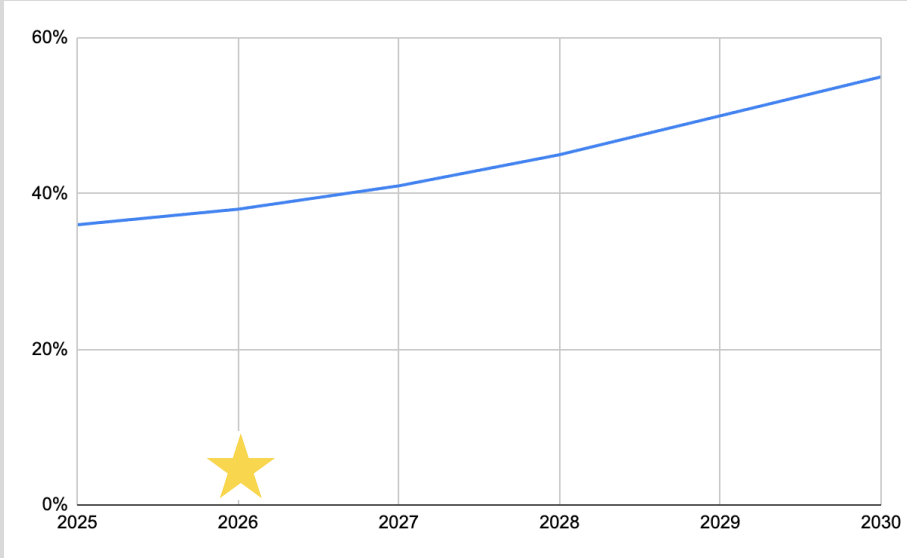
4

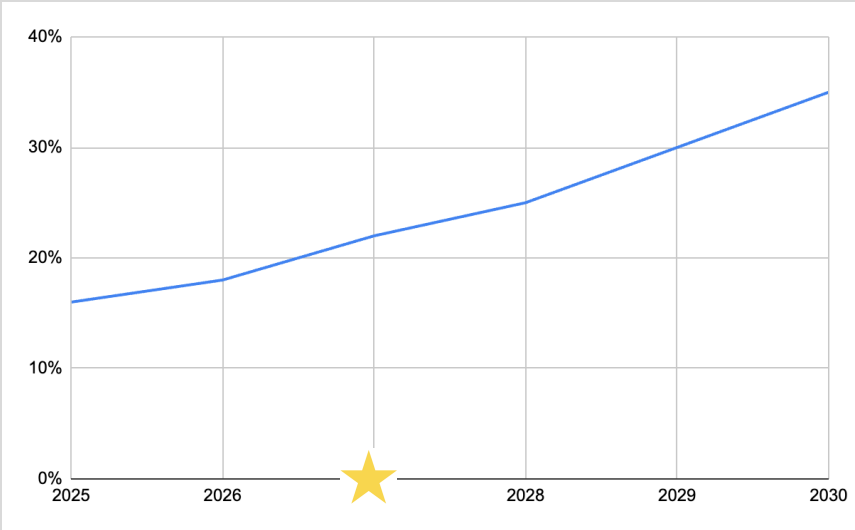
Evidence and Future Plans

We are off track with GPM 2.2 with 15% of second grade students scoring at “early on level” or above on the end-of-year iReady exam. Second grade students did grow from 0% to 15%. All but one student population was below target percentages. Walkthrough/observation data confirm minimal follow-through on personalized learning. Inconsistent data tracking by teachers also confirmed that those who monitored and shifted instruction had better results. **The plan moving forward** is for Marlin ISD to continue using Footsteps2Brilliance and iReady personalized learning for small group practice and intervention. Marlin will shift to Bluebonnet RLA for grades K-5 beginning 2026-2027. New monitoring requirements will be implemented and students and teachers will track their growth.

Monitoring Report (Goal Progress Measures)		Date: 6/15/26																						
Goal 2: The percentage of third grade students at meets or above on STAAR math will increase from 14% in May 2025 to 33% in May 2030. (Current 2025: 14% 2026: 16% 2027: 19% 2028: 23% 2029: 28% 2030: 33%)		Overall Goal Progress: Off Track																						
Goal Progress Measure 2.2: The percentage of first graders at “early on level” or above on I-Ready math assessment will increase from 18% in May 2025 to 37% in May 2030. (2025: 18% 2026: 20% 2027: 23% 2028: 27% 2029 32% 2030: 37%) 		<table><tr><th colspan="3">Student Group Targets</th></tr><tr><th>Population</th><th>Current %</th><th>Target %</th></tr><tr><td>African American</td><td>3%</td><td>12%</td></tr><tr><td>Hispanic</td><td>11%</td><td>10%</td></tr><tr><td>Emergent Bilingual</td><td>0%</td><td>2%</td></tr><tr><td>Special Education</td><td>9%</td><td>20%</td></tr><tr><td>Economic Disadv.</td><td>9%</td><td>20%</td></tr></table>		Student Group Targets			Population	Current %	Target %	African American	3%	12%	Hispanic	11%	10%	Emergent Bilingual	0%	2%	Special Education	9%	20%	Economic Disadv.	9%	20%
Student Group Targets																								
Population	Current %	Target %																						
African American	3%	12%																						
Hispanic	11%	10%																						
Emergent Bilingual	0%	2%																						
Special Education	9%	20%																						
Economic Disadv.	9%	20%																						
Evidence and Future Plans																								
We are off track with GPM 2.2 with 9% of first grade students scoring at “early on level” or above on the end-of-year iReady exam. First grade students did grow from 0% to 9%. All but one student population was below target percentages. walkthrough/observation data confirm minimal follow-through on personalized learning. Inconsistent data tracking by Teachers also confirmed that those who monitored and shifted instruction had better results. The plan moving forward is for Marlin ISD to continue using Footsteps2Brilliance and iReady personalized learning for small group practice and intervention. Marlin will shift to Bluebonnet RLA for grades K-5 beginning 2026-2027. New monitoring requirements will be implemented and students and teachers will track their growth.																								

Monitoring Report (Goal Progress Measures)		Date: 6/15/26																					
Goal 2: The percentage of third grade students at meets or above on STAAR math will increase from 14% in May 2025 to 33% in May 2030. (Current 2025: 14% 2026: 16% 2027: 19% 2028: 23% 2029: 28% 2030: 33%)		Overall Goal Progress: On Track																					
Goal Progress Measure 2.3: The percentage of kindergarten students at “early on level” or above on I-Ready math assessments will increase from 36% in May 2025 to 55% in May 2030 (2025: 36% 2026: 38% 2027: 41% 2028: 45% 2029 50% 2030: 55%) 		<table><tr><th colspan="3">Student Group Targets</th></tr><tr><th>Population</th><th>Current %</th><th>Target %</th></tr><tr><td>African American</td><td>52%</td><td>27%</td></tr><tr><td>Hispanic</td><td>64%</td><td>20%</td></tr><tr><td>Emergent Bilingual</td><td>100%</td><td>12%</td></tr><tr><td>Special Education</td><td>40%</td><td>3%</td></tr><tr><td>Economic Disadv.</td><td>55%</td><td>46%</td></tr></table>	Student Group Targets			Population	Current %	Target %	African American	52%	27%	Hispanic	64%	20%	Emergent Bilingual	100%	12%	Special Education	40%	3%	Economic Disadv.	55%	46%
Student Group Targets																							
Population	Current %	Target %																					
African American	52%	27%																					
Hispanic	64%	20%																					
Emergent Bilingual	100%	12%																					
Special Education	40%	3%																					
Economic Disadv.	55%	46%																					
Evidence and Future Plans																							
We are on track with GPM 23 with 59% of kindergarten students scoring at “early on level” or above on the end-of-year iReady exam. Kindergarten students grew from 7% to 59%. All student populations were above target with all but one Seeing double-digit gains. Consistent data tracking by teachers also confirmed that all classes had better results. The plan moving forward is for Marlin ISD to continue using Footsteps2Brilliance and iReady personalized learning for Small group practice and intervention. Marlin will shift to Bluebonnet RLA for grades K-5 beginning 2026-2027.																							

Monitoring Report (Goal Progress Measures)		Date: 7/23/26																						
Goal 2: The percentage of third grade students at meets or above on STAAR math will increase from 14% in May 2025 to 33% in May 2030. (Current 2025: 14% 2026: 16% 2027: 19% 2028: 23% 2029: 28% 2030: 33%)		Overall Goal Progress: Off Track																						
		<table><tr><th colspan="3">Student Group Targets</th></tr><tr><th>Population</th><th>Current %</th><th>Target %</th></tr><tr><td>African American</td><td>8%</td><td>27%</td></tr><tr><td>Hispanic</td><td>0%</td><td>20%</td></tr><tr><td>Emergent Bilingual</td><td>0%</td><td>12%</td></tr><tr><td>Special Education</td><td>10%</td><td>3%</td></tr><tr><td>Economic Disadv.</td><td>6%</td><td>46%</td></tr></table>		Student Group Targets			Population	Current %	Target %	African American	8%	27%	Hispanic	0%	20%	Emergent Bilingual	0%	12%	Special Education	10%	3%	Economic Disadv.	6%	46%
Student Group Targets																								
Population	Current %	Target %																						
African American	8%	27%																						
Hispanic	0%	20%																						
Emergent Bilingual	0%	12%																						
Special Education	10%	3%																						
Economic Disadv.	6%	46%																						
Evidence and Future Plans																								
We are off track with 6% of our Third graders scoring at the meets level and all student groups but one scoring below the goal target. Our results are off due to systematic inconsistencies in monitoring and adjusting Tier 1 and tier 2 instruction as misalignment between curriculum, instruction, and assessment. The plan moving forward is create systematic changes in team planning to ensure alignment between curriculum, instruction and assessment as well as intentionally and consistently monitor data and adjust instruction and intervention at all levels from classroom to central administration.																								

Monitoring Report (Goal Progress Measures)		Date: 10/19/26																					
Goal 2: The percentage of third grade students at meets or above on STAAR math will increase from 14% in May 2025 to 33% in May 2030. (Current 2025: 14% 2026: 16% 2027: 19% 2028: 23% 2029: 28% 2030: 33%)		Overall Goal Progress: Off Track																					
Goal Progress Measure 2.1: The percentage of second grade students at “early on level” or above on I-Ready math assessment will increase from 16% in May 2025 to 35% in May 2030. (2025: 16% 2026: 18% 2027: 22% 2028: 25% 2029 30% 2030: 35%)		<table border="1"> <thead> <tr> <th colspan="3">Student Group Targets</th></tr> <tr> <th>Population</th><th>Current %</th><th>Target %</th></tr> </thead> <tbody> <tr> <td>African American</td><td>0%</td><td>13%</td></tr> <tr> <td>Hispanic</td><td>0%</td><td>6%</td></tr> <tr> <td>Emergent Bilingual</td><td>0%</td><td>12%</td></tr> <tr> <td>Special Education</td><td>0%</td><td>4%</td></tr> <tr> <td>Economic Disadv.</td><td>0%</td><td>18%</td></tr> </tbody> </table>	Student Group Targets			Population	Current %	Target %	African American	0%	13%	Hispanic	0%	6%	Emergent Bilingual	0%	12%	Special Education	0%	4%	Economic Disadv.	0%	18%
Student Group Targets																							
Population	Current %	Target %																					
African American	0%	13%																					
Hispanic	0%	6%																					
Emergent Bilingual	0%	12%																					
Special Education	0%	4%																					
Economic Disadv.	0%	18%																					
																							
Evidence and Future Plans																							
We are off track with GPM 2.1 with 0% of students scores at “early on” grade level. At this time, 16% of students are at one grade level below, while 84% are at two grade levels or below. The plan moving forward includes implementing additional tutorial times such as before or after school and on Saturdays to provide intensive small-group sessions. Students will be assigned by skill to ensure tutorials are focused on their needs. In addition to one-on-one teacher support, students will use IXL, i-Ready, and Magma Math and resources to practice skill development.																							

Monitoring Report (Goal Progress Measures)

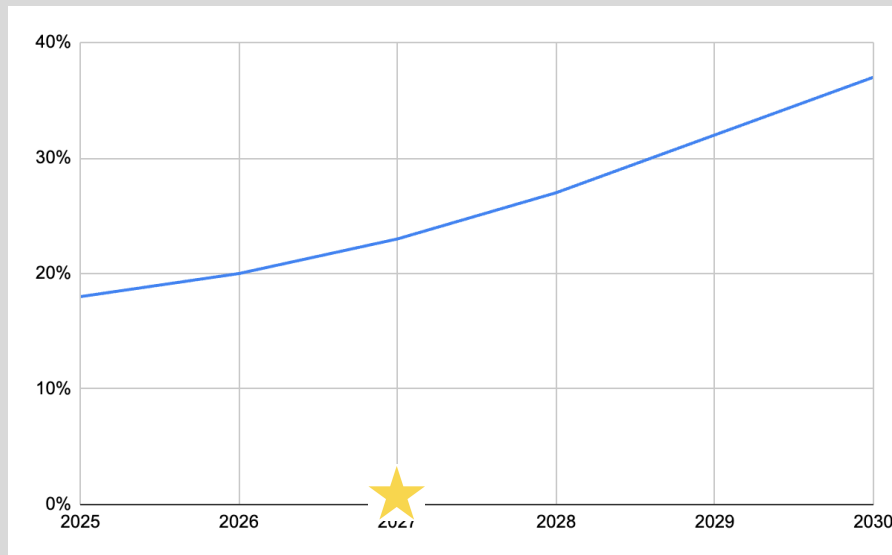
Date: 10/19/26

Goal 2: The percentage of **third grade** students at meets or above on **STAAR math** will increase from 14% in May 2025 to 33% in May 2030.
(**Current 2025: 14%** | 2026: 16% | 2027: 19% | 2028: 23% | 2029: 28% | 2030: 33%)

Overall Goal Progress:
Off Track

Goal Progress Measure 2.2: The percentage of **first graders** at “early on level” or above on I-Ready **math** assessment will increase from 18% in May 2025 to 37% in May 2030.

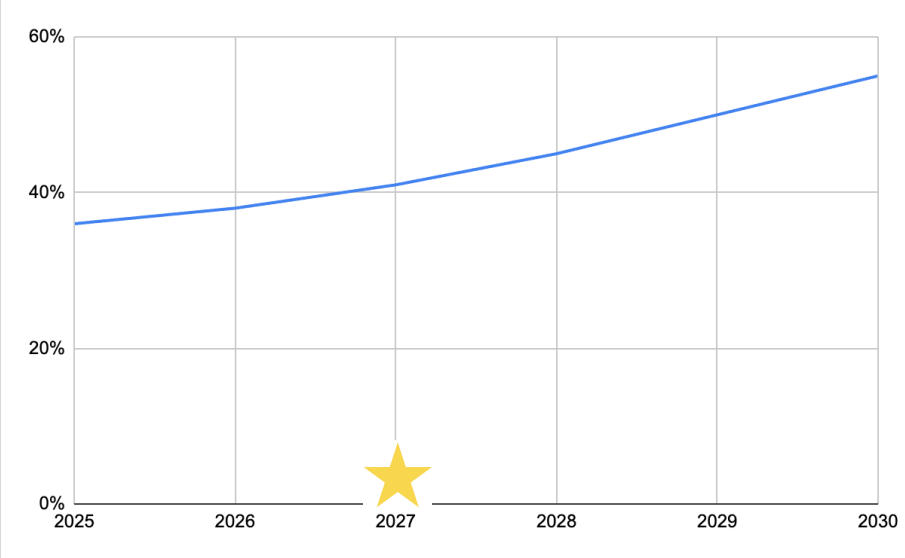
(2025: 18% | 2026: 20% | 2027: 23% | 2028: 27% | 2029: 32% | 2030: 37%)



Student Group Targets		
Population	Current %	Target %
African American	0%	12%
Hispanic	0%	10%
Emergent Bilingual	0%	2%
Special Education	0%	20%
Economic Disadv.	0%	20%

Evidence and Future Plans

We are off track with GPM 2.2 with 0% of first grade students scoring at “early on level” or above on the beginning-of-year i-Ready exam. 60% of students scored one year below grade level, while 40% scored at two grades below grade level.
The plan moving forward includes implementing additional tutorial times such as before or after school and on Saturdays to provide intensive small-group sessions. Students will be assigned by skill to ensure tutorials are focused on their needs. In addition to one-on-one teacher support, students will use IXL, i-Ready, and Magma Math and resources to practice skill development.

Monitoring Report (Goal Progress Measures)		Date: 10/19/26																					
Goal 2: The percentage of third grade students at meets or above on STAAR math will increase from 14% in May 2025 to 33% in May 2030. (Current 2025: 14% 2026: 16% 2027: 19% 2028: 23% 2029: 28% 2030: 33%)		Overall Goal Progress: Off Track																					
Goal Progress Measure 2.3: The percentage of kindergarten students at “early on level” or above on I-Ready math assessments will increase from 36% in May 2025 to 55% in May 2030 (2025: 36% 2026: 38% 2027: 41% 2028: 45% 2029 50% 2030: 55%)		<table border="1"> <thead> <tr> <th colspan="3">Student Group Targets</th></tr> <tr> <th>Population</th><th>Current %</th><th>Target %</th></tr> </thead> <tbody> <tr> <td>African American</td><td>10%</td><td>27%</td></tr> <tr> <td>Hispanic</td><td>7%</td><td>20%</td></tr> <tr> <td>Emergent Bilingual</td><td>N/A</td><td>12%</td></tr> <tr> <td>Special Education</td><td>0%</td><td>3%</td></tr> <tr> <td>Economic Disadv.</td><td>3%</td><td>46%</td></tr> </tbody> </table>	Student Group Targets			Population	Current %	Target %	African American	10%	27%	Hispanic	7%	20%	Emergent Bilingual	N/A	12%	Special Education	0%	3%	Economic Disadv.	3%	46%
Student Group Targets																							
Population	Current %	Target %																					
African American	10%	27%																					
Hispanic	7%	20%																					
Emergent Bilingual	N/A	12%																					
Special Education	0%	3%																					
Economic Disadv.	3%	46%																					
																							
Evidence and Future Plans																							
We are off track with GPM 2.3 with 3% of kindergarten students scoring at “early on level” or above on the beginning-of-year i-Ready exam. The remaining 97% of students scored at one grade level below. The plan moving forward is for Marlin ISD to continue using i-Ready Mypath and IXL for small group practice and intervention. includes implementing additional tutorial times such as before or after school and on Saturdays to provide intensive small-group sessions. Students will be assigned by skill to ensure tutorials are focused on their needs. In addition to one-on-one teacher support, students will use IXL, i-Ready, and Magma Math and resources to practice skill development.																							

Marlin Independent School District

BOARD OF TRUSTEES

Meeting Date: **October 19, 2026**

Presented by: **Alphonso Bates, Superintendent of Schools**

Subject: **Consideration and Possible Approval of 2026-2027 Campus
and District Improvement Plans and 2026-2027 CCMR District
Plan as Required by HB 120**

Consent Item

BACKGROUND INFORMATION:

The District Improvement Plan (DIP) and Campus Improvement Plans (CIP) are comprehensive plans required by state and local legislation. They outline goals, strategies, and actions aimed at improving student performance and district-wide operations.

Furthermore, HB 120 requires the Board of Trustees to adopt the district's CCMR plan. This plan has always been a part of the District Improvement Plan (DIP) but now must be presented and adopted by the Board of Trustees under HB 120, which was signed by the Governor on June 20, 2025, and was effective immediately.

BOARD ACTION REQUIRED:

I move that the Board approve 2026-2027 Campus and District Improvement Plans and 2026-2027 CCMR District Plan as Required by HB 120 as presented.

POLICY AUTHORIZATION:

BQ(LEGAL) and BQ (LOCAL)

CONTACT PERSON:

Kimberly Svatek, Chief Academic Officer

FUNDING SOURCE:

N/A

ENCLOSURES:

District Improvement Plan
Elementary Campus Improvement Plan
Secondary Campus Improvement Plan

Marlin Independent School District



2026-2027 District Improvement Plan

Mission Statement

Marlin ISD will prepare students with the academic and life skills necessary to ensure that their potential turns into performance.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	6
Demographics	7
Student Learning	9
District Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	19
Employee Data	19
Parent/Community Data	20
Support Systems and Other Data	20
Goals	21
Goal 1 : Provide a comprehensive system of supports, the Whole Child Framework,...	22
Goal 2 : Marlin ISD will create a district-wide literacy initiative aimed at approving r...	27
Goal 3 : Marlin ISD and all individual campuses will continue to strive toward achie...	32
Goal 4 : Marlin ISD attracts and retains the best staff through competitive compen...	48
Goal 5 : Marlin ISD cultivates lasting partnerships with families and the community ...	52
Title I Summary	56
Title I	57
Descriptor 1: Student Progress Monitoring and Supports	57
1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	57
1.2 Identifying students who may be at risk for academic failure;	57
1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	57
1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	57
Descriptor 2: Teacher Quality	58
Descriptor 3: School Improvement and Support Activities	58
Descriptor 4: Measure of Poverty	59

Descriptor 5: Nature of Programs	59
Descriptor 6: Services to Homeless Children and Youth	59
Descriptor 7: Parent and Family Engagement Strategy	60
Descriptor 8: Early Childhood Education Programs and Transition Plans	60
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	60
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	60
10.1 Coordination with institutions of higher education, employers, and other local partners;	60
10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	60
Descriptor 11: Discipline Disproportionality	61
Descriptor 12: Coordination and Integration	61
12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;	61
12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;	61
Descriptor 13: Other Proposed Uses of Funds	61
13.1 Assist schools in identifying and serving gifted and talented students;	61
13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	61
Committees	62
Comprehensive Needs Assessment (CNA)	63
Meeting Logs	63
Members	63
Assurances	65
Funding Summary	67
199 General Fund	68
199-PIC 26 State Comp Ed, Non-Disciplinary AEP	68
199-PIC 29 SCE, Accelerated Reading Instruction	68
211 Title I, Part A	68
Policies, Procedures, and Requirements	69



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Comprehensive Needs Assessment (CNA) process was conducted to evaluate district and campus performance across multiple areas impacting student success and organizational effectiveness. Data sources reviewed during the process included state and local assessment results, attendance data, CCMR indicators, graduation and discipline data, stakeholder surveys, family and community feedback, staff input, and program evaluation information.

Stakeholders representing district leadership, campus administration, teachers, support staff, parents, students, and community partners participated in the needs assessment process through meetings, surveys, discussions, and feedback opportunities. The purpose of the process was to identify district strengths, priority needs, root causes, and areas for continuous improvement to support the development of the District Improvement Plan (DIP) and campus improvement efforts.

The CNA identified priority focus areas related to student achievement, college and career readiness, attendance and engagement, curriculum and instruction, staffing and professional development, family and community engagement, school culture and climate, organizational systems, technology integration, and communication practices. Stakeholder feedback reflected a shared commitment to improving student outcomes, strengthening district systems, and providing equitable opportunities and supports for all students.

Findings from the CNA will guide district and campus goal-setting, resource allocation, intervention planning, professional development, and continuous improvement efforts throughout the school year.

Demographics

Summary

Demographics Summary

The district serves a diverse student population representing multiple racial and ethnic groups, socioeconomic backgrounds, and academic support needs. Students participate in a variety of programs and services, including special education, bilingual/ESL, at-risk, CCMR, intervention, and other federally funded support programs.

District data and stakeholder feedback reflect continued focus on improving attendance, student achievement, graduation outcomes, college and career readiness opportunities, and student engagement across all campuses and student groups. The district also continues to monitor discipline, mobility, and academic performance trends to ensure equitable access to educational opportunities and support services.

Students are provided opportunities to participate in dual credit, Industry-Based Certifications (IBC), SAT/TSIA preparation, college and career readiness programs, and extracurricular activities designed to support postsecondary readiness and student success.

The district employs certified teachers, paraprofessionals, intervention staff, counselors, and support personnel committed to supporting student learning and district improvement goals. Ongoing efforts continue in the areas of teacher recruitment, retention, professional development, certification, and instructional support to strengthen student outcomes and maintain effective teacher-student support systems.

The district values collaboration among students, families, staff, and community stakeholders and remains committed to creating supportive learning environments that promote academic growth, engagement, and success for all students.

Strengths

Demographic Strengths

The district demonstrates several strengths that support student success and continuous improvement efforts. Stakeholder feedback reflected improving attendance trends and increasing community involvement across district programs and campuses. The district continues to maintain a strong focus on early literacy, mathematics readiness, student engagement, and college and career readiness opportunities for all student groups.

Students are provided access to a variety of academic and support programs, including special education services, intervention supports, dual credit opportunities, Industry-Based Certifications (IBC), and college readiness initiatives designed to support postsecondary success. Stakeholders also recognized increasing student interest in certifications and career pathways as a positive indicator of student engagement and future readiness.

The district benefits from dedicated teachers, paraprofessionals, and support staff who remain committed to supporting student achievement and overall well-being. Ongoing professional development opportunities, intervention discussions, and instructional improvement efforts continue to strengthen district capacity and student support systems.

Strong partnerships with families, community organizations, and regional collaborators continue to support district goals related to attendance, student achievement, engagement, and school improvement. Stakeholders acknowledged the district's commitment to long-term planning, realistic growth goals, and continuous efforts to improve opportunities and outcomes for all students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student demographics and socioeconomic factors continue to impact student performance, attendance, engagement, and access to educational opportunities.	The district has identified economic hardship, transportation barriers, family instability, mobility, and limited access to outside resources and supports as contributing factors impacting student success.

★ = Priority

Student Learning

Summary

District data and stakeholder feedback indicate that student learning outcomes remain inconsistent across grade levels, student groups, and content areas, particularly in reading, mathematics, and college and career readiness indicators. The district continues to monitor student performance through state assessments, local benchmarks, classroom performance data, progress monitoring tools, and CCMR indicators to identify areas of growth and targeted support needs.

Student performance data reflects ongoing efforts to improve literacy and mathematics achievement, increase students performing at the Meets and Masters performance levels, and strengthen foundational academic skills across campuses. The district also continues to monitor SAT, TSIA, dual credit participation, Industry-Based Certifications (IBC), attendance, graduation pathways, intervention participation, and student engagement to support long-term student success and postsecondary readiness.

Students receive support through intervention services, special education services, college and career readiness programs, instructional supports, and academic monitoring systems designed to improve student outcomes and close achievement gaps. The district continues to evaluate instructional practices, curriculum alignment, assessment data, and targeted interventions to improve student performance and academic growth.

Strengths

Stakeholders identified several strengths related to student learning and academic growth across the district. The district continues to demonstrate a strong emphasis on early literacy and mathematics readiness, targeted intervention discussions, and realistic long-term academic growth goals for students.

Stakeholders recognized improving attendance trends, increased student interest in certifications and postsecondary opportunities, and positive movement toward strengthening college and career readiness initiatives. The district also continues to provide opportunities for students to participate in dual credit courses, Industry-Based Certifications (IBC), SAT/TSIA preparation, and intervention supports designed to improve academic achievement and future readiness.

The district benefits from dedicated instructional staff, intervention personnel, and support teams who remain committed to improving student outcomes and supporting student success. Stakeholders also acknowledged ongoing efforts to strengthen instructional practices, increase student engagement opportunities, utilize academic data to inform decision-making, and build partnerships that support student learning and achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Student learning outcomes remain inconsistent across grade levels, student groups, and content areas, particularly in reading, mathematics, and college and career readiness indicators. Stakeholders identified a need for tutoring, after-school programs, summer enrichment, mentoring, and expanded CCMR opportunities.	The district has identified instructional inconsistencies, gaps in foundational academic skills, limited intervention resources, and insufficient access to rigorous learning opportunities as contributing factors impacting student performance. Stakeholders also identified a need for additional intervention supports and enrichment opportunities.

 = Priority

District Processes & Programs

Summary

The district continues to implement programs and processes designed to support student achievement, college and career readiness, family engagement, and overall district improvement. Stakeholders expressed a need for expanded academic support programs, mentoring opportunities, and family engagement activities. District systems include curriculum and instructional planning, intervention services, professional development opportunities, counseling and support services, extracurricular and cocurricular programs, attendance monitoring, and college and career readiness initiatives.

The district utilizes data from state assessments, local benchmarks, attendance reports, CCMR indicators, stakeholder feedback, and intervention monitoring systems to guide instructional planning, decision-making, and district improvement efforts. Leadership teams continue to focus on strengthening organizational systems, communication practices, instructional consistency, and campus support structures to improve student outcomes across all campuses.

The district provides professional development opportunities focused on instructional practices, student engagement, intervention supports, data analysis, compliance requirements, and research-based strategies. Support services are available through counselors, intervention staff, special programs personnel, and campus leadership teams to address academic, behavioral, social-emotional, and postsecondary readiness needs for students.

Students are provided opportunities to participate in extracurricular and cocurricular programs, dual credit courses, Industry-Based Certifications (IBC), SAT/TSIA preparation, and college and career readiness activities designed to support student engagement and future success. The district also continues efforts to improve technology integration, instructional resources, and digital learning opportunities for students and staff.

Strengths

Stakeholders recognized several district strengths related to programs, services, and organizational processes. The district continues to demonstrate a strong commitment to improving attendance systems, student engagement, academic planning, intervention supports, and college and career readiness opportunities for students.

Stakeholders acknowledged the district's focus on early literacy and mathematics readiness, realistic academic growth goals, increasing CCMR opportunities, and ongoing efforts to improve instructional practices and intervention systems across campuses. The district also benefits from dedicated staff members, leadership teams, counselors, intervention personnel, and community partnerships that support district initiatives and student success.

Additional strengths identified by stakeholders include growing community involvement, ongoing professional development efforts, increased communication with families, continued use of technology and data-monitoring systems, and a commitment to continuous improvement through stakeholder collaboration and long-term district planning.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in the implementation and monitoring of district programs and support systems.	The district has identified inconsistent program implementation, limited monitoring systems, changing priorities, and the need for stronger collaboration and alignment across campuses and departments as contributing factors. Stakeholders also identified a need for additional intervention personnel, improved communication, and increased family engagement opportunities.

 = Priority

Perceptions

Summary

Stakeholder feedback gathered through surveys, interviews, meetings, and discussions reflects varying perceptions regarding communication, student engagement, academic expectations, family involvement, and overall district culture and climate. Stakeholders shared perspectives related to instructional practices, student motivation, access to opportunities, communication systems, and the consistency of district programs and support services across campuses.

Feedback from parents, students, staff, and community stakeholders identified the importance of strengthening family engagement opportunities, improving communication systems, increasing awareness of district programs and services, and fostering stronger relationships between schools and families. Stakeholders requested greater transparency, more frequent communication, multilingual outreach, and increased parent involvement in district decision-making.

The district continues to gather stakeholder input to support continuous improvement efforts related to communication, engagement, instructional support, organizational systems, and student achievement. Feedback also highlighted the need for continued collaboration among staff, families, and community partners to strengthen trust, increase involvement, and support district improvement initiatives.

Strengths

Stakeholders identified several positive perceptions and strengths across the district. Feedback reflected improving attendance awareness, growing community involvement, positive relationships between staff and students, and a shared commitment to student success and district improvement.

Stakeholders also recognized the district's willingness to seek feedback, engage families and community members in district processes, and provide opportunities for collaboration and involvement. Additional strengths identified included supportive staff members, dedicated leadership teams, increased communication efforts, and continued focus on improving school culture, student engagement, and academic achievement.

The district continues to benefit from community partnerships, stakeholder collaboration, and staff commitment to creating positive learning environments that support the academic, social-emotional, and future readiness needs of all students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 The district continues to experience varying stakeholder perceptions regarding student engagement, academic expectations, communication, and school involvement.	The district has identified inconsistent communication practices, limited family engagement opportunities, and varying levels of stakeholder trust and awareness of district programs and expectations as contributing factors. Stakeholders indicated a need for stronger two-way communication and increased opportunities for meaningful family engagement.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

The district continues to experience challenges related to recruiting, developing, and retaining highly qualified and certified staff across multiple instructional and support areas.

The district has identified limited applicant pools, teacher certification shortages, workload demands, rural hiring challenges, and limited professional growth and retention incentives as contributing factors impacting staff recruitment and retention efforts.

2★

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

3★

The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.

The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

4★

The district serves a diverse student population with varying academic, social-emotional, and socioeconomic needs that continue to impact student performance and access to educational opportunities.

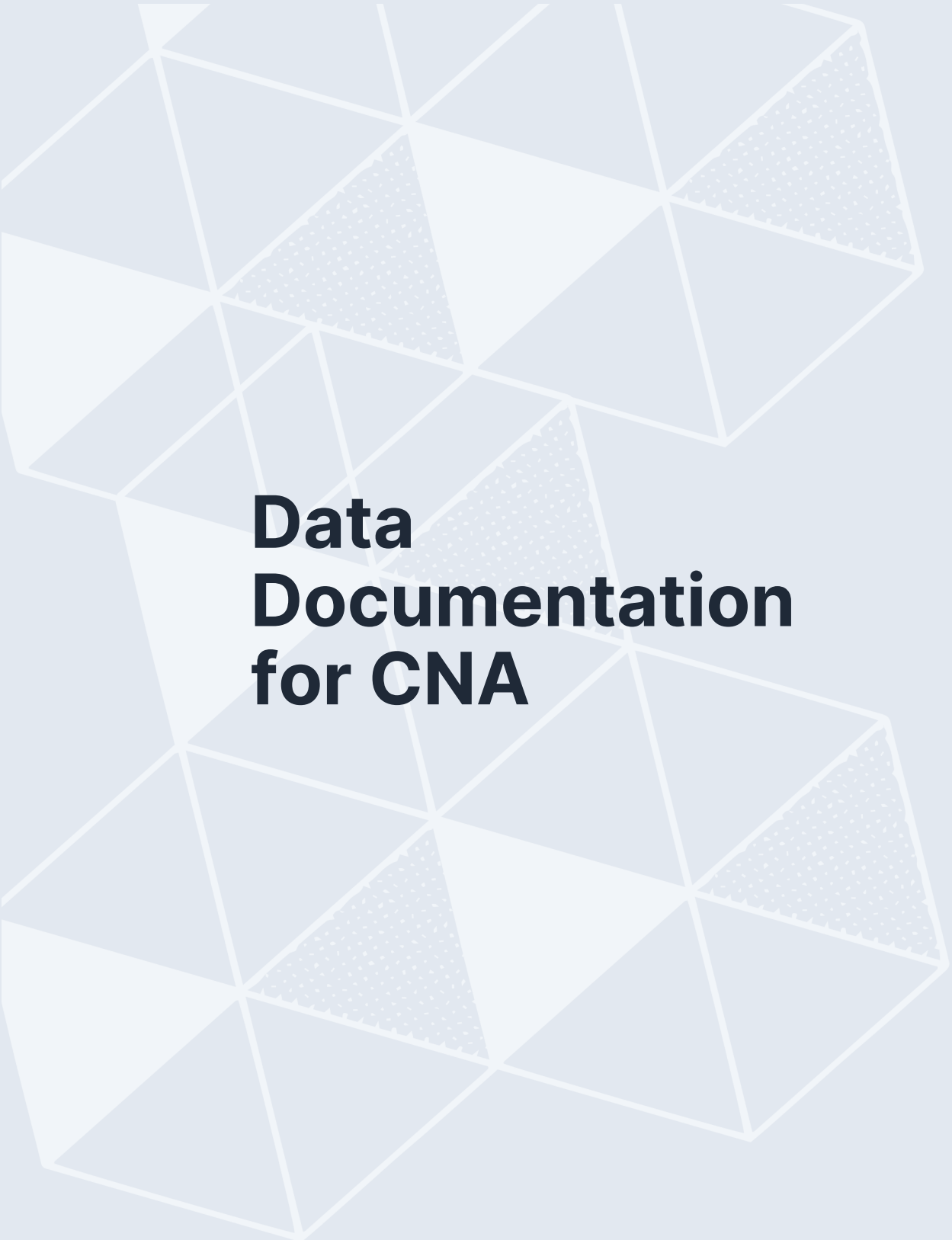
The district has identified economic challenges, mobility rates, varying levels of academic readiness, attendance barriers, and limited access to outside educational supports and resources as contributing factors impacting student outcomes and equitable access to services.

5★

The district continues to experience limited parent and family engagement across campuses and district programs.

The district has identified work schedules, transportation barriers, inconsistent communication opportunities, limited access to community resources, and varying levels of confidence in supporting student academics as contributing factors impacting parent and family engagement.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course 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
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- ☒ SAT and/or ACT assessment data
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Texas Success Initiative (TSI) data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Homeless data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data 31

- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies



Goals

Goal 1

Provide a comprehensive system of supports, the Whole Child Framework, that addresses the academic, social-emotional, behavioral, and physical needs of all students.

Performance Objective 1 HB3 Goal

By June 2027, 100% of Marlin ISD campuses will implement and monitor a comprehensive counseling program that includes suicide prevention, violence prevention (including dating violence), conflict resolution, dropout prevention, and post-secondary readiness.

Evaluation Data Source: Guidance lesson documentation

Counseling program implementation records

Crisis Response Team meeting documentation

Attendance data

Discipline/behavior data

Dropout and leaver data

Student support referrals

Counselor activity reports

Training agendas and sign-in sheets

Strategy 1

Implement a comprehensive counseling program aligned to the Texas Model for Comprehensive School Counseling Programs

Strategy's Expected Result/Impact: Students will receive supports that improve academic achievement, attendance, engagement, and CCMR outcomes.

Staff Responsible for Monitoring: Executive Director of Student Services, Campus Principals, School Counselors

Problem Statements: Student Achievement 1

Funding Sources: School counselor apprentices, counseling curriculum and materials, student needs assessment data, student information systems, MTSS processes, professional development, and community partnerships 211 Title I, Part A,

Formative Reviews

September

January

April

June

Strategy 2

Provide prevention and awareness activities focused on suicide prevention, violence prevention, dating violence prevention, and conflict resolution

Strategy's Expected Result/Impact: Students will develop skills to make safe, healthy, and responsible decisions while reducing risk factors that impact learning.

Staff Responsible for Monitoring: Executive Director of Student Services, Campus Principals, School Counselors

Problem Statements: Student Achievement 1

Funding Sources: Materials, community partners 199 General Fund,

Formative Reviews

September

January

April

June

Strategy 3

Utilize data-driven counseling practices to identify, monitor, and support at-risk students

Strategy's Expected Result/Impact: Early identification and intervention will improve attendance, behavior, academic performance, and student engagement.

Staff Responsible for Monitoring: Executive Director of Student Services, Campus Principals, School Counselors, MTSS Coordinator

Problem Statements: Student Achievement 1

Formative Reviews

September

January

April

June

Strategy 4

Provide college, career, and military readiness (CCMR) activities that increase awareness of postsecondary opportunities, financial aid, career pathways, and informed course selection

Strategy's Expected Result/Impact: Students and families will be better prepared for postsecondary success through increased awareness of college admissions, financial aid, career education, and graduation pathways.

Staff Responsible for Monitoring: Chief of Academics, Executive Director of Student Services, School Counselors, Campus Principal

Problem Statements: Student Achievement 1

Funding Sources: 211 Title I, Part A, , 199-PIC 26 State Comp Ed, Non-Disciplinary AEP,

Formative Reviews

September

January

April

June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 2 High Priority HB3 Goal

By June 2027, 100% of campuses will implement MTSS to support students' academic and behavioral.

Evaluation Data Source: MTSS meeting documentation

- Intervention logs
- Attendance data
- Behavior/discipline data
- Academic performance data
- Student support referrals
- Campus MTSS implementation records
- Progress monitoring reports

Strategy 1

Utilize student data to regularly review intervention effectiveness and adjust supports based on student needs

Strategy's Expected Result/Impact: Increased effectiveness of interventions and improved student progress

Staff Responsible for Monitoring: Chief of Academics, Principals, MTSS Coordinator

Problem Statements: Student Achievement 1

Funding Sources: 199-PIC 29 SCE, Accelerated Reading Instruction, , 199-PIC 26 State Comp Ed, Non-Disciplinary AEP,

Formative Reviews

September	January	April	June
-----------	---------	-------	------

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 3 HB3 Goal

By June 2027, 100% of Marlin ISD campuses will provide coordinated health services that increase access to physical and mental health supports and remove barriers to student success.

Evaluation Data Source: Attendance Rates

- Chronic Absenteeism Data
- T-CHATT Participation Data
- Mental Health Referral Data
- Telehealth Utilization Data
- Health Office Visit Data
- Student Support Referral Data
- Campus Health Services Logs

Strategy 1

Provide coordinated physical and mental health services through school-based programs, telehealth, T-CHATT, and community partnerships

Strategy's Expected Result/Impact: Reduced barriers to learning and improved student attendance

Staff Responsible for Monitoring: Executive Director of Student Services, Region 12 Consultant, School Nurses

Problem Statements: Student Achievement 1

Funding Sources: 199 General Fund,

Formative Reviews

September

January

April

June

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Goal 2

Marlin ISD will create a district-wide literacy initiative aimed at approving reading and comprehension for all students.

Performance Objective 1 High Priority HB3 Goal

The district will create and implement a birth to 12th grade literacy model.

Evaluation Data Source: Texas approved pre-K through 2nd grade assessment
TSI data
Local Benchmarks
STAAR current and longitudinal results
Texas Academic Performance Report

Strategy 1

Implement monthly family reading nights in which families participate in read-alouds led by staff and community members, and families leave equipped with tangible tools--home reading strategies, sight word lists, nursery rhymes, and summer reading program connections.

Strategy's Expected Result/Impact: Increased academic partnerships between families, community members, and district staff.
Improved results on early literacy screeners, local benchmarks, STAAR

Staff Responsible for Monitoring: Chief of Academics, Director of Academics, Coordinator of Academics, Campus Principals, Director of Community Engagement

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Formative Reviews

September

January

April

June

Strategy 2

Implement the use of Beable to connect junior high students' career and personal interests to the importance of reading through individualized, Lexile leveled reading passages.

Strategy's Expected Result/Impact: Improvement in local benchmarks and STAAR assessment.
Improvement in reading comprehension.
Early detection of student interest in possible CCMR, CTE pathways.

Staff Responsible for Monitoring: Chief of Academics, Director of Academics, Coordinator of Academics, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

September

January

April

June

Strategy 3

Improve fidelity in the use of Footsteps2Brilliance at the elementary school to improve reading comprehension for kindergarten through 4th grade students.

Strategy's Expected Result/Impact: Improved results on early literacy screeners, local benchmarks, STAAR

Staff Responsible for Monitoring: Chief of Academics, Director of Academics, Coordinator of Academics, Campus Principals

Problem Statements: Student Achievement 1

Formative Reviews

September

January

April

June

Strategy 4

Schedule quarterly parent engagement activities and training with Beable and Footsteps2Brilliance to improve family focus on reading at home to support in-school learning.

Strategy's Expected Result/Impact: Increased academic partnerships between families, community members, and district staff.

Improved results on early literacy screeners, local benchmarks, STAAR

Staff Responsible for Monitoring: Chief of Academics, Director of Academics, Coordinator of Academics, Campus Principals, Director of PR and Communications, Director of Community Engagement

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Formative Reviews

September

January

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The district serves a diverse student population with varying academic, social-emotional, and socioeconomic needs that continue to impact student performance and access to educational opportunities.

The district has identified economic challenges, mobility rates, varying levels of academic readiness, attendance barriers, and limited access to outside educational supports and resources as contributing factors impacting student outcomes and equitable access to services.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

The district continues to experience limited parent and family engagement across campuses and district programs.

The district has identified work schedules, transportation barriers, inconsistent communication opportunities, limited access to community resources, and varying levels of confidence in supporting student academics as contributing factors impacting parent and family engagement.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

By May 2027, Marlin iSD will see 80% of its preK-grade 2 students reading "on grade level" or above according to end of year assessments.

Evaluation Data Source: i-Ready BOY, MOY, EOY data

i-Ready skills mastery practice

Circle BOY, MOY, EOY data

K-2 Bluebonnet foundation skill and reading unit assessments

Strategy 1

Students will complete 30 min of Footsteps2Brilliance in grades K-2 at least twice at week.

Strategy's Expected Result/Impact: Increased phonetic awareness
Improve foundational reading skills

Staff Responsible for Monitoring: campus principal and instructional coaches, district instructional specialist, Director of academics

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

No Progress

September

January

April

June

Strategy 2

Teachers will implement phonics instruction unising Bluebonnet Foundational Skills curriculum with fidelity.

Strategy's Expected Result/Impact: Increased phonics
Increased phonetic awareness
Improved foundation skills.

Staff Responsible for Monitoring: campus principal and instructional coaches, district instructional specialist, Director of academics

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

No Progress

September

January

April

June

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Goal 3

Marlin ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. By August, 2027, all campuses will receive, at a minimum, a "C" rating or better.

Performance Objective 1 **High Priority** **HB3 Goal**

By August 2027, Marlin Elementary School will achieve a "C" or better rating in the state accountability system.

Evaluation Data Source: STAAR results
A-F Accountability

Strategy 1

Strengthen PLCs through data-driven protocols that support continuous improvement cycles, using student data to guide collaborative planning, refine instructional practices, and implement interventions and enrichment. Align written, taught, and assessed curriculum with state standards by leveraging district provided resources during the PLC process.

Strategy's Expected Result/Impact: Building district and campus staff capacity for collaborative strategies and shared best practices that increase student academic achievement.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Instructional Coordinator, Instructional Coaches, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September	January	April	June
-----------	---------	-------	------

Strategy 2

Provide shared planning times so that general education teachers, special education teachers, and instructional coaches can align instruction to meet the needs of all students regardless of program (i.e. General, Special, or Emergent Bilingual).

Strategy's Expected Result/Impact: Instructional improvement that meets the needs of all students.

Staff Responsible for Monitoring: Instructional Coaches, Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 3

Improve feedback cycles between instructional leaders and teachers by conducting 8-10 walkthroughs/observations each week and using the Leadership and Instructional Foundations for Texas (LIFT) observation tool and action step guide to conduct timely and relevant feedback for teachers to improve Tier 1 instruction.

Strategy's Expected Result/Impact: Improve consistency of instruction through alignment of instructional practices.

Improve teacher capacity in implementing Tier 1 implementation.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 4

Conduct quarterly Campus Performance Review (CPR) sessions in order to identify gaps in teaching and learning and adjust Tier 1 instruction and Tier 2 and 3 intervention to improve results.

Strategy's Expected Result/Impact: Improved student performance on STAAR and improved campus accountability ratings.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 5

Regularly analyze multiple data sources including iReady, benchmarks, unit assessments, and student work to guide instructional adjustments in whole group and small group instruction that

support the needs of all students.

Strategy's Expected Result/Impact: Improved student performance and achievement.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Instructional Coaches, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 6

Provide accountability training to all campus instructional leaders through Lead4ward, region center accountability training, and study of the accountability guide. Campus instructional leaders will train their staff regarding accountability components and training student growth and student goal setting.

Strategy's Expected Result/Impact: Increased student achievement
Increased accountability rating
Increased ownership of student data by staff, students and families

Staff Responsible for Monitoring: Chief of Academics, Coordinator of Assessment and Accountability

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 7

Expand access to and training on high-quality instructional materials and enrichment experiences to deepen student engagement, foster creativity, and enhance real-world learning connections across content areas.

Strategy's Expected Result/Impact: Improved student performance across all areas of learning.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics

Problem Statements: Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 8

Provide and implement research-based instructional best practices for teachers and instructional leaders through professional development, coaching, PLC support, and observation/walkthrough support with the support of Leadership and Instructional Foundations for Texas (LIFT) approved provider.

Strategy's Expected Result/Impact: Improved teacher capacity in Tier 1 instruction.
Improved teacher capacity in using high-quality instruction materials (HQIM).
Improved instructional leadership capacity in effectively coaching and using the walkthrough/observation cycle.
Improved student performance across all areas of learning.

Staff Responsible for Monitoring: Chief Academic Officer, Director of School Leadership

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

The district continues to experience challenges related to recruiting, developing, and retaining highly qualified and certified staff across multiple instructional and support areas.

The district has identified limited applicant pools, teacher certification shortages, workload demands, rural hiring challenges, and limited professional growth and retention incentives as contributing factors impacting staff recruitment and retention efforts.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Performance Objective 2 HB3 Goal

By August 2027, Marlin High School will maintain a "B" or better rating in the state accountability system.

Evaluation Data Source: EOC results
Graduation Rate
CCMR results
A-F Accountability

Strategy 1

Provide accountability training to all campus instructional leaders through Lead4ward, region center accountability training, and study of the accountability guide. Campus instructional leaders will train their staff regarding accountability components and training student growth and student goal setting.

Strategy's Expected Result/Impact: Increased student achievement
Increased accountability rating
Increased ownership of student data by staff, students and families

Staff Responsible for Monitoring: Chief of Academics, Coordinator of Assessment and Accountability, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September	January	April	June
-----------	---------	-------	------

Strategy 2

Strengthen PLCs through data-driven protocols that support continuous improvement cycles, using student data to guide collaborative planning, refine instructional practices, and implement interventions and enrichment. Align written, taught, and assessed curriculum with state standards by leveraging district provided resources during the PLC process.

Strategy's Expected Result/Impact: Building district and campus staff capacity for collaborative strategies and shared best practices that increase student academic achievement.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Instructional Coordinator, Instructional Coaches, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Strategy 3

Provide shared planning times so that general education teachers, special education teachers, and instructional coaches can align instruction to meet the needs of all students regardless of program (i.e. General, Special, or Emergent Bilingual).

Strategy's Expected Result/Impact: Instructional improvement that meets the needs of all students.

Staff Responsible for Monitoring: Principals, Instructional Coaches

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Strategy 4

Improve feedback cycles between instructional leaders and teachers by conducting 8-10 walkthroughs/observations each week and using the Leadership and Instructional Foundations for Texas (LIFT) observation tool and action step guide to conduct timely and relevant feedback for teachers to improve Tier 1 instruction.

Strategy's Expected Result/Impact: Improve consistency of instruction through alignment of instructional practices.
Improve teacher capacity in implementing Tier 1 implementation.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Strategy 5

Conduct quarterly Campus Performance Review (CPR) sessions in order to identify gaps in teaching and learning and adjust Tier 1 instruction and Tier 2 and 3 intervention to improve results.

Strategy's Expected Result/Impact: Improved student performance on STAAR and improved campus accountability ratings.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 6

Regularly analyze multiple data sources including benchmarks, unit assessments, and student work to guide instructional adjustments in whole group and small group instruction that support the needs of all students.

Strategy's Expected Result/Impact: Improved student performance and achievement.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Instructional Coaches, Campus Principals

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September

January

April

June

Strategy 7

Expand access to and training on high-quality instructional materials and enrichment experiences to deepen student engagement, foster creativity, and enhance real-world learning connections across content areas.

Strategy's Expected Result/Impact: Improved student performance across all areas of learning. Improved teacher capacity in implementing effective Tier 1 instruction.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics

Problem Statements: Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Strategy 8

Provide and implement research-based instructional best practices for teachers and instructional leaders through professional development, coaching, PLC support, and observation/walkthrough support with the support of Leadership and Instructional Foundations for Texas (LIFT) approved provider.

Strategy's Expected Result/Impact: Improved teacher capacity in Tier 1 instruction.
Improved teacher capacity in using high-quality instruction materials (HQIM).
Improved instructional leadership capacity in effectively coaching and using the walkthrough/ observation cycle.
Improved student performance across all areas of learning.

Staff Responsible for Monitoring: Chief Academic Officer, Director of School Leadership

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 The district continues to experience challenges related to recruiting, developing, and retaining highly qualified and certified staff across multiple instructional and support areas.	The district has identified limited applicant pools, teacher certification shortages, workload demands, rural hiring challenges, and limited professional growth and retention incentives as contributing factors impacting staff recruitment and retention efforts.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Performance Objective 3 High Priority HB3 Goal

By August of 2027, Marlin ISD at least 30% emergent bilingual students will advance at least one comprehensive performance level on the TELPAS exam.

Evaluation Data Source: TELPAS test
Summit K-12 assessments and assignments
Practicer TELPAS assessments

Strategy 1

Impelement Summit K12 with fidelity having students use it at least three times a week to strengthen emergent bilingual student language acquisition.

Strategy's Expected Result/Impact: Improve language acquisition
Improved results on all four TELPAS domains

Staff Responsible for Monitoring: Campus Principals and Instructional Coaches, Director of Academics

Formative Reviews

No Progress

September

January

April

June

Strategy 2

Provide training on new ELPS, and content-based instruction for emergent bilingual learners at least twice a year using a variety of programs such as Ellevation PD and Region 12 training

Strategy's Expected Result/Impact: Improved language acquisition for EB students

Improve TELPAS scores

Increased engagement in Tier 1 instruction by EB students

Staff Responsible for Monitoring: Campus principals and instructional coaches, Director of Academics

Formative Reviews

No Progress

September

January

April

June

Performance Objective 4 High Priority HB3 Goal

By August 2027, Marlin ISD will have 90% of graduating seniors classified as CCMR complete according to TEA standards.

Evaluation Data Source: Student transcript audits

Assessment results (IBC, SAT, ACT, TSI)

Completion of dual credit hours

CCMR verified report from TEA

Strategy 1

Implement dual credit options for students to receive at least three hours of English or Math dual credit and/or 9 hours of other courses.

Strategy's Expected Result/Impact: Increased CCMR scores on state accountability

Increased number of students considered college ready

Increased student performance and completion of college

Staff Responsible for Monitoring: Campus Principal, Counselor Apprentice, Executive Director of Student Services, Chief Academic Officer

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

No Progress

September

January

April

June

Strategy 2

Provide increased support for student success in dual credit classes through monitoring of student progress and performance on course work.

Strategy's Expected Result/Impact: 100% passing rate on dual credit courses

Increased CCMR scores on state accountability

Increased number of students considered college ready

Increased student performance and completion of college

Staff Responsible for Monitoring: Campus Principal, Counselor Apprentice, Executive Director of Student Services

Formative Reviews

No Progress

September

January

April

June

Strategy 3

Provide a variety of CTE course to allow students to complete the course and receive an aligned industry-based certification.

Strategy's Expected Result/Impact: Increased number of students prepared to enter the workforce with aligned certifications

Improved CCMR scores on state accountability

Staff Responsible for Monitoring: Campus Principal, Counselor Apprentice, Executive Director of Student Services, Chief Academic Officer

Formative Reviews

No Progress

September

January

April

June

Strategy 4

Create a school day testing opportunity for all students grades 9-12 to participate in ACT/SAT/TSI assessments at least twice a year in the fall and spring.

Strategy's Expected Result/Impact: Increased CCMR scores on state accountability

Increased number of students considered college ready

Increased student performance and completion of college

Staff Responsible for Monitoring: Campus Principal, Counselor Apprentice, Executive Director of Student Services, Chief Academic Officer

Formative Reviews

No Progress

September

January

April

June

Strategy 5

Provide tutoring and practice/preparation opportunities for students to improve performance on ACT/SAT/TSI assessments through College Bridge program and partnership with McClennan County College.

Strategy's Expected Result/Impact: Increased CCMR scores on state accountability
Increased number of students considered college ready
Increased student performance and completion of college

Staff Responsible for Monitoring: Campus Principal, Counselor Apprentice, Executive Director of Student Services, Chief Academic Officer

Formative Reviews

No Progress

September

January

April

June

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.

The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Performance Objective 5 High Priority HB3 Goal

By August 2027, at least 50% of Special Education students will meet with annual IEP goals and show growth on STAAR assessments from the previous year.

Evaluation Data Source: STAAR results
Unit assessments
IEP progress reports

Strategy 1

Special Education teachers will participate in PLCs and planning days to review student data and collaborate with teachers to ensure appropriate support of Tier one instruction and IEP goals

Strategy's Expected Result/Impact: Improved student performance on IEP goals
Improved student performance and state assessment
Increased engagement of SPED students in Tier 1 instruction

Staff Responsible for Monitoring: Campus Principal, instructional coaches, SPED district liason, SPED director, Chief Academic Officer

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

No Progress			
September	January	April	June

Strategy 2

SPED teachers will review progress towards goals each six weeks and provide a progress report to parents.

Strategy's Expected Result/Impact: Improved student performance on IEP goals
Improved student performance and state assessment
Increased engagement of SPED students in Tier 1 instruction

Staff Responsible for Monitoring: Campus Principal, instructional coaches, SPED district liason, SPED director, Chief Academic Officer

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

No Progress			
September	January	April	June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The district serves a diverse student population with varying academic, social-emotional, and socioeconomic needs that continue to impact student performance and access to educational opportunities.	The district has identified economic challenges, mobility rates, varying levels of academic readiness, attendance barriers, and limited access to outside educational supports and resources as contributing factors impacting student outcomes and equitable access to services.

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Performance Objective 6 High Priority HB3 Goal

By August 2027, Marlin ISD will implement a Multi-Tiered Systems of Support to improve student performance, student behavior, and decrease chronic absenteeism.

Evaluation Data Source: Discipline Referrals
STAAR results
Unit assessments
BOY, MOY, EOY result
Daily attendance reports

Strategy 1

Meet monthly to Identify and re-evaluate students in need of MTSS support based on academic standards and/or behavior standards and implement interventions to support student success.

Strategy's Expected Result/Impact: Improve student performance on campus, district and state assessments
Reduce the number of referrals for student behavior

Staff Responsible for Monitoring: Campus Principal, instructional coaches, campus Instructional Specialist, district Instructional Coordinator, Chief Academic Officer

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

No Progress

September

January

April

June

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The district serves a diverse student population with varying academic, social-emotional, and socioeconomic needs that continue to impact student performance and access to educational opportunities.	The district has identified economic challenges, mobility rates, varying levels of academic readiness, attendance barriers, and limited access to outside educational supports and resources as contributing factors impacting student outcomes and equitable access to services.

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Goal 4

Marlin ISD attracts and retains the best staff through competitive compensation, comprehensive professional development, and supportive work environments.

Performance Objective 1 High Priority

Increase increase the recruitment and retention of high-quality staff by 15%.

Evaluation Data Source: Teacher recruitment and retention reports

Strategy 1

Promote Marlin ISD as an employer of choice by showcasing strategic compensation plan, advancement opportunities, and positive workplace culture through strategic branding and outreach campaigns.

Strategy's Expected Result/Impact: Increased visibility and interest in Marlin ISD positions, leading to higher retention and an increase in qualified applicants.
Continuation of Marlin ISD local job fair.
Increased attendance at college education job fair to recruit certified teachers

Staff Responsible for Monitoring: Human Resources, Communications

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

September	January	April	June
-----------	---------	-------	------

Strategy 2

Effectively implement and refine the Enhanced Texas Teacher Incentive Allotment and Strategic compensation to recognize and reward highly effective educators, support teacher growth, and strengthen recruitment and retention--particularly in high-need areas -- by aligning compensation with instructional impact and student achievement.

Strategy's Expected Result/Impact: Improved student performance and teacher retention

Staff Responsible for Monitoring: Chief Academic Officer, Director of School Leadership, Chief Operating Officer

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

September

January

April

June

Strategy 3

Using Leadership and Instructional Foundations for Texas (LIFT), expand leadership capacity through targeted training for principals and instructional coaches on accountability metrics and instructional leadership.

Strategy's Expected Result/Impact: Higher retention rates for principals and teachers. Improved campus accountability ratings.

Staff Responsible for Monitoring: Chief Academic Officer, Director of School Leadership

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Formative Reviews

September

January

April

June

Strategy 4

Hire instructional coaches and instructional specialist for each campus to provide on-demand instructional coaching for any teacher as needed.

Strategy's Expected Result/Impact: Higher retention rates for teachers. Improved student performance in the classroom.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academic, Coordinator of Academics

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Formative Reviews

September

January

April

June

Strategy 5

Strengthen PLCs through data-driven protocols that support continuous improvement cycles, using student data to guide collaborative planning, refine instructional practices, and implement interventions and enrichment. Align written, taught, and assessed curriculum with state standards by leveraging district provided resources during the PLC process.

Strategy's Expected Result/Impact: Building district and campus staff capacity for collaborative strategies and shared best practices that increase student academic achievement.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Instructional Coordinator, Instructional Coaches, Campus Principals

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

September January April June

Strategy 6

Improve feedback cycles between instructional leaders and teachers by conducting 8-10 walkthroughs/observations each week and using the Leadership and Instructional Foundations for Texas (LIFT) observation tool and action step guide to conduct timely and relevant feedback for teachers to improve Tier 1 instruction.

Strategy's Expected Result/Impact: Improve consistency of instruction through alignment of instructional practices.
Improve teacher capacity in implementing Tier 1 implementation.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Campus Principals

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Formative Reviews

September January April June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 The district continues to experience challenges related to recruiting, developing, and retaining highly qualified and certified staff across multiple instructional and support areas.	The district has identified limited applicant pools, teacher certification shortages, workload demands, rural hiring challenges, and limited professional growth and retention incentives as contributing factors impacting staff recruitment and retention efforts.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 The district continues to experience inconsistencies in curriculum implementation, instructional delivery, and assessment practices across grade levels and campuses.	The district has identified inconsistent instructional practices, varying levels of curriculum alignment, limited data-driven instructional planning, gaps in foundational student skills, and inconsistent implementation of research-based strategies as contributing factors impacting academic performance.

Goal 5

Marlin ISD cultivates lasting partnerships with families and the community to support well-rounded student development and success.

Performance Objective 1 High Priority

Marlin ISD will strengthen targeted outreach programs, increase volunteer opportunities, and foster collaboration between schools, families and community to create a supportive environment for student growth.

Evaluation Data Source: Event brochures, Sign in Sheets, Grant Application, and Meeting Agendas

Strategy 1

Host Title 1 campus events at least quarterly, to increase parent involvement in student reading.

Strategy's Expected Result/Impact: Expand opportunities to grow student performance
Increase parent involvement in educational needs.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Director of Community Engagement

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Formative Reviews

September

January

April

June

Strategy 2

Formalize partnerships with local businesses, faith-based organizations, and nonprofits to support mentoring, tutoring, and enrichment programs.

Strategy's Expected Result/Impact: Expand opportunities to grow student performance and opportunities for student connections to college and career.

Staff Responsible for Monitoring: Director of PR and Communications, Director of Community Engagement

Problem Statements: Demographics 1 - Family and Community Engagement 1

Formative Reviews

Strategy 3

Host quarterly Career and Technology collaboration meetings to align goals and share resources.

Strategy's Expected Result/Impact: Expand opportunities to grow student performance and opportunities for student connections to college and career.

Staff Responsible for Monitoring: Chief Academic Officer, FCRC Liason, High School Principal

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Formative Reviews

September

January

April

June

Strategy 4

Empower parent leadership through providing opportunities for parents to volunteer and become involved in our schools.

Strategy's Expected Result/Impact: Expand parent engagement in our schools and opportunities for parents to become directly involved in the teaching and learning process.

Staff Responsible for Monitoring: Executive Director Student Services, Director of Community Engagement, Campus Principals

Problem Statements: Family and Community Engagement 1

Formative Reviews

September

January

April

June

Strategy 5

Create Parent Advisory Councils at each campus through Site Based Committees.

Strategy's Expected Result/Impact: Expand parent engagement in our schools and opportunities for parents to become directly involved in the teaching and learning process.

Staff Responsible for Monitoring: Executive Director of Student Services, Director of PR and Communications, Campus Principals

Problem Statements: Family and Community Engagement 1

Formative Reviews

SeptemberJanuaryAprilJune

Strategy 6

Strengthen parent, family, and community engagement by expanding district-led outreach initiatives and providing educational opportunities that empower all stakeholders to actively support student success.

Strategy's Expected Result/Impact: Expand parent engagement in our schools and opportunities for parents to become directly involved in the teaching and learning process.

Staff Responsible for Monitoring: Chief Academic Officer, Director of Academics, Coordinator of Academics, Director of Community Engagement, Campus Principals

Problem Statements: Family and Community Engagement 1

Formative Reviews

SeptemberJanuaryAprilJune

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district serves a diverse student population with varying academic, social-emotional, and socioeconomic needs that continue to impact student performance and access to educational opportunities.	The district has identified economic challenges, mobility rates, varying levels of academic readiness, attendance barriers, and limited access to outside educational supports and resources as contributing factors impacting student outcomes and equitable access to services.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	The district is experiencing inconsistent student academic performance in reading, mathematics, and college readiness measures, with achievement levels remaining below desired state and district expectations across multiple student groups and grade levels.	The district has identified inconsistent instructional delivery, limited intervention resources, gaps in foundational literacy and mathematics skills, and inconsistent implementation of research-based instructional practices as contributing factors impacting student achievement outcomes.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	The district continues to experience limited parent and family engagement across campuses and district programs.	The district has identified work schedules, transportation barriers, inconsistent communication opportunities, limited access to community resources, and varying levels of confidence in supporting student academics as contributing factors impacting parent and family engagement.



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

- District monitors student achievement using multiple data sources including iReady screeners and progress monitoring, mClass assessments, phonics diagnostics, classroom assessments, and STAAR results.
- District and campus administrators conduct regular walkthroughs and instructional monitoring to ensure lessons align to curriculum standards and student needs and include checks for understanding.
- Student safety and wellness are supported through implementation of a comprehensive counseling program that includes suicide prevention, violence prevention, positive conflict resolution, and dropout prevention.
- Each campus maintains a Crisis Response and Prevention Team that monitors student well being, attendance, discipline data, and intervention referrals to identify and support at-risk students.

1.2 Identifying students who may be at risk for academic failure;

- Students at risk of academic failure are identified through benchmark screeners, progress monitoring data, classroom assessments, and STAAR performance.
- Early literacy risk is identified using iReady, mClass, and phonics assessments to determine instructional groupings and intervention needs.
- Math performance is monitored using iReady, IXL, and Mathia progress monitoring tools to identify students requiring remediation or enrichment.
- District staff analyze performance of student subgroups including special education, emergent bilingual, and economically disadvantaged students to address achievement gaps.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

- Tiered instruction is implemented with strong Tier 1 instruction supported by high quality instructional materials aligned to TEKS and STAAR rigor.
- Daily intervention and enrichment blocks are built into the master schedule with a minimum of 30 minutes dedicated to targeted academic support.
- Teachers provide small group instruction and targeted interventions based on diagnostic and progress monitoring data.
- Enrichment opportunities such as math clubs, UIL academic activities, and family math nights support student engagement and skill development.
- High school students are supported through graduation tracking and structured planning to ensure progress toward College, Career, or Military Readiness indicators.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

- Weekly lesson plan reviews are conducted to ensure alignment to curriculum standards and student learning needs.

- Instructional coaching cycles are implemented to strengthen instructional practices and support teacher development.
- Professional development is provided in partnership with Region 12 ESC and consultants to strengthen teacher capacity in reading and math instruction.
- Classroom walkthroughs conducted by district and campus leadership provide feedback and ensure fidelity of instructional implementation.

Descriptor 2: Teacher Quality

• **Equitable Teacher Assignment and Staffing Review**

The district conducts annual staffing and scheduling reviews to ensure equitable access to effective teachers for all student groups. Leadership analyzes course rosters, certification data, and student subgroup enrollment to prevent disproportionate assignment of low income and minority students to inexperienced or out of field teachers.

• **Strategic Professional Development and Capacity Building**

The district implements targeted professional development aligned to high quality instructional materials, TEKS alignment, and evidence based instructional practices to strengthen Tier 1 instruction and improve instructional effectiveness across all classrooms.

• **Instructional Coaching and Mentoring Systems**

New and developing teachers participate in structured instructional coaching cycles, mentoring, and ongoing feedback through walkthroughs and lesson plan reviews to build teacher capacity and ensure high quality instruction for all students.

• **Data Driven Decision Making and Progress Monitoring**

District and campus leadership use formative assessments, benchmark data, and progress monitoring tools to analyze subgroup performance, identify achievement gaps, and adjust instructional supports and teacher development accordingly.

• **Targeted Academic Interventions and Learning Supports**

The district strengthens academic programs through intervention blocks, small group instruction, and tiered supports designed to close learning gaps, increase student engagement, and ensure equitable access to rigorous instruction and improved learning conditions.

Descriptor 3: School Improvement and Support Activities

- Implement targeted school improvement plans aligned to identified areas of need based on student performance data
- Collaborate with ESC Region 12 to provide technical assistance, coaching, and support for campuses identified for improvement
- Conduct regular data reviews to monitor student progress, identify gaps, and adjust instructional strategies
- Provide professional development focused on high-quality instruction, data-driven decision-making, and intervention strategies
- Strengthen Tier I instruction and implement targeted interventions for identified student groups
- Utilize progress monitoring tools to track effectiveness of interventions and supports
- Engage campus leadership teams in continuous improvement planning and implementation

- Provide additional academic supports such as tutoring, extended learning opportunities, and credit recovery programs
- Ensure alignment of resources, staffing, and funding to support school improvement goals

Descriptor 4: Measure of Poverty

The district uses **Free and Reduced-Price Lunch (FRL) data** as the consistent poverty measure
This measure is used to:

- Identify eligible campuses
- Rank campuses by poverty level
- Allocate Title I, Part A funds

Descriptor 5: Nature of Programs

- Title I funds are used to help students who are at risk of falling behind or failing no matter their financial status. All children have a fair and equal chance to receive a high quality education. Marlin ISD serves the 2 schools and the Pre-K program with Title I funds. They run as a Title I Schoolwide program. Schoolwide programs use all available funds on the education needs of all students. In Marlin ISD, Schoolwide programs provide many services to students that include tutorials, parent involvement, homelessness, and more.
- Marlin ISD does not provide any educational services for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

- Title I reserved funds are used to support homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act
- Collaborate with ESC Region 12 staff to secure clothing, hygiene products, backpacks, school supplies, and other essential resources for identified students
- Support immediate enrollment and school attendance by removing barriers related to documentation, transportation, and school readiness needs
- Coordinate with the district McKinney-Vento liaison to connect students and families to community resources and support services
- Provide ongoing assistance to promote student attendance, academic success, and school stability

Descriptor 7: Parent and Family Engagement Strategy

Attach your district PFE policy (**make sure it is in compliance before attaching**): [PFE Policy](#)

Descriptor 8: Early Childhood Education Programs and Transition Plans

Marlin ISD does not reserve funds for early childhood.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

No campuses are currently served under Targeted Assistance.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Marlin ISD collaborates with McLennan Community College to provide dual credit and concurrent enrollment opportunities for students. The district also partners with McLennan Community College to host FAFSA/TASFA completion nights for students and families to support postsecondary planning and college access.

The district works collaboratively with Falls County Rural Collaborative (FCRC), local businesses, community organizations, and employers to provide career exploration opportunities, workforce readiness activities, and community showcase events designed to increase student awareness of college and career pathways.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Marlin ISD hosts annual 8th grade parent and student meetings to review graduation requirements, course selection, and high school expectations. All 8th grade students complete a 4-year Personal Graduation Plan with counselor support to guide academic and career planning.

The district provides academic advising and career counseling aligned to College, Career, and Military Readiness (CCMR) indicators to support students in identifying interests, skills, and postsecondary goals. Students are also supported through TSIA2 preparation, testing, and score interpretation to increase college readiness and eligibility for dual credit opportunities.

Marlin ISD assists students with SAT, ACT, and AP participation to expand postsecondary opportunities and increase college and career readiness outcomes.

Descriptor 11: Discipline Disproportionality

- Review campus discipline records regularly to identify patterns, trends, and disproportionality by student subgroup
- Provide targeted support to campuses with high rates of classroom removals
- Deliver professional development in classroom management, de-escalation, and restorative practices
- Strengthen positive student–staff relationships and proactive behavior supports
- Utilize counseling, SEL interventions, and early warning supports to address student needs early
- Promote alternatives to removal, including restorative conversations, behavior contracts, and parent conferences

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Marlin ISD does not use Title I funds to support CTE or IBC's

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Marlin ISD does not use Title I funds to support CTE or IBC's

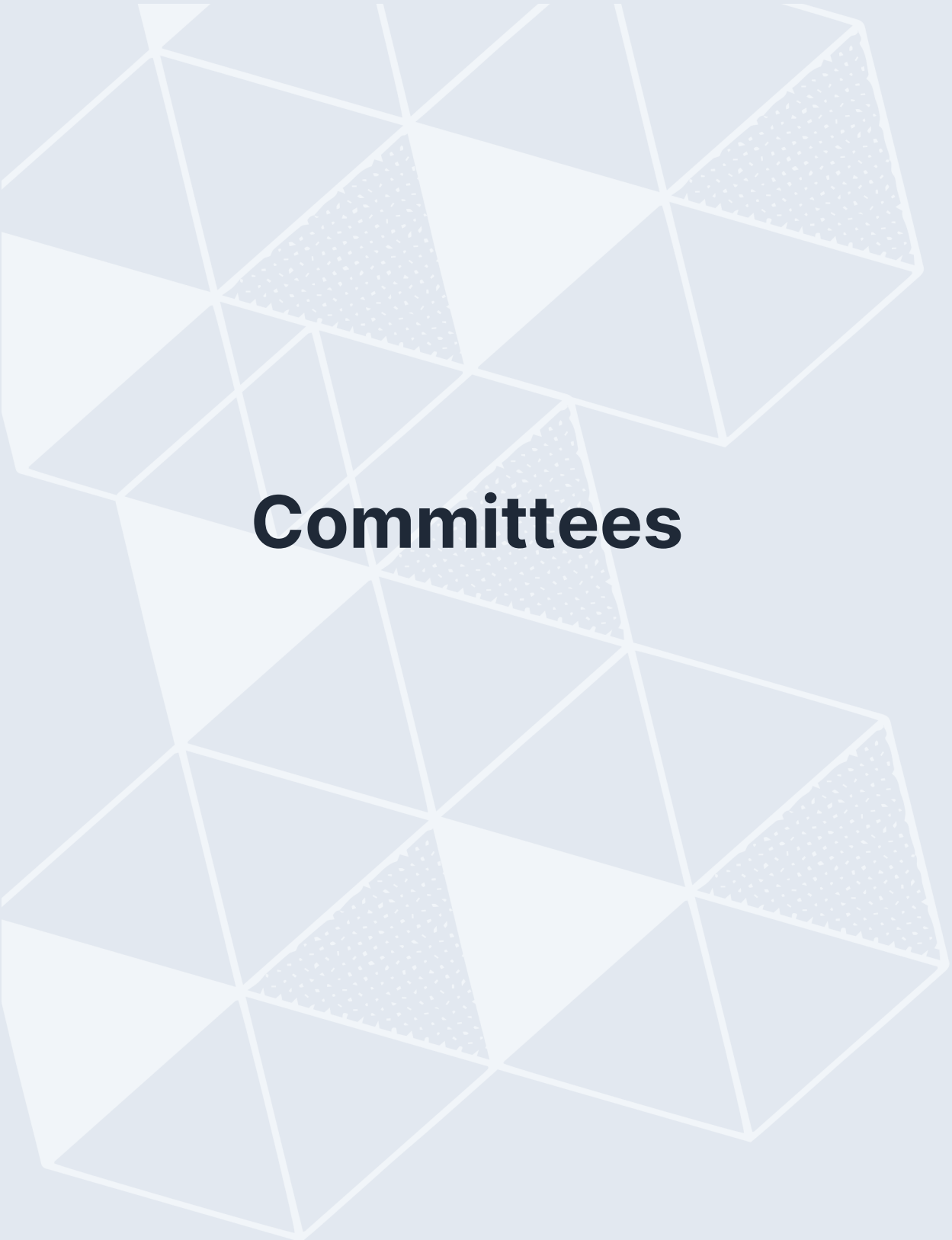
Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Title I funds are not expended at the district level for these activities.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Title I funds are not expended at the district level for these activities.



Committees

Committees

Comprehensive Needs Assessment (CNA)

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 28, 2026 @ 3:00 PM	VIRTUAL	CNA1 Sign-In Sheets for Federal Programs (Responses) - Form Responses 1.pdf	--
May 4, 2026 @ 3:45 PM	VIRTUAL	CNA2 Sign-In Sheets for Federal Programs (Responses) - Form Responses 1 (1).pdf	--
May 13, 2026 @ 3:45 PM	VIRTUAL	CNA3 Sign-In Sheets for Federal Programs (Responses) - Form Responses 1 (1).pdf	--

Members

First Name	Last Name	Position	Committee Role
TERRY	ARNDT	R12 CTE COORDINATOR	COMMUNITY PARTNER
ELIZABETH	BENITEZ	SECRETARY	PARAPROFESSIONAL
DR. TROY	BETHLEY	EX DIR OF OPERATIONS	DISTRICT STAFF
CHARLETTE	BUTLER	PARENT	PARENT
LATRINA	CHEEVES	NURSE	DISTRICT STAFF
KATHY	CREAR	DISTRICT PEIMS COORDINATOR	DISTRICT STAFF
CERISE	FRANKLIN	TEACHER	TEACHER
WANDA	JEFFERSON	COUNSELOR, ELEMENTARY	CAMPUS STAFF
LINDY	MITCHELL	MES PRINCIPAL	CAMPUS LEADER
BRI	MUHAMMAD	TEACHER	TEACHER
DR. BRIDGET	NEVELS	EX DIR STUDENT SERVICES & FEDERAL PRG/HS COUNSELOR	CNA FACILITATOR, DISTRICT STAFF
KIM	SVATEK	CHIEF OF ACADEMICS	DISTRICT STAFF
LAQUITA	THOMAS	PARENT	PARENT
SARALYN	THOMAS	STUDENT	STUDENT, SECONDARY



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials, community partners	--	\$0.00
1	3	1		--	\$0.00
Sub-Total					\$0.00

199-PIC 26 State Comp Ed, Non-Disciplinary AEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$0.00
1	2	1		--	\$0.00
Sub-Total					\$0.00

199-PIC 29 SCE, Accelerated Reading Instruction

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
Sub-Total					\$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	School counselor apprentices, counseling curriculum and materials, student needs assessment data, student information systems, MTSS processes, professional development, and community partnerships	--	\$0.00
1	1	4		--	\$0.00
Sub-Total					\$0.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dropout Prevention	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026
Post-Secondary Preparedness	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026

Marlin Independent School District



Marlin Elementary School

Accountability Rating: F

2026-2027 Campus Improvement Plan

Mission Statement

The Mission of Marlin Elementary School is to empower all its students through high quality learning experiences in a positive and safe environment.

Vision

Marlin Elementary School will be a premier school that inspires and equips all students to achieve success, which will positively impact their community and the lives of others today, tomorrow, and forever.

Value Statement

1. We believe every child can learn and succeed. - Every student has the ability to achieve excellence when provided with high expectations, meaningful relationships, and the right support.
2. We believe relationships are the foundation of learning. - Strong relationships built on trust, respect, and belonging create the conditions for students and staff to thrive.
3. We believe excellence requires ownership and accountability. - We hold ourselves and one another to high expectations, taking responsibility for our actions, our growth, and our results.
4. We believe growth happens through collaboration. - We achieve more when we work together, learn from one another, and remain committed to continuous improvement.
5. We believe our work changes lives. - Every interaction, every lesson, and every decision has the power to positively impact the future of our students, families, and community.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Data Documentation for CNA	16
Improvement Planning Data	17
Accountability Data	17
Student Data: Assessments	17
Student Data: Student Groups	18
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	19
Support Systems and Other Data	19
Goals	20
Goal 1 : Provide a safe, positive, and supportive learning environment that address...	21
Goal 2 : Strengthen literacy instruction across all grade levels and content areas th...	24
Goal 3 : Increase student achievement in all content areas through rigorous instruc...	27
Goal 4 : Recruit, develop, and retain highly effective educators through strategic hi...	30
Goal 5 : Strengthen partnerships with families and the Marlin community through ...	33
Policies, Procedures, and Requirements	36



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Marlin Elementary School serves approximately 479 students in grades PK–6 and is committed to providing high-quality learning experiences that empower every student to achieve success. The campus serves a diverse student population, with approximately 98% of students identified as economically disadvantaged, 19% Emergent Bilingual, 14% receiving Special Education services, and 37% identified as At-Risk. These demographics reinforce the importance of providing equitable access to rigorous instruction, targeted interventions, and comprehensive student support systems.

A review of campus data indicates that improving student achievement remains the highest priority. Projected 2026 accountability results reflect an overall rating below state expectations, with opportunities to improve student performance in both reading and mathematics while increasing the percentage of students performing at the Meets and Masters achievement levels. While sixth grade demonstrated encouraging academic performance, greater consistency in Tier I instruction, data-driven decision-making, progress monitoring, and intervention systems is needed across all grade levels.

The campus also recognizes the importance of establishing consistent systems and expectations. Recent changes in district leadership, campus leadership, grade-level configurations, curriculum resources, and organizational structures have created an opportunity to build sustainable systems that promote instructional excellence, operational efficiency, and a positive school culture. During the 2026–2027 school year, campus leadership will focus on establishing clear expectations, strengthening collaboration, protecting instructional time, and creating consistent practices that support student success.

Marlin Elementary benefits from a dedicated staff committed to serving students and improving outcomes. Although teacher turnover and alternative certification continue to present recruitment and retention challenges, the campus has developed systems for instructional coaching, professional learning, collaborative planning, and ongoing teacher support to strengthen instructional capacity and retain effective educators.

The school also benefits from a community that demonstrates strong pride in Marlin ISD and actively supports athletics, fine arts, and extracurricular programs. The campus seeks to build upon these strong community relationships by increasing meaningful family engagement in students' academic success through enhanced communication, parent learning opportunities, and collaborative partnerships between home and school.

Marlin Elementary has established a strong organizational foundation to support continuous improvement. A collaborative leadership team, clearly defined staff roles, Professional Learning Communities (PLCs), intervention systems, and a master schedule designed to maximize instructional time position the campus to effectively implement its instructional priorities. The campus also provides students and teachers with access to modern instructional technology, including interactive smart boards, Chromebooks, iPads, and digital learning platforms that support personalized learning and student engagement.

Overall, the Comprehensive Needs Assessment identified several key priorities for the 2026–2027 school year:

- Increase student achievement in reading and mathematics through consistent Tier I instruction and targeted intervention.
- Establish consistent instructional, operational, and behavioral systems across all grade levels.
- Strengthen teacher capacity through coaching, collaborative planning, and high-quality professional learning.
- Expand meaningful family and community engagement in students' academic success.
- Maximize the use of instructional technology to enhance teaching, learning, and student engagement.
- Foster a positive campus culture grounded in high expectations, strong relationships, collaboration, and continuous improvement.

Marlin Elementary enters the 2026–2027 school year with a clear vision and a strong commitment to building sustainable systems that support academic excellence and organizational effectiveness. Through strategic planning, collaborative leadership, and a relentless focus on student achievement, the campus is well-positioned to fulfill its mission of empowering all students through high-quality learning experiences in a positive and safe environment while living its campus theme, "Unleash Excellence."

Demographics

Summary

Marlin Elementary School serves approximately 479 students in Prekindergarten through sixth grade. The campus reflects a diverse student population, with approximately 53% African American and 39% Hispanic students. Students identified as White, American Indian, Asian, and Two or More Races comprise the remaining student population.

Approximately 98% of students are identified as economically disadvantaged, highlighting the importance of providing equitable access to high-quality instruction, academic supports, and school resources. The campus serves an Emergent Bilingual (EB) population of approximately 19%, requiring intentional language development supports to ensure academic success across all content areas.

Marlin Elementary provides specialized services for students with diverse learning needs. Approximately 14% of students receive Special Education services, while fewer than five students currently receive services through a Section 504 Plan. At the start of the 2026–2027 school year, no students are identified for Gifted and Talented services, presenting an opportunity to strengthen identification processes for advanced learners. Additionally, approximately 37% of students are identified as at-risk, emphasizing the importance of providing targeted academic, behavioral, and social-emotional supports to promote student success.

The campus remains committed to meeting the diverse needs of its student population by ensuring all students have access to rigorous instruction, appropriate interventions, and equitable educational opportunities that support academic growth and long-term success.

Strengths

Marlin Elementary School serves a diverse student population whose varied backgrounds, cultures, and experiences contribute to a rich learning environment. The campus benefits from a student body that reflects the strength and resilience of the Marlin community and provides opportunities to foster inclusive learning experiences that celebrate diversity and belonging.

The campus serves students from Prekindergarten through sixth grade, allowing educators to build strong academic and social-emotional foundations while supporting students' growth over multiple years. This grade-level configuration provides opportunities for vertical alignment of curriculum, instructional practices, and interventions to ensure continuity in student learning.

Marlin Elementary is supported by a dedicated team of educators and staff who are committed to meeting the diverse academic, behavioral, and social-emotional needs of all students. The campus provides a variety of specialized services and support programs, including Special Education, Emergent Bilingual (EB) services, dyslexia support, intervention programs, counseling services, and Multi-Tiered Systems of Support (MTSS), ensuring students receive individualized support based on their needs.

The campus also benefits from strong partnerships with district leadership, families, and community stakeholders who are committed to improving student outcomes and creating positive learning experiences for every child. These collaborative relationships provide a strong foundation for continued growth and continuous improvement across the campus.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.	Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

 = Priority

Student Learning

Summary

Based on the projected 2026 Texas Accountability Ratings, Marlin Elementary School is projected to earn an overall accountability rating of 59 (F). The projected domain scores include 54 for Student Achievement, 56 for School Progress (Academic Growth), and 68 for Closing the Gaps.

Historical accountability data reflects a decline in overall campus performance over the past three years. In 2024, Marlin Elementary earned an overall accountability rating of 72 (C) with domain scores of 52 in Student Achievement, 73 in School Progress, and 71 in Closing the Gaps. In 2025, the campus improved slightly to an overall rating of 75 (C) with domain scores of 57 in Student Achievement, 74 in School Progress, and 76 in Closing the Gaps. The projected 2026 results indicate a significant decline across all accountability domains, resulting in a projected overall rating of 59 (F).

Student performance on the 2026 STAAR Reading assessment varied by grade level. Third grade achieved 47% Approaches, 15% Meets, and 11% Masters. Fourth grade earned 40% Approaches, 13% Meets, and 0% Masters. Fifth grade earned 60% Approaches, 29% Meets, and 4% Masters, while sixth grade demonstrated the strongest performance with 65% Approaches, 42% Meets, and 19% Masters.

Performance on the 2026 STAAR Mathematics assessment also varied across grade levels. Third grade demonstrated the greatest area of need with 16% Approaches, 5% Meets, and 0% Masters. Fourth grade earned 37% Approaches, 29% Meets, and 6% Masters. Fifth grade earned 56% Approaches, 20% Meets, and 0% Masters, while sixth grade achieved the highest performance with 75% Approaches, 31% Meets, and 6% Masters.

Overall, the campus data indicates that improving foundational literacy and mathematics achievement, increasing the percentage of students performing at the Meets and Masters performance levels, and accelerating academic growth across all grade levels will be critical priorities for the 2026–2027 school year.

Strengths

Despite recent accountability challenges, Marlin Elementary has demonstrated several areas of academic strength that provide a strong foundation for continued improvement.

- Sixth grade students demonstrated the strongest academic performance in both Reading and Mathematics. Reading performance reached 65% Approaches, 42% Meets, and 19% Masters, while Mathematics reached 75% Approaches and 31% Meets, demonstrating that high levels of achievement are attainable through effective instruction and targeted interventions.
- Fifth and sixth grade Reading performance exceeded 60% at the Approaches level, indicating that many students are developing foundational literacy skills needed for future academic success.
- Closing the Gaps continues to be the campus's highest-performing accountability domain, with projected scores remaining above Student Achievement and School Progress. This demonstrates the campus's continued commitment to supporting student groups and providing equitable learning opportunities.
- Historical accountability data demonstrates the campus's ability to improve student outcomes. Marlin Elementary earned an overall rating of 72 (C) in 2024 and improved to 75 (C) in 2025, demonstrating that sustained academic growth is achievable when instructional systems are consistently implemented.
- The campus has established a foundation for future growth through committed educators, district support, and a renewed focus on strengthening Tier I instruction, intervention systems, and data-driven instructional practices.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.	The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

 = Priority

School Processes & Programs

Summary

Marlin Elementary School is committed to providing a safe, positive, and student-centered learning environment through effective leadership, high-quality instruction, collaborative practices, and strong organizational systems. As the campus transitions to serving students in grades PK–6, leadership is focused on establishing consistent expectations, strengthening instructional practices, and building systems that support both student achievement and staff success.

The campus is organized around a collaborative leadership structure that includes campus administrators, instructional coaches, an instructional specialist, counselor, testing coordinator, and support staff who work together to support teaching and learning. Teachers participate in Professional Learning Communities (PLCs), collaborative planning, data meetings, and intervention planning to ensure instructional decisions are driven by student needs.

Marlin Elementary has adopted Bluebonnet Learning as its primary instructional resource and utilizes i-Ready Diagnostics and i-Ready MyPath to personalize instruction, monitor student progress, and guide intervention efforts. The campus also provides students and staff with access to modern instructional technology, including interactive smart boards, Chromebooks, iPads, and a variety of digital instructional resources that enhance teaching and learning.

The campus is supported by a dedicated staff committed to continuous improvement and student success. Through instructional coaching, professional learning, collaborative planning, and ongoing support, Marlin Elementary seeks to strengthen instructional effectiveness while fostering a culture of collaboration, accountability, and high expectations. These systems provide the foundation for achieving the campus mission of empowering all students through high-quality learning experiences in a positive and safe environment.

Strengths

Marlin Elementary has established a strong foundation of programs and organizational systems that support student learning and continuous improvement. A collaborative leadership team, clearly defined staff roles, and structured opportunities for professional collaboration provide teachers with the support needed to improve instructional practices and student outcomes.

The campus has implemented high-quality instructional resources, data-driven decision-making processes, targeted intervention systems, and collaborative planning structures that promote consistency across grade levels. Teachers have access to instructional coaching, professional development, personalized learning tools, and technology resources that enhance classroom instruction and support student achievement.

Additionally, the campus benefits from dedicated educators, a positive school culture built on relationships and high expectations, and organizational systems designed to maximize instructional time, strengthen communication, and improve operational effectiveness. These strengths position Marlin Elementary to successfully implement campus improvement initiatives and create a learning environment where all students can thrive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 As Marlin Elementary transitions to a PK-6 campus, the school must continue strengthening the consistency and implementation of its instructional, organizational, and operational systems.	Recent changes in campus leadership, grade-level configuration, curriculum resources, and organizational structures have required the development of new systems and processes. As a result, the campus is continuing to establish consistent instructional practices, communication structures, professional learning systems, and operational procedures.

★ = Priority

Perceptions

Summary

Marlin Elementary School is viewed as an important part of the Marlin community and is supported by families who take pride in the district and its students. The school benefits from a community with deep multigenerational connections and a strong commitment to the success of Marlin ISD. Families actively support extracurricular activities and value opportunities to celebrate student accomplishments.

As the campus begins the 2026–2027 school year under new leadership and as a newly configured PK–6 campus, there is an opportunity to strengthen stakeholder confidence by establishing consistent expectations, improving communication, and building trusting relationships with students, families, and staff. Campus leadership is committed to creating a welcoming environment where all stakeholders feel valued, informed, and engaged in the educational process.

Strengths

Marlin Elementary benefits from a community that values its schools and desires success for all students. Staff members are committed to serving students and recognize the importance of building positive relationships with families and the community.

The transition to new campus leadership provides an opportunity to establish a shared vision centered on student achievement, collaboration, transparency, and continuous improvement. By maintaining open communication and celebrating student and staff successes, the campus is well-positioned to strengthen stakeholder trust and foster a positive perception of the school.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 As Marlin Elementary enters a new school year with new leadership and an expanded PK-6 campus structure, the school must strengthen stakeholder confidence through consistent communication, positive relationships, and opportunities for meaningful engagement. Building trust and maintaining transparent communication will be essential to creating a unified vision for student success.	Frequent leadership transitions and organizational changes over the past several years have limited opportunities to establish consistent communication, build long-term relationships, and develop a shared vision among staff, families, and the community. Continued efforts to increase transparency, celebrate successes, and engage stakeholders in the work of the campus will strengthen confidence.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.

Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

2★

Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.

The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

3★

While Marlin Elementary benefits from strong community pride and participation in extracurricular activities, family engagement in students' academic learning and school-based educational opportunities is inconsistent. The campus must strengthen partnerships with families to increase involvement in student achievement, academic events, and school improvement efforts.

The campus has had limited opportunities and systems for consistently engaging families in the academic program. Communication has primarily focused on school events and operational information rather than providing regular opportunities for families to actively participate in their child's learning and support academic success at home.

4★

Marlin Elementary continues to build a stable, highly qualified workforce. While the campus has dedicated educators and instructional leaders, teacher turnover and the number of teachers who are still completing certification create a need for continued recruitment, retention, professional learning, and instructional support to ensure every student is served by an effective educator.

Teacher turnover, a limited pool of certified teacher applicants, and the need to support educators who are new to the profession or completing alternative certification programs have created ongoing staffing and professional learning needs. Continued investment in recruitment, on-boarding, coaching, and teacher development is needed to build and sustain a highly effective staff.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ Teacher recruitment/retention rates and other data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Technology and resource allocation data



Goals

Goal 1

Provide a safe, positive, and supportive learning environment that addresses the academic, social-emotional, behavioral, and physical needs of every student while promoting regular attendance, positive behavior, and student well-being.

Performance Objective 1 High Priority HB3 Goal

By May 2027, Marlin Elementary will implement a comprehensive Whole Child Support System that maintains a 95% Average Daily Attendance (ADA) and provides timely MTSS interventions with documented progress monitoring for all identified students.

Evaluation Data Source: Average Daily Attendance (ADA) Reports, MTSS Progress Monitoring Logs

Strategy 1

Implement a comprehensive Multi-Tiered System of Supports (MTSS) to identify student needs, provide targeted academic and behavioral interventions, monitor student progress, and adjust supports based on data.

Strategy's Expected Result/Impact: Students receive timely, targeted support that accelerates academic growth, addresses behavioral needs, and reduces learning gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Specialist, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September

January

April

June

Strategy 2

Implement campus-wide attendance initiatives that promote daily attendance through proactive communication, student recognition, family partnerships, and early intervention for chronically absent students.

Strategy's Expected Result/Impact: Increased student attendance ensures greater access to high-quality instruction, resulting in improved academic achievement and overall student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Specialist, Secretary, Receptionist

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September

January

April

June

Strategy 3

Foster a positive school culture through PBIS, social-emotional learning, restorative practices, and student recognition programs that promote safety, belonging, and student success.

Strategy's Expected Result/Impact: Students experience a safe, supportive, and engaging learning environment that promotes positive behavior, stronger relationships, and increased student engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Support Staff

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September

January

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.

Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.

The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

While Marlin Elementary benefits from strong community pride and participation in extracurricular activities, family engagement in students' academic learning and school-based educational opportunities is inconsistent. The campus must strengthen partnerships with families to increase involvement in student achievement, academic events, and school improvement efforts.

The campus has had limited opportunities and systems for consistently engaging families in the academic program. Communication has primarily focused on school events and operational information rather than providing regular opportunities for families to actively participate in their child's learning and support academic success at home.

Goal 2

Strengthen literacy instruction across all grade levels and content areas through high-quality Tier I instruction, evidence-based intervention, and progress monitoring to ensure all students become proficient readers and writers.

Performance Objective 1 High Priority HB3 Goal

By May 2027, 80% of students will meet their Typical Growth goal and 50% will meet their Stretch Growth goal on the i-Ready Reading Diagnostic.

Evaluation Data Source: I-Ready Growth Reports (MOY, EOY)

Strategy 1

Implement high-quality Tier I literacy instruction aligned to Bluebonnet Learning through collaborative planning, instructional coaching, and classroom walkthroughs.

Strategy's Expected Result/Impact: Consistent, high-quality literacy instruction increases student achievement and ensures equitable learning experiences across all classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September

January

April

June

Strategy 2

Provide targeted reading intervention and personalized learning opportunities using i-Ready data, small-group instruction, and evidence-based intervention programs.

Strategy's Expected Result/Impact: Students receive individualized support that accelerates reading growth and closes learning gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September January April June

Strategy 3

Use ongoing formative assessments and i-Ready diagnostic data to monitor student growth, adjust instruction, and provide timely intervention.

Strategy's Expected Result/Impact: Instructional decisions are driven by data, allowing teachers to respond quickly to student needs and maximize learning outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches, Teachers

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September January April June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.

Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.

The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Marlin Elementary continues to build a stable, highly qualified workforce. While the campus has dedicated educators and instructional leaders, teacher turnover and the number of teachers who are still completing certification create a need for continued recruitment, retention, professional learning, and instructional support to ensure every student is served by an effective educator.

Teacher turnover, a limited pool of certified teacher applicants, and the need to support educators who are new to the profession or completing alternative certification programs have created ongoing staffing and professional learning needs. Continued investment in recruitment, on-boarding, coaching, and teacher development is needed to build and sustain a highly effective staff.

Goal 3

Increase student achievement in all content areas through rigorous instruction, data-driven decision-making, targeted intervention, and continuous monitoring of student progress to improve campus accountability outcomes.

Performance Objective 1 **High Priority** **HB3 Goal**

By May 2027, 80% or more of students will meet or exceed their annual academic growth target, positioning Marlin Elementary to earn at least a "C" accountability rating.

Evaluation Data Source: Checkpoints, Benchmarks, STAAR Results

Strategy 1

Strengthen Tier I instruction through standards-aligned lesson planning, rigorous classroom instruction, and consistent implementation of the Marlin Elementary Instructional Framework.

Strategy's Expected Result/Impact: High-quality Tier I instruction increases student learning, academic growth, and overall campus performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	January	April	June
-----------	---------	-------	------

Strategy 2

Implement Professional Learning Communities (PLCs) and Collaborative Team Meetings (CTM) that use student data to identify instructional priorities, monitor student progress, and plan targeted interventions.

Strategy's Expected Result/Impact: Collaborative planning leads to improved instructional practices, timely interventions, and increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September

January

April

June

Strategy 3

Provide accelerated instruction and enrichment opportunities through intervention blocks, HB1416 support, and strategic use of instructional personnel.

Strategy's Expected Result/Impact: Students receive targeted support and enrichment that accelerates academic growth and improves accountability outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Demographics 1 - Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September

January

April

June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.	Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.	The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Marlin Elementary continues to build a stable, highly qualified workforce. While the campus has dedicated educators and instructional leaders, teacher turnover and the number of teachers who are still completing certification create a need for continued recruitment, retention, professional learning, and instructional support to ensure every student is served by an effective educator.	Teacher turnover, a limited pool of certified teacher applicants, and the need to support educators who are new to the profession or completing alternative certification programs have created ongoing staffing and professional learning needs. Continued investment in recruitment, on-boarding, coaching, and teacher development is needed to build and sustain a highly effective staff.

Goal 4

Recruit, develop, and retain highly effective educators through strategic hiring, ongoing coaching, collaborative professional learning, leadership development, and a positive workplace culture that supports continuous growth.

Performance Objective 1 High Priority HB3 Goal

By May 2027, 90% of classrooms will consistently demonstrate the Marlin Elementary Instructional Framework, as measured through weekly walkthroughs, instructional coaching, and feedback cycles.

Evaluation Data Source: Walkthrough & Observation Data, T-TESS Evaluation

Strategy 1

Recruit and retain highly qualified staff through strategic hiring practices, comprehensive onboarding, mentoring, and a positive campus culture.

Strategy's Expected Result/Impact: The campus attracts and retains highly effective educators who contribute to a collaborative and high-performing learning community.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September

January

April

June

Strategy 2

Provide ongoing professional learning aligned to campus goals, instructional best practices, and identified teacher needs.

Strategy's Expected Result/Impact: Teachers continuously strengthen their instructional knowledge and skills, leading to improved classroom instruction and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

SeptemberJanuaryAprilJune

Strategy 3

Implement a systematic coaching model that includes weekly walkthroughs, instructional feedback, coaching cycles, and collaborative reflection to improve instructional practice.

Strategy's Expected Result/Impact: Teachers continuously refine instructional practices, resulting in consistent implementation of the Marlin Elementary Instructional Framework and improved student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Instructional Coaches

Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

SeptemberJanuaryAprilJune

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem StatementRoot Cause

1

Student achievement at Marlin Elementary is below state expectations, as evidenced by the campus's projected 2026 accountability rating of 59 (F). Reading and mathematics performance varies significantly across grade levels, with a low percentage of students achieving the Meets and Masters performance levels.

The campus lacks consistent implementation of high-quality Tier I instruction, data-driven planning, targeted intervention, and systematic progress monitoring across all grade levels. As a result, instructional practices and student supports have not been consistently aligned to accelerate learning and close achievement gaps.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Marlin Elementary continues to build a stable, highly qualified workforce. While the campus has dedicated educators and instructional leaders, teacher turnover and the number of teachers who are still completing certification create a need for continued recruitment, retention, professional learning, and instructional support to ensure every student is served by an effective educator.	Teacher turnover, a limited pool of certified teacher applicants, and the need to support educators who are new to the profession or completing alternative certification programs have created ongoing staffing and professional learning needs. Continued investment in recruitment, on-boarding, coaching, and teacher development is needed to build and sustain a highly effective staff.

Goal 5

Strengthen partnerships with families and the Marlin community through meaningful communication, collaborative engagement opportunities, and shared responsibility for student success.

Performance Objective 1 High Priority HB3 Goal

By May 2027, 60% of enrolled families will participate in at least one campus academic or family engagement event.

Evaluation Data Source: Campus Event Sign-in Sheets

Strategy 1

Strengthen communication with families through consistent two-way communication, campus newsletters, social media, parent conferences, and digital communication platforms.

Strategy's Expected Result/Impact: Families remain informed, connected, and actively engaged in supporting student learning and school initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Secretary, Receptionist

Problem Statements: Demographics 1 - Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September

January

April

June

Strategy 2

Increase family engagement by providing meaningful opportunities for parents to participate in academic events, campus celebrations, volunteer opportunities, and family learning experiences.

Strategy's Expected Result/Impact: Increased family participation strengthens home-school partnerships and positively impacts student achievement and school culture.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Family and Community Engagement 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

SeptemberJanuaryAprilJune

Strategy 3

Develop partnerships with community organizations, businesses, and stakeholders to expand resources and opportunities that support student learning and campus success.

Strategy's Expected Result/Impact: Strong community partnerships provide additional resources, experiences, and support that enhance student success and strengthen connections between the school and community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Family and Community Engagement 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

SeptemberJanuaryAprilJune

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Marlin Elementary serves a student population with significant academic and economic needs. Nearly all students are economically disadvantaged, more than one-third are identified as at-risk, and many students require specialized services or additional language support. These factors can create barriers to consistent attendance, academic achievement, and access to learning opportunities.	Many of our students face challenges outside of school that impact learning, including limited access to academic resources, financial hardship, inconsistent school readiness, and attendance barriers. In addition, some students need specialized academic or language support, and the campus has opportunities to strengthen the identification of students who need advanced academic services.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	While Marlin Elementary benefits from strong community pride and participation in extracurricular activities, family engagement in students' academic learning and school-based educational opportunities is inconsistent. The campus must strengthen partnerships with families to increase involvement in student achievement, academic events, and school improvement efforts.	The campus has had limited opportunities and systems for consistently engaging families in the academic program. Communication has primarily focused on school events and operational information rather than providing regular opportunities for families to actively participate in their child's learning and support academic success at home.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dropout Prevention	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026
Post-Secondary Preparedness	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026

Marlin Independent School District



Marlin Secondary School

2026-2027 Campus Improvement Plan

Mission Statement

Marlin ISD will prepare students with the academic and life skills necessary to ensure that their potential turns into performance.

Value Statement

Students First

Transparency

Fiscally Responsible

Communication

Everything We Do We Do With Excellence

Goal-oriented

Self-accountability

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Engagement	15
School Organization	17
Technology	19
Data Documentation for CNA	21
Improvement Planning Data	22
Accountability Data	22
Student Data: Assessments	22
Student Data: Student Groups	23
Student Data: Behavior and Other Indicators	23
Employee Data	23
Parent/Community Data	24
Support Systems and Other Data	24
Goals	25
Goal 1 : Malrin High School will increase Academic Achievement in Math and Read...	26
Goal 2 : By May 2027, Marlin Junior High School will increase academic achieveme...	27
Goal 3 : By the end of the 2026-2027 school year, Marlin Junior High School will in...	28
Goal 4 : By the end of the 2026-2027 school year, Marlin Junior High School will in...	29
Goal 5 : By the end of the 2026-2027 school year, Marlin Junior High School will in...	30
Goal 6 : By the end of the 2026-2027 school year, Marlin Junior High School will in...	31
Goal 7 : By the end of the 2026-2027 school year, Marlin Junior High School will in...	32
Goal 8 : Increase Academic Achievement in Core Subjects	33
Goal 9 : Increase Industry-Based Certification (IBC) Completion in Career Pathways	34
Goal 10 : Achieve 100% Graduation Rate	35
Goal 11 : Strengthen Social-Emotional Learning (SEL) and Student Well-Being	36
Policies, Procedures, and Requirements	37



Comprehensive Needs Assessment

Demographics

Summary

Marlin Junior High School serves students in Grades 7 and 8 within Marlin Independent School District. The campus reflects a diverse student population with varying academic, linguistic, social-emotional, and socioeconomic needs. A significant percentage of students are identified as Economically Disadvantaged, with additional student groups including Emergent Bilingual (EB), Students Receiving Special Education Services, Section 504, At-Risk, Gifted and Talented, and Career and Technical Education (CTE) exploratory participants.

The campus serves students with a wide range of academic readiness levels as they transition from elementary to secondary coursework. Students enter middle school with varied levels of mastery in foundational literacy and mathematics skills, requiring differentiated instruction, targeted interventions, and accelerated learning opportunities. In addition to academic needs, many students benefit from social-emotional supports, positive behavioral systems, and strong relationships with caring adults to ensure academic success and personal growth.

Marlin Junior High is committed to developing the whole child by creating a safe, supportive, and engaging learning environment that prepares students for success in high school, college, careers, military service, and life. Through the campus theme, "The Heart of Champions: Courage, Commitment, and Character," the school intentionally cultivates resilience, leadership, responsibility, and academic excellence while fostering meaningful partnerships with families and the community.

Strengths

Marlin Junior High School possesses several demographic strengths that support continuous improvement and student success.

- A dedicated faculty and staff committed to meeting the academic, behavioral, and social-emotional needs of every student.
- Strong relationships among students, staff, families, and community stakeholders that promote a positive and supportive school culture.
- A diverse student population that enriches the learning environment through varied backgrounds, experiences, and perspectives.
- Small campus size that allows educators to build meaningful relationships with students and provide individualized academic and behavioral support.
- A campus culture centered on The Heart of Champions—Courage, Commitment, and Character, fostering high expectations, resilience, leadership, and student ownership of learning.
- Collaborative Professional Learning Communities (PLCs) focused on analyzing student data, lesson internalization, and improving instructional practices.
- Implementation of Multi-Tiered Systems of Support (MTSS), intervention programs, and progress monitoring to address individual student needs.
- Access to instructional technology and digital learning platforms that support personalized instruction and data-informed decision-making.
- Opportunities for student participation in extracurricular activities, athletics, fine arts, leadership organizations, and academic enrichment programs that promote engagement and school connectedness.
- Strong commitment to continuous improvement through ongoing analysis of STAAR, benchmark, and formative assessment data to guide instructional planning and student interventions.
- Campus leadership committed to fostering a culture of collaboration, instructional excellence, and continuous professional learning aligned with district and state accountability goals.
- A shared vision of ensuring every student is engaged, equipped, and empowered to achieve academic success while developing the skills necessary to become productive, responsible citizens.

These strengths provide a solid foundation for addressing identified needs while advancing Marlin Junior High School's vision of developing students who demonstrate Courage, Commitment, and Character and are prepared for future academic and life success.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Marlin Junior High School serves a diverse population of students with significant academic, social-emotional, linguistic, and economic needs that continue to impact academic achievement, attendance, and student engagement.	High levels of economic disadvantage, varying levels of academic readiness, attendance concerns, student mobility, and limited access to outside academic supports create barriers to equitable educational outcomes.

★ = Priority

Student Achievement

Summary

Student achievement remains the highest priority at Marlin Junior High School as the campus strives to ensure every student achieves academic success and is prepared for high school, college, career, military service, and lifelong learning. Analysis of STAAR, district benchmark assessments, common formative assessments, classroom performance data, and progress monitoring indicates that students have demonstrated growth in several academic areas; however, overall performance continues to remain below district and state expectations, particularly at the Meets Grade Level and Masters Grade Level performance standards in Reading, Mathematics, Science, and Algebra I readiness.

The Comprehensive Needs Assessment identified persistent achievement gaps among several student groups, including Economically Disadvantaged students, Emergent Bilingual (EB) students, Students Receiving Special Education Services, and other identified student populations. Data further indicate that many students continue to require additional support in foundational literacy, mathematical reasoning, academic vocabulary, scientific inquiry, and critical thinking skills necessary for mastery of the Texas Essential Knowledge and Skills (TEKS).

Strengths

Marlin Junior High School has established several strengths that provide a strong foundation for improving student achievement and accelerating academic growth.

- A dedicated faculty and staff committed to ensuring high levels of learning and success for every student.
- A campus-wide commitment to providing rigorous, TEKS-aligned instruction that prepares students for STAAR success and future academic achievement.
- Collaborative Professional Learning Communities (PLCs) that regularly analyze student performance data, internalize standards, and develop responsive instructional plans.
- Implementation of Multi-Tiered Systems of Support (MTSS), intervention programs, and progress monitoring to address individual student needs.
- Routine use of common formative assessments, benchmark assessments, and STAAR data to guide instructional decisions and monitor student progress.
- Small-group instruction and targeted interventions designed to close learning gaps and provide individualized academic support.
- A growing emphasis on lesson internalization, instructional rigor, higher-order questioning, academic discourse, and student engagement across all content areas.
- Campus leadership that actively monitors instructional implementation through classroom observations, coaching, feedback, and collaborative planning.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Marlin Junior High School continues to experience inconsistent academic performance in Grade 7 Reading, Grade 7 Mathematics, Grade 8 Reading, Grade 8 Mathematics, Grade 8 Science, and Algebra I. While students demonstrated growth in some assessed areas, overall STAAR performance remains below state expectations, particularly at the Meets Grade Level and Masters Grade Level performance standards.	Analysis of STAAR and campus assessment data indicates that inconsistent Tier I instruction, unfinished learning from prior grade levels, limited opportunities for rigorous grade-level instruction, inconsistent intervention implementation, insufficient use of formative assessment data, and varying instructional practices across classrooms have contributed to inconsistent student achievement.

★ = Priority

School Culture and Climate

Summary

A positive school culture and climate are essential to achieving Marlin Junior High School's mission of ensuring every student is engaged, equipped, and empowered to succeed academically and personally. Marlin Junior High is committed to fostering a safe, inclusive, respectful, and academically focused learning environment where every student feels valued, supported, and challenged to reach their full potential.

The Comprehensive Needs Assessment indicates that students and staff benefit from positive relationships, a caring school environment, and a shared commitment to student success. Campus leaders and teachers work collaboratively to build a culture of high expectations through relationship-centered practices, restorative conversations, student recognition, extracurricular involvement, and ongoing communication with families.

While the campus has established a positive foundation, the CNA identified opportunities to strengthen consistency in school-wide behavior expectations, classroom management practices, student accountability, and social-emotional learning supports. Behavioral and attendance data, stakeholder feedback, and campus observations indicate the need for a more consistent implementation of positive behavior systems, proactive interventions, restorative practices, and common expectations across all classrooms and campus settings to maximize instructional time and student engagement.

Strengths

Marlin Junior High School has established numerous strengths that contribute to a positive and supportive learning environment.

- A campus-wide commitment to The Heart of Champions: Courage, Commitment, and Character, which establishes a shared vision for academic excellence, leadership, and positive citizenship.
- Dedicated teachers, staff, and campus leadership who foster meaningful relationships and create a safe, welcoming, and student-centered learning environment.
- A culture of high expectations that promotes student responsibility, perseverance, respect, and personal growth.
- Positive relationships among students, staff, families, and community stakeholders that strengthen school connectedness and student success.
- Campus leadership that prioritizes visibility, collaboration, and open communication to support students, staff, and families.
- Student recognition programs that celebrate academic achievement, attendance, leadership, character, and positive behavior.
- Opportunities for students to participate in athletics, fine arts, academic organizations, clubs, and leadership activities that promote engagement and school pride.
- Implementation of Multi-Tiered Systems of Support (MTSS), counseling services, and intervention programs that address students' academic, behavioral, and social-emotional needs.
- Ongoing collaboration among teachers through Professional Learning Communities (PLCs) to improve instructional practices, student engagement, and classroom culture.
- Strong commitment to creating equitable learning opportunities that ensure every student feels valued, respected, and supported.
- Family and community partnerships that contribute to student success through communication, volunteerism, and participation in campus events.
- A continuous improvement mindset in which campus leaders regularly analyze attendance, discipline, climate survey, and stakeholder feedback data to strengthen school culture and improve student outcomes.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 Marlin Junior High School is working to establish a consistent campus-wide culture that promotes positive student behavior, high academic expectations, student engagement, and social-emotional wellness to maximize instructional time and student achievement.	Inconsistent implementation of campus behavior expectations, varying classroom management systems, limited restorative practices, and inconsistent reinforcement of school-wide expectations have impacted student engagement and instructional effectiveness.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Marlin Junior High School recognizes that highly effective educators and staff are the foundation of student success and continuous school improvement. The campus is committed to recruiting, developing, supporting, and retaining high-quality professionals who demonstrate instructional excellence, professionalism, and an unwavering commitment to student achievement. Guided by the campus vision, *The Heart of Champions: Courage, Commitment, and Character*, Marlin Junior High seeks to cultivate a collaborative culture where educators are empowered to grow as instructional leaders while positively impacting student learning.

The Comprehensive Needs Assessment identified staffing as a critical component of sustained academic success. Like many rural school districts, Marlin Junior High continues to experience challenges in recruiting and retaining certified teachers in core academic areas and specialized instructional programs. Limited applicant pools, statewide teacher shortages, increasing instructional demands, and the unique challenges associated with rural recruitment contribute to staffing vacancies and turnover that can affect instructional continuity and student outcomes.

Strengths

Marlin Junior High School has numerous strengths that contribute to the recruitment, development, and retention of high-quality educators and staff.

- A dedicated and student-centered faculty committed to academic excellence and the success of every learner.
- Collaborative Professional Learning Communities (PLCs) that support lesson internalization, instructional planning, student data analysis, and shared problem-solving.
- Ongoing professional learning aligned with district priorities, TEKS implementation, instructional best practices, and student achievement goals.
- Instructional coaching, classroom observations, and timely feedback that support teacher growth and continuous improvement.
- A collaborative campus environment where teachers work together to analyze data, share effective instructional strategies, and improve student outcomes.
- A commitment to mentoring and supporting new teachers through campus leadership, experienced educators, and collaborative planning opportunities.
- High expectations for instructional excellence supported by data-driven decision-making, progress monitoring, and continuous reflection.
- Leadership opportunities for teachers to facilitate PLCs, mentor colleagues, lead campus initiatives, and contribute to school improvement efforts.
- Strong relationships among staff that promote teamwork, shared responsibility, and a positive professional culture.
- Recognition of staff accomplishments and contributions that reinforces morale, engagement, and professional commitment.
- A shared commitment to providing equitable learning opportunities and meeting the academic, behavioral, and social-emotional needs of all students.
- Continued collaboration with district leadership to recruit highly qualified educators, expand professional learning opportunities, and strengthen teacher retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Marlin Junior High School continues to experience challenges in recruiting, developing, and retaining highly qualified educators in core academic content areas, resulting in instructional inconsistency and increased demands on existing staff.	Limited applicant availability in rural districts, certification shortages, teacher workload, onboarding needs for new staff, and limited opportunities for sustained instructional coaching and leadership development contribute to staffing challenges and instructional continuity.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Marlin Junior High School continues to strengthen instructional systems through collaborative Professional Learning Communities (PLCs), instructional coaching, lesson internalization, curriculum planning, classroom walkthroughs, and ongoing professional learning. Teachers regularly analyze multiple sources of student data to monitor progress, adjust instruction, and provide timely interventions through the Multi-Tiered Systems of Support (MTSS) framework. Emphasis is placed on evidence-based instructional strategies that promote critical thinking, problem-solving, student collaboration, and academic ownership.

Aligned with the district's strategic priorities, the campus is committed to building instructional excellence through continuous improvement, data-informed decision-making, and a shared responsibility for student success. By strengthening curriculum implementation, instructional consistency, and assessment practices, Marlin Junior High School will increase student achievement, close learning gaps, and ensure every student is engaged, equipped, and empowered to achieve at high levels.

Strengths

Consistent with the district's Comprehensive Needs Assessment, Marlin Junior High School recognizes that student achievement is directly influenced by the quality and consistency of curriculum implementation, instructional delivery, and assessment practices. The campus will continue to strengthen Tier I instruction through collaborative PLCs, lesson internalization, TEKS alignment, instructional coaching, and data-driven decision-making.

- A campus-wide commitment to delivering rigorous, TEKS-aligned curriculum that prepares students for academic success and postsecondary readiness.
- Collaborative Professional Learning Communities (PLCs) that focus on lesson internalization, curriculum planning, student work analysis, and instructional problem-solving.
- Dedicated educators who utilize multiple sources of student performance data to inform instructional planning and monitor student growth.
- Implementation of Multi-Tiered Systems of Support (MTSS) that provide targeted interventions and enrichment based on individual student needs.
- Regular administration of common formative assessments, benchmark assessments, and progress monitoring tools to evaluate student learning and guide instructional decisions.
- Campus leadership that actively supports instructional improvement through classroom observations, coaching, feedback, and collaborative planning.
- Ongoing professional learning focused on high-impact instructional strategies, differentiation, formative assessment, student engagement, and effective classroom practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 Instructional implementation across Marlin Junior High School lacks consistency in lesson internalization, TEKS alignment, rigorous student discourse, formative assessment practices, and differentiation for diverse learners, resulting in uneven instructional quality and student outcomes across content areas.	Teachers demonstrate varying levels of proficiency in unpacking TEKS, designing standards-aligned lessons, implementing high-quality instructional materials, utilizing student data to drive instruction, and providing differentiated Tier I instruction supported through PLC collaboration.

★ = Priority

Family and Community Engagement

Summary

Marlin Junior High School recognizes that strong partnerships among families, the school, and the community are essential to improving student achievement and fostering the overall success of every student. The campus is committed to building meaningful, collaborative relationships that encourage shared responsibility for academic achievement, student well-being, attendance, and college and career readiness.

The Comprehensive Needs Assessment identified family and community engagement as an important area for continued growth. While families demonstrate support for their children and the campus, participation in school activities, academic events, and decision-making opportunities remains inconsistent. Stakeholder feedback, attendance records, and participation data indicate that work schedules, transportation challenges, communication barriers, and varying levels of confidence in supporting middle school academics can limit family involvement.

Community partnerships remain an important asset in supporting student success. Marlin Junior High will continue collaborating with district departments, local businesses, community organizations, faith-based partners, and higher education institutions to provide students and families with academic enrichment, mentoring opportunities, social-emotional supports, career exploration experiences, and access to community resources.

Strengths

Marlin Junior High School has established numerous strengths that support meaningful family and community partnerships.

- A welcoming, student-centered campus culture that values families as essential partners in student success.
- Campus leadership committed to maintaining open, transparent, and respectful communication with parents and community stakeholders.
- Multiple communication platforms, including email, phone calls, text messaging, newsletters, social media, and parent conferences, that provide families with timely information regarding student progress and campus events.
- Dedicated teachers and staff who actively communicate with families regarding student achievement, attendance, behavior, and academic support.
- Opportunities for families to participate in academic events, student recognition programs, open houses, parent-teacher conferences, and campus celebrations.
- Strong collaboration with district departments and community organizations that provide additional resources and support services for students and families.
- Partnerships with local businesses, community leaders, and civic organizations that enhance educational experiences and promote student success.
- Campus initiatives that encourage family participation in campus improvement planning, school decision-making, and student achievement activities.
- A commitment to recognizing and celebrating student accomplishments, fostering pride and strengthening school-family relationships.
- Continued efforts to increase family engagement through flexible meeting opportunities, digital communication, and outreach designed to remove barriers to participation.
- A shared commitment among staff, families, and community stakeholders to developing students who demonstrate academic excellence, leadership, and positive character.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Family engagement at Marlin Junior High School remains inconsistent, limiting opportunities for meaningful partnerships that support student achievement, attendance, and academic success.	Transportation limitations, parent work schedules, inconsistent two-way communication, limited participation in campus events, and varying levels of confidence in supporting secondary academics contribute to reduced family engagement.

 = Priority

School Organization

Summary

As a campus serving students in Grades 7 and 8, Marlin Junior High recognizes the importance of clearly defined organizational structures that support student transitions, instructional continuity, and collaborative decision-making. Strengthening systems for campus communication, shared leadership, and monitoring of improvement initiatives will ensure greater alignment with district priorities while increasing organizational effectiveness.

Campus leadership will continue to build capacity through distributed leadership, collaborative problem-solving, and ongoing monitoring of campus goals. Teachers and staff participate in Professional Learning Communities (PLCs), leadership meetings, data review sessions, and campus committees that promote shared ownership of student achievement and school improvement. Regular review of attendance, discipline, instructional implementation, and academic performance data supports timely decision-making and strategic planning.

Strengths

Marlin Junior High School has established several organizational strengths that support effective school operations and continuous improvement.

- A clearly defined campus vision centered on The Heart of Champions: Courage, Commitment, and Character, providing a unified direction for students, staff, and stakeholders.
- Collaborative campus leadership that promotes shared decision-making, transparency, and continuous improvement aligned with district goals.
- Clearly established campus expectations and operational procedures that support a safe, organized, and student-centered learning environment.
- Professional Learning Communities (PLCs) that provide structured opportunities for teachers to collaborate on curriculum planning, lesson internalization, student data analysis, and instructional improvement.
- Regular leadership team meetings that monitor progress toward campus improvement goals and address instructional and operational priorities.
- Data-driven decision-making processes that utilize STAAR results, benchmark assessments, attendance, discipline, walkthrough data, and formative assessments to guide campus improvement efforts.
- Clearly defined systems for instructional monitoring, classroom observations, coaching, and feedback that support continuous professional growth.
- Strong collaboration among administrators, teachers, counselors, interventionists, instructional support staff, and district departments to address the academic, behavioral, and social-emotional needs of students.
-

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Marlin Junior High School continues strengthening organizational systems that ensure consistent implementation of campus expectations, instructional monitoring, collaborative planning, and accountability across departments.	Inconsistent communication structures, varying implementation of campus procedures, limited monitoring systems, and inconsistent use of data for continuous improvement impact organizational effectiveness.

★ = Priority

Technology

Summary

Technology continues to play a critical role in supporting teaching, learning, assessment, communication, and operational effectiveness at Marlin Junior High School. Students and teachers have access to district-provided instructional technology, digital learning platforms, and online assessment tools that support the implementation of the Texas Essential Knowledge and Skills (TEKS) and prepare students for technology-enhanced STAAR assessments.

Campus data and classroom observations indicate that technology is being integrated into instruction; however, implementation varies among classrooms and content areas. While teachers utilize instructional resources such as learning management systems, digital curriculum, online intervention programs, and formative assessment tools, opportunities exist to increase consistency in the purposeful integration of technology to enhance student engagement, differentiation, collaboration, and higher-order thinking.

Professional learning, instructional coaching, and collaborative Professional Learning Communities (PLCs) continue to build teacher capacity in leveraging technology to improve instructional effectiveness and personalize learning experiences.

Strengths

Marlin Junior High School has several technology strengths that support teaching, learning, and continuous improvement.

- District-provided student devices and instructional technology resources support daily teaching and learning.
- Teachers and students utilize digital instructional platforms to reinforce TEKS-aligned instruction, intervention, and progress monitoring.
- Technology supports the administration of STAAR, benchmark, and formative assessments while providing timely student performance data.
- Professional Learning Communities (PLCs) incorporate digital assessment data to inform instructional planning, intervention strategies, and progress monitoring.
- Campus leadership promotes the integration of technology to enhance student engagement, collaboration, and differentiated instruction.
- Teachers have access to ongoing professional development focused on instructional technology and digital learning tools.
- Students regularly engage with technology to strengthen research skills, collaboration, problem-solving, creativity, and digital literacy.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Although technology resources are available, instructional integration across classrooms remains inconsistent, limiting opportunities for personalized learning, data analysis, and technology-enhanced instruction.	Varying teacher proficiency with instructional technology, inconsistent implementation of digital learning platforms, limited ongoing professional learning, and inconsistent use of technology for differentiated instruction impact instructional effectiveness.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course 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
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data

- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Homeless data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Teacher recruitment/retention rates and other data 142

- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies



Goals

Goal 1

Malrin High School will increase Academic Achievement in Math and Reading STAAR Scores by June 2026.

Performance Objective 1

By June 2027, 50% of Marlin High School students taking English 1, English 2, and Algebra will achieve "Meets" or above on STAAR assessments.

Evaluation Data Source: STAAR results, iReady assessments, local benchmarks, unit assessments, walkthroughs, documentation

Strategy 1

: Improve feedback cycles between instructional leaders and teachers by conducting 8-10 walkthroughs/observations each week using the LIFT observation tool and action step guide to provide timely, relevant feedback for improving Tier 1 instruction

Strategy's Expected Result/Impact: Improved consistency of instruction through alignment of instructional practices. Increased teacher capacity in implementing effective Tier 1 instruction.

Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principals, and Campus Instructional Coach

Formative Reviews

September

January

April

June

Goal 2

By May 2027, Marlin Junior High School will increase academic achievement in English Language Arts and Reading (ELAR), Mathematics, and Science by implementing rigorous Tier I instruction, targeted interventions, collaborative Professional Learning Communities (PLCs), data-driven instructional planning, and progress monitoring to ensure all students demonstrate continuous academic growth and college, career, and military readiness.

Performance Objective 1 High Priority HB3 Goal

At least 55% or more of students meet or exceed STAAR performance expectations in ELAR, Mathematics, and Science by May 2027.

Evaluation Data Source: Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 3

By the end of the 2026-2027 school year, Marlin Junior High School will increase student performance in Grades 7 ELAR by improving the percentage of students performing at the Approaches, Meets, and Masters Grade Level standards on STAAR, while reducing achievement gaps among identified student groups.

Performance Objective 1

At least 70% of Marlin Junior High School 7th grade RLA students will demonstrate 15% or more of academic growth on 2027 STAAR.

Evaluation Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 4

By the end of the 2026-2027 school year, Marlin Junior High School will increase student performance in Grades 8 ELAR by improving the percentage of students performing at the Approaches, Meets, and Masters Grade Level standards on STAAR, while reducing achievement gaps among identified student groups.

Performance Objective 1

At least 70% of Marlin Junior High School 8th grade RLA students will demonstrate 15% or more of academic growth on 2027 STAAR.

Evaluation Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 5

By the end of the 2026-2027 school year, Marlin Junior High School will increase student performance in Grades 7 Mathematics by improving the percentage of students performing at the Approaches, Meets, and Masters Grade Level standards on STAAR, while reducing achievement gaps among identified student groups.

Performance Objective 1

By May 2027, 40% of Grade 7 students will improve to approaches STAAR Mathematics performance standards, 40% will meet STAAR performance, and 20% will achieve mastery STAAR Mastery.

Evaluation Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 6

By the end of the 2026-2027 school year, Marlin Junior High School will increase student performance in Grade 8 Mathematics by improving the percentage of students performing at the Approaches, Meets, and Masters Grade Level standards on STAAR, while reducing achievement gaps among identified student groups.

Performance Objective 1

By May 2027, 50% of Grade 8 students will improve to approaches STAAR Mathematics performance standards, 30% will meet STAAR performance, and 20% will achieve mastery STAAR Mastery

Evaluation Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 7

By the end of the 2026-2027 school year, Marlin Junior High School will increase student performance in Grade 8 Science by improving the percentage of students performing at the Approaches, Meets, and Masters Grade Level standards on STAAR, while reducing achievement gaps among identified student groups.

Performance Objective 1 High Priority HB3 Goal

By May 2027, 50% of Grade 8 students will improve to approaches STAAR Science performance standards, 30% will meet STAAR performance, and 20% will achieve mastery STAAR Mastery

Evaluation Data Source: State Assessment Data (STAAR), District Benchmark Assessments, Common Formative Assessments (CFAs), Student Progress Monitoring Data, iReady Diagnostic and Growth Data, Classroom Performance Data, Walkthrough and Instructional Observation Data, Student Attendance and Engagement Data

Goal 8 Increase Academic Achievement in Core Subjects

Performance Objective 1

Objective 1: By June 2027, 50% of Marlin High School students taking English 1, English 2, and Algebra I will achieve "Meets" or above on STAAR assessments.

Evaluation Data Source: STAAR results, iReady assessments, local benchmarks, unit assessments, walkthroughs documentation

Goal 9 Increase Industry-Based Certification (IBC) Completion in Career Pathways

Performance Objective 1

By June 2027, 80% of Marlin High School students enrolled in CTE pathway programs will take and pass their Industry-Based Certification exam.

Evaluation Data Source: IBC participation and pass rates, pathway enrollment data, student completion documentation, tracking reports

Goal 10 Achieve 100% Graduation Rate

Performance Objective 1

By June 2027, 100% of Marlin High School students on track and enrolled will graduate by implementing comprehensive graduation tracking and credit recovery programs.

Evaluation Data Source: Graduation rates, credit completion, dropout rates, attendance data, graduation tracking reports

Performance Objective 2

By June 2027, Marlin High School will strengthen college, career, and military readiness (CCMR) planning through enhanced four-year plans and postsecondary preparation support.

Evaluation Data Source: Four-year plan completion and alignment, TSIA2/SAT/ACT participation and scores, CCMR indicators, and/or postsecondary enrollment data

Goal 11 Strengthen Social-Emotional Learning (SEL) and Student Well-Being

Performance Objective 1

By June 2027, 100% of Marlin High School will implement a comprehensive counseling program aligned to the Texas Model for School Counseling that includes suicide prevention, violence prevention (including dating violence), conflict resolution, and dropout prevention.

Evaluation Data Source: : Guidance lesson documentation, counseling program records, crisis team meeting documentation, attendance and discipline data

Performance Objective 2

By June 2027, Marlin High School will strengthen positive student-staff relationships and school culture through restorative practices, student voice opportunities, and community partnerships.

Evaluation Data Source: Discipline referrals by category and subgroup, restorative practice documentation, student engagement surveys, student leadership participation, community partnership records



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dropout Prevention	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026
Post-Secondary Preparedness	Ex Dir, Student Services & Federal Programs	--	Bridget Nevels	6/18/2026

**Marlin Independent School District
BOARD OF TRUSTEES**

Meeting Date: **October 19, 2026**

Presented by: **Alphonso Bates, Superintendent of Schools**

Subject: **Consideration and Possible Approval of Strategic
Compensation Plan for Campus Administrators**

Consent Item

BACKGROUND INFORMATION:

Marlin ISD is continuing its transition from a traditional step-and-ladder compensation system to a Strategic Compensation Model that recognizes educator effectiveness, leadership, and student outcomes. As part of this transition, the model will now include Assistant Principals and Principals, adding a leadership component to the compensation structure while aligning leadership evaluation, campus performance, and educator effectiveness.

BOARD ACTION REQUIRED:

I move that the board approves the Strategic Compensation Plan for Campus Administrators, as presented.

POLICY AUTHORIZATION:

N/A

CONTACT PERSON:

Norman Jones, Chief Operating Officer

FUNDING SOURCE:

Teacher Incentive Allotment Funds

ENCLOSURES:

N/A

**Marlin Independent School District
BOARD OF TRUSTEES**

Meeting Date: **October 19, 2026**

Presented by: **Alphonso Bates, Superintendent of Schools**

Subject: **Consideration and possible approval of Purchase: Caldwell
Country Chevrolet**

Consent Item

BACKGROUND INFORMATION:

The District Transportation Department requests approval to purchase a 2027 Chevrolet Express Passenger Van to ensure safe, reliable transportation for students and staff attending academic, athletic, and administrative events. This acquisition replaces a 2012 Chevrolet passenger van that is being retired from student service due to its age, persistent technical issues, and escalating maintenance costs. To maximize existing assets, the 2012 van will be reassigned to the Maintenance Department for local campus utility work and equipment transport. Per Board Policy CH(LOCAL), purchases of \$25,000 or more require School Board approval.

BOARD ACTION REQUIRED:

I move that the Board approve the purchase of a 2027 Chevrolet Express Passenger Van for student and staff transportation, as presented.

POLICY AUTHORIZATION:

CH(LOCAL)

CONTACT PERSON:

Dr. Troy Bethley, Executive Director of Operations

FUNDING SOURCE:

General Fund (199)

ENCLOSURES:

Caldwell Country Chevrolet Quote

CALDWELL COUNTRY CHEVROLET II LLC

800 HWY 21 E CALDWELL, TEXAS 77836

Buy Board 724-23

End User:	MARLIN ISD	Caldwell Rep:	Sidd Barnett
Contact:	Marshall Higgins	Phone:	918-703-1409
Phone/Email:	mhiggins@marlinisd.org / 254-883-3585	Date:	08/10/2026
Product Desc.:	2027 Chevrolet Express Passenger (CG23406) RWD 2500 135" LS	Email:	sbarnett@usaautomotivepartners.com

A. Bid Series:	31 CHEVROLET EXPRESS 2500 PASSENGER VAN	A. Base Price:	\$45,450.00
-----------------------	---	-----------------------	-------------

B. Published Options [Itemize each below]

Quote Number: QUO-06658-Z8R8J9

Code	Model Vehicle	
CG23406	2027 Chevrolet Express Passenger (CG23406) RWD 2500 135" LS	
Code	Options	Bid Price
AS5	Seats, front bucket with Custom Cloth trim	\$0.00
BA3	Console, deluxe	\$0.00
MTH	Transmission, 8-speed automatic, electronically controlled	\$0.00
QB5	Wheels, 4 - 16" x 6.5" (40.6 cm x 16.5 cm) steel	\$0.00
1LS	LS Preferred Equipment Group	\$0.00
IOR	Chevrolet Infotainment 3 system	\$0.00
Z82	Trailer equipment, heavy-duty	\$0.00
LV1	Engine, 4.3L V6 with Direct Injection	\$0.00
UY7	Trailer provisions, trailer wire harness only	\$0.00
VR4	Trailer hitch, weight distribution platform	\$0.00
ZW9	Body, standard	\$0.00
ZY1	Paint, solid	\$0.00
E24	Door, swing-out passenger-side, 60/40 split	\$0.00
93G	Medium Pewter, Custom Cloth	\$0.00
FE9	Emissions, Federal requirements	\$0.00
GAZ	Summit White	\$0.00
GU6	Rear axle, 3.42 ratio	\$0.00
Total of B. Published Options		\$0.00

C. Unpublished Options [Itemize each below, not to exceed 25%]

Unpublished Options	Bid Price
Dealer Install - 2" Receiver, includes 2" Ball	\$85.00
Total of C. Unpublished Options	\$85.00

D. Registration & Title Paperwork:	\$0.00
E. Upfitter/Quote Number:	\$0.00
F. Delivery ETA: 90-150 DAYS APPROX	
G. Floor Plan Interest (for in-stock and/or equipped vehicles):	\$0.00
H. Lot Insurance (for in-stock and/or equipped vehicles):	\$0.00
I. Contract Price Adjustment:	\$0.00
J. Additional Delivery Charge (177 miles):	\$531.00
K. Subtotal: 160	\$46,066.00
L. Quantity Ordered 1 x K =	\$46,066.00

CALDWELL COUNTRY CHEVROLET II LLC
800 HWY 21 E CALDWELL, TEXAS 77836
Buy Board 724-23

M. Trade in:		\$0.00
N. Coop Fee per purchase order:		\$400.00
O. Total purchase price with Co-Op Fee:		\$46,466.00

IMPORTANT NOTES

- We sincerely appreciate your business. To ensure prompt processing, please submit all purchase orders to leececentral@usaautomotivepartners.com.
- Order acceptance will be confirmed once vehicle availability has been verified or the manufacturer has accepted the factory order.
- Estimated lead times are provided based on current information and may be adjusted due to manufacturer or supply conditions.

Marlin Independent School District

BOARD OF TRUSTEES

Meeting Date: October 19, 2026

Presented by: Alphonso Bates, Superintendent of Schools

Subject: Consideration and Possible Approval of Financial Report
(September 2026)

Action Item

BACKGROUND INFORMATION:

Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the district- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.

The attached monthly financial report is presented to facilitate a Board of Trustees review of the financial activity for the month of September 2026.

BOARD ACTION REQUIRED:

I move that the Board approves the September 2026 financial report, as presented.

POLICY AUTHORIZATION:

CE(LOCAL)

CONTACT PERSON:

Norman Jones, Chief Operating Officer

FUNDING SOURCE:

General Fund (1XX)

Debt Fund (511)

Construction (699)

ENCLOSURES:

Financial Report

Check Register

Marlin Independent School District					
General Fund - as of September 2026					
	Budgeted	September	Actual YTD	Percent	
Revenue					
57XX - Local Revenue	\$ 3,824,371	\$ 110,539	\$ 209,591	5.48%	
58XX - State Revenue	\$ 8,665,070	\$ 1,982,984	\$ 4,008,636	46.26%	
59XX - Federal Revenue	\$ -	\$ -	\$ -	0.00%	
79XX - Operating Transfer In	\$ -	\$ -	\$ -	0.00%	
Total Revenue	\$ 12,489,441	\$ 2,093,523	\$ 4,218,228	33.77%	
Expenditures					
11-Instruction	\$ 5,007,221	\$ 1,138,875	\$ 1,472,988	29.42%	
12-Instruction, Resources & Media	\$ 15,626	\$ -	\$ -	0.00%	
13-Curriculum Development	\$ 161,793	\$ 358	\$ 3,081	1.90%	
21-Instructional	\$ 595,868	\$ 107,360	\$ 261,965	43.96%	
23-School Leadership	\$ 770,984	\$ 89,917	\$ 201,901	26.19%	
31-Guidance & Counseling	\$ 328,612	\$ 49,149	\$ 86,605	26.35%	
32-Social Work Services	\$ 2,000	\$ -	\$ -	0.00%	
33-Health Services	\$ 202,562	\$ 39,394	\$ 45,105	22.27%	
34-Student Transportation	\$ 528,356	\$ 29,115	\$ 75,707	14.33%	
36-Extracurricular Activities	\$ 546,203	\$ 108,451	\$ 203,369	37.23%	
41-General Administration	\$ 1,324,607	\$ 139,181	\$ 329,970	24.91%	
51-Facilities Maintenance & Operations	\$ 1,747,892	\$ 205,191	\$ 435,729	24.93%	
52-Security & Monitoring Services	\$ 247,229	\$ 19,775	\$ 48,287	19.53%	
53-Data Processing Services	\$ 385,716	\$ 73,052	\$ 137,689	35.70%	
61-Community Services	\$ 58,531	\$ 12,540	\$ 13,984	23.89%	
71-Debt Service	\$ 19,000	\$ 5,643	\$ 8,619	45.36%	
81-Capital Outlay		\$ 407,240	\$ 407,240	0.00%	
93-Payments to Fiscal Agent/Shared Services	\$ 407,241	\$ -	\$ -	0.00%	
99-Other Intergovernmental Charges	\$ 140,000	\$ -	\$ 40,591	28.99%	
Total Expenditures	\$ 12,489,441	\$ 2,425,242	\$ 3,772,831	30.21%	
Excess (Deficiency) of Rev Over(Under) Exp	\$ -	\$ (331,719)	\$ 445,396		
Other Resources	\$ -	\$ -	\$ -		
Other Uses	\$ -	\$ -	\$ -		
Net Change in Fund Balance	\$ -	\$ (331,719)	\$ 445,396		

Marlin Independent School District					
Food Service - as of September 2026					
	Budget	September	Actual YTD	Percent	
Revenue					
57XX - Local Revenue	\$ 25,000	\$ 3,544	\$ 5,749	23.00%	
58XX - State Revenue	\$ 2,700	\$ -	\$ -	0.00%	
59XX - Federal Revenue	\$ 801,560	\$ 61,956	\$ 70,365	8.78%	
79XX - Operating Transfer In	\$ -	\$ -	\$ -	0.00%	
Total Revenue	\$ 829,260	\$ 65,500	\$ 76,113	9.18%	
Expenditures					
11-Instruction	\$ -	\$ -	\$ -	0.00%	
12-Instruction, Resources & Media	\$ -	\$ -	\$ -	0.00%	
13-Curriculum Development	\$ -	\$ -	\$ -	0.00%	
23-School Leadership	\$ -	\$ -	\$ -	0.00%	
31-Guidance & Counseling	\$ -	\$ -	\$ -	0.00%	
33-Health Services	\$ -	\$ -	\$ -	0.00%	
34-Student Transportation	\$ -	\$ -	\$ -	0.00%	
35-Food Service	\$ 820,260	\$ 114,652	\$ 139,496	17.01%	
36-Extracurricular Activities	\$ -	\$ -	\$ -	0.00%	
41-General Administration	\$ -	\$ -	\$ -	0.00%	
51-Facilities Maintenance & Operations	\$ 9,000	\$ -	\$ -	0.00%	
52-Security & Monitoring Services	\$ -	\$ -	\$ -	0.00%	
53-Data Processing Services	\$ -	\$ -	\$ -	0.00%	
71-Debt Service	\$ -	\$ -	\$ -	0.00%	
91-Contracted Instructional Serv	\$ -	\$ -	\$ -	0.00%	
93-Payments to Fiscal Agent/Shared Services	\$ -	\$ -	\$ -	0.00%	
99-Other Intergovernmental Charges	\$ -	\$ -	\$ -	0.00%	
Total Expenditures	\$ 829,260	\$ 114,652	\$ 139,496	16.82%	
	\$ -	\$ (49,152)	\$ (63,383)		

Marlin Independent School District					
Interest & Sinking - as of September 2026					
	Budget	September	Actual YTD	Percent	
Revenue					
57XX - Local Revenue	\$ 1,821,557	\$ 42,620	\$ 72,696	3.99%	
58XX - State Revenue	\$ 205,743	\$ -	\$ -	0.00%	
59XX - Federal Revenue	\$ -	\$ -	\$ -	0.00%	
79XX - Operating Transfer In	\$ -	\$ -	\$ -	0.00%	
Total Revenue	\$ 2,027,300	\$ 42,620	\$ 72,696	3.59%	
Expenditures					
11-Instruction	\$ -	\$ -	\$ -	0.00%	
12-Instruction, Resources & Media	\$ -	\$ -	\$ -	0.00%	
13-Curriculum Development	\$ -	\$ -	\$ -	0.00%	
23-School Leadership	\$ -	\$ -	\$ -	0.00%	
31-Guidance & Counseling	\$ -	\$ -	\$ -	0.00%	
33-Health Services	\$ -	\$ -	\$ -	0.00%	
34-Student Transportation	\$ -	\$ -	\$ -	0.00%	
35-Food Service	\$ -	\$ -	\$ -	0.00%	
36-Extracurricular Activities	\$ -	\$ -	\$ -	0.00%	
41-General Administration	\$ -	\$ -	\$ -	0.00%	
51-Facilities Maintenance & Operations	\$ -	\$ -	\$ -	0.00%	
52-Security & Monitoring Services	\$ -	\$ -	\$ -	0.00%	
53-Data Processing Services	\$ -	\$ -	\$ -	0.00%	
71-Debt Service	\$ 2,027,300	\$ -	\$ 897,722	44.28%	
91-Contracted Instructional Serv	\$ -	\$ -	\$ -	0.00%	
93-Payments to Fiscal Agent/Shared Services	\$ -	\$ -	\$ -	0.00%	
99-Other Intergovernmental Charges	\$ -	\$ -	\$ -	0.00%	
Total Expenditures	\$ 2,027,300	\$ -	\$ 897,722	44.28%	
	\$ -	\$ 42,620	\$ (825,025)		

Marlin Independent School District				
Construction Account - as of September 2026				
	Budget	September	Actual YTD	Percent
Revenue				
57XX - Local Revenue	\$ -	\$ 16,463	\$ 53,653	0.00%
58XX - State Revenue	\$ -	\$ 325	\$ 976	0.00%
59XX - Federal Revenue	\$ -	\$ -	\$ -	0.00%
79XX - Operating Transfer In	\$ -	\$ -	\$ -	0.00%
Total Revenue	\$ -	\$ 16,788	\$ 54,629	0.00%
Expenditures				
11-Instruction	\$ -	\$ -	\$ -	0.00%
12-Instruction, Resources & Media	\$ -	\$ -	\$ -	0.00%
13-Curriculum Development	\$ -	\$ -	\$ -	0.00%
23-School Leadership	\$ -	\$ -	\$ -	0.00%
31-Guidance & Counseling	\$ -	\$ -	\$ -	0.00%
33-Health Services	\$ -	\$ -	\$ -	0.00%
34-Student Transportation	\$ -	\$ -	\$ -	0.00%
35-Food Service	\$ -	\$ -	\$ -	0.00%
36-Extracurricular Activities	\$ -	\$ -	\$ -	0.00%
41-General Administration	\$ 147,004	\$ 12,571	\$ 38,141	0.00%
51-Facilities Maintenance & Operations	\$ 6,500	\$ -	\$ -	0.00%
52-Security & Monitoring Services	\$ -	\$ -	\$ -	0.00%
53-Data Processing Services	\$ -	\$ -	\$ -	0.00%
71-Debt Service	\$ 450,000	\$ -	\$ -	0.00%
81-Facilities & Construction	\$ 2,771,962	\$ 2,044	\$ 396,727	0.00%
91-Contracted Instructional Serv	\$ -	\$ -	\$ -	0.00%
93-Payments to Fiscal Agent/Shared Services	\$ -	\$ -	\$ -	0.00%
99-Other Intergovernmental Charges	\$ -	\$ -	\$ -	0.00%
89xx - Operating Transfer Out	\$ -	\$ -	\$ -	0.00%
Total Expenditures	\$ 3,375,466	\$ 14,615	\$ 434,868	12.88%
	\$ (3,375,466)	\$ 2,174	\$ (380,239)	

Investment Report	
	Amount
Texpool Account Local Maintenance Beginning Balance	\$ 8,536,454.78
Monthly Activity - Transfer Fr Huntington Bank Local Maintenance	\$ 1,402,603.82
Monthly Activity - Transfer To Huntington Bank Local Maintenance	\$ 1,600,000.00
Monthly Activity - Interest Earned	\$ 24,150.06
Texpool Account Local Maintenance- Ending Balance	\$ 8,363,208.66
Texpool Account Construction Beginning Balance	\$ 279,526.74
Monthly Activity - Interest Earned	\$ 863.64
Monthly Activity - Transfer to Huntington Bank Construction	\$ -
Texpool Account Construction - Ending Balance	\$ 280,390.38
Texpool Account Interest & Sinking Beginning Balance	\$ 828,498.59
Monthly Activity - Interest Earned	\$ 2,572.49
Monthly Activity - Deposits	\$ 60,312.87
Monthly Activity- Withdrawals	\$ -
Texpool Interest & Sinking- Ending Balance	\$ 891,383.95
Fidelity Account Construction Beginning Balance	\$ 14,112.90
Monthly Activity - Interest Earned	\$ 40.68
Monthly Activity - Accrued Interest	\$ -
Monthly Activity- Withdrawals	\$ -
Fidelity Account Construction - Ending Balance	\$ 14,153.58
First Public Account Construction Beginning Balance	\$ 5,073,142.44
Monthly Activity - Interest Earned	\$ 15,552.67
Monthly Activity- Deposits	\$ -
Monthly Activity - Transfer to Huntington Bank Construction	\$ -
First Public Account Construction - Ending Balance	\$ 5,088,695.11
Huntington Bank Account Local Maintenance Beginning Balance	\$ 152,093.64
Monthly Activity - Credits	\$ 2,982,489.73
Monthly Activity - Transfer fr TexPool Local Maintenance	\$ 1,600,000.00
Monthly Activity - Interest Earned	\$ 674.13
Monthly Activity - Debits	\$ 2,607,448.27
Monthly Activity - Transfer to TexPool Local Maintenance	\$ 1,402,603.82
Huntington Bank Local Maintenance Account - Ending Balance	\$ 725,205.41
Huntington Bank Account Money Market Beginning Balance	\$ 10,098.10
Monthly Activity - Interest Earned	\$ 8.30
Monthly Activity - Transfer to Huntington Bank Local Maintenance	\$ -
Huntington Bank Money Market Account - Ending Balance	\$ 10,106.40
Huntington Bank Account Interest & Sinking	\$ 31,040.26
Monthly Activity -Credits	\$ 40,022.61
Monthly Activity - Interest Earned	\$ 25.15
Monthly Activity - Debits	\$ 750.00
Monthly Activity - Transfer to TexPool Interest and Sinking	\$ 60,312.87
Huntington Bank Interest & Sinking Account - Ending Balance	\$ 10,025.15
Huntington Bank Account Construction Beginning Balance	\$ 822,173.64
Monthly Activity - Transfer fr TexPool Construction	\$ -
Monthly Activity - Transfer fr Lonestar Construction	\$ -
Monthly Activity - Transfer fr Local Maintenance	\$ -
Monthly Activity - Interest Earned	\$ 46.72
Monthly Activity - Debits	\$ 448,130.33
Huntington Bank Construction Account - Ending Balance	\$ 374,090.03
We are in compliance with our investment policy according to the 1987 Public Fund Investment Act.	
Alphonso Bates, Superintendent: _____	

Check Nbr	Paid Date	Payee	Amount	EFT
005841	09-04-2026	RENTOKIL NORTH AMERICA INC	149.00	N
005842	09-04-2026	APRIL MAXEY BAKER	3,261.85	N
005843	09-04-2026	BAIN PAPER CO. INC.	225.84	N
005844	09-04-2026	Camryn Jimenez	50.00	N
005845	09-04-2026	EVANS TIRE SERVICE	490.26	N
005846	09-04-2026	JOSE FERNANDEZ	250.00	N
005847	09-04-2026	IEP Assure Inc.	6,250.00	N
005848	09-04-2026	JASON KUYKENDALL	400.00	N
005849	09-04-2026	JERRY CHRISTIAN AUTOMOTIVE REPAIR	188.25	N
005850	09-04-2026	PITNEY BOWES GLOBAL	82.50	N
005851	09-21-2026	CITY OF MARLIN	284.70	N
005852	09-21-2026	CTWP	214.25	N
005853	09-21-2026	EVANS OIL COMPANY	329.88	N
005854	09-21-2026	JERRY CHRISTIAN AUTOMOTIVE REPAIR	100.00	N
005855	09-21-2026	LEAL'S SNACKS LLC	119.00	N
005856	09-21-2026	GRIFFIN FAMILY ENTERPRISES, LLC	795.00	N
086827	* 10-06-2026	ALL PLAYERS NETWORK	-2,000.00	N
086886	09-02-2026	CLAYTON BRADLEY	200.00	N
086887	09-02-2026	CDW GOVERNMENT	360.08	N
086888	09-02-2026	LUIS OLVERA	4,000.00	N
086889	09-02-2026	CURRICULUM ASSOCIATES INC	16,000.00	N
086890	09-02-2026	DIRECT ENERGY BUSINESS	24,803.50	N
086891	09-02-2026	ETC LITE, LLC	300.67	N
086892	09-02-2026	KEITH S ACE HARDWARE	568.66	N
086893	09-02-2026	RONALD W NEHRING JR	2,050.00	N
086894	09-02-2026	OREILLYS AUTO PARTS	24.14	N
086895	09-09-2026	AT&T	252.52	N
086896	09-09-2026	BEACHUM DEMETRIUS	2,500.00	N
086897	09-09-2026	Cameron Zane Graves	150.00	N
086898	09-09-2026	CENGAGE LEARNING	6,799.06	N
086899	09-09-2026	DENNIS J DE LEON	165.00	N
086900	09-09-2026	EDUCATION SVC CTR REGION 6	60.00	N
086901	09-09-2026	FISCHER FRED W	165.00	N
086902	09-09-2026	GAFFORD AUTO PARTS	255.94	N
086903	09-09-2026	JESSE GARZA	150.00	N
086904	09-09-2026	LAKESHORE LEARNING MATERIALS	37.99	N
086905	09-09-2026	DEBRA LEVELS-MCDAVID	293.19	N
086906	09-09-2026	LOWMAN EDUCATION LLC	6,950.00	N
086907	09-09-2026	MAVERY INFRASTRUCTURE HOLDINGS,LLC	3,800.00	N
086908	09-09-2026	MILTON WILBERT	150.00	N
086909	09-09-2026	MOODY HIGH SCHOOL	450.00	N
086910	09-09-2026	Noah Parker Harris	150.00	N
086911	09-09-2026	RICH-MARI ENTERPRISES INC	445.68	N
086912	09-09-2026	Quency Humber	150.00	N
086913	09-09-2026	RIESEL ISD	450.00	N
086914	09-09-2026	ROSEBUD-LOTT ISD	475.00	N
086915	09-09-2026	SWEETWATER SOUND, INC	1,795.91	N

Check Nbr	Paid Date	Payee	Amount	EFT
086916	09-09-2026	TASSP	600.00	N
086917	09-09-2026	TERMINIX PROCESSING CTR	176.34	N
086918	09-09-2026	TEXAS A&M AGRILIFE EXTENSION SERVIC	45.00	N
086919	09-09-2026	TOW KING INC	1,011.42	N
086920	09-09-2026	WILLIAMS MICHAEL	454.00	N
086921	09-16-2026	CITY OF MARLIN	13,094.19	N
086922	09-16-2026	EWELL EDUCATIONAL SERVICES	390.00	N
086923	09-16-2026	KEITH S ACE HARDWARE	14.56	N
086924	09-16-2026	LaMarque Trevon Davis	360.00	N
086925	09-16-2026	STEPHEN MASSINGTON	147.00	N
086926	09-16-2026	RYAN MCARTHUR	165.00	N
086927	09-16-2026	RONALD W NEHRING JR	325.00	N
086928	09-16-2026	NFS TEXAS LLC	3,180.00	N
086929	09-16-2026	DAVID T NURSE	135.00	N
086930	09-16-2026	Paul C Devine	135.00	N
086931	09-16-2026	AARON SMITH JR	165.00	N
086932	09-16-2026	LaTitus Reason	95.00	N
086933	09-23-2026	ALERT SERVICES	617.99	N
086934	09-23-2026	Andrew Smith	110.00	N
086935	09-23-2026	AT&T MOBILITY/FIRST NET	686.65	N
086936	09-23-2026	CARD INTEGRATORS CORP	1,008.00	N
086937	09-23-2026	CURRICULUM ASSOCIATES INC	48,430.50	N
086938	09-23-2026	DIRECT ENERGY BUSINESS	36,057.86	N
086939	09-23-2026	EDMENTUM INC	23,257.93	N
086940	09-23-2026	EDUCATION SVC CTR REGION 12	109,712.22	N
086941	09-23-2026	EVANS OIL COMPANY	5,984.15	N
086942	09-23-2026	GAFFORD AUTO PARTS	29.27	N
086943	09-23-2026	Kenneth Gordon McGinnis	110.00	N
086944	09-23-2026	FREMAREK INC	686.10	N
086945	09-23-2026	MODEL CLEANERS INC	134.00	N
086946	09-23-2026	OREILLYS AUTO PARTS	7.49	N
086947	09-23-2026	Perry Weather INC	4,008.40	N
086948	09-23-2026	PITNEY BOWES GLOBAL	1,173.00	N
086949	09-23-2026	SAM S CLUB	161.80	N
086950	09-23-2026	AMANDA SHULTS	300.00	N
086951	09-23-2026	JEREMIAH SHULTS	300.00	N
086952	09-23-2026	SUNBELT RENTALS INC	45,625.00	N
086953	09-23-2026	SWEETWATER SOUND, INC	247.96	N
086954	09-23-2026	TEXAS PUB UNEMPLOYMENT CMPNSTN PRGM	3,855.39	N
086955	09-23-2026	VESTIS	393.35	N
086956	09-23-2026	WORKERS' CMPNSTN SOLUTIONS	8,648.52	N
086957	10-01-2026	3C MECHANICAL TECHNOLOGIES INC	1,383.00	N
086958	10-01-2026	MARK E BRANCH	165.00	N
086959	10-01-2026	SYKORA KEVIN	295.00	N
086960	10-01-2026	Cooper Jaden Mullinax	95.00	N
086961	10-01-2026	EVI Industries, INC	6,575.32	N
086962	10-01-2026	HIGH. AARON	200.00	N

Check Nbr	Paid Date	Payee	Amount	EFT
086963	10-01-2026	DAVID HOY	200.00	N
086964	10-01-2026	HUDL	11,000.00	N
086965	10-01-2026	INTERQUEST GROUP INC	360.00	N
086966	10-01-2026	REBECCA LORD	900.00	N
086967	10-01-2026	FREMAREK INC	711.50	N
086968	10-01-2026	MODEL CLEANERS INC	15.00	N
086969	10-01-2026	GILBERT W MOKRY JR	165.00	N
086970	10-01-2026	Radish Education INC	7,500.00	N
086971	10-01-2026	ROCKET GLASS & MIRROR	582.54	N
086972	10-01-2026	DEDRA ROHAN	165.00	N
086973	10-01-2026	THOEDORE M. ROHAN	165.00	N
086974	10-01-2026	SWEETWATER SOUND, INC	634.69	N
086975	10-01-2026	TASB INC	2,525.00	N
086976	10-01-2026	AGENCY 405 CRIME RECORDS SERVICE	39.00	N
086977	10-01-2026	TRI COUNTY SUD	334.91	N
086978	10-01-2026	TXU ENERGY	301.48	N
086979	10-01-2026	WORKERS' CMPNSTN SOLUTIONS	30,962.42	N
207660	09-14-2026	MARLIN ISD	258.68	N
207661	09-14-2026	THE OMNI GROUP	45,229.00	N
207662	09-14-2026	PRE-PAID LEGAL SERVICES, INC	54.80	N
207663	09-14-2026	TCTA	90.00	N
990914	09-14-2026	TRS	79,269.00	N
990915	09-15-2026	INTERNAL REVENUE SERVICE	91,506.78	N
990916	09-16-2026	INTERNAL REVENUE SERVICE	69.22	N
990917	09-17-2026	INTERNAL REVENUE SERVICE	1,320.25	N
990921	09-21-2026	BANCORP CREDIT CARD	8,469.36	N
990922	09-22-2026	INTERNAL REVENUE SERVICE	571.08	N
990929	09-29-2026	TRS	141,251.80	N
990999	09-15-2026	CADENCE BANK	250.00	N
E03308	09-02-2026	BSN SPORTS/ALL AMERICAN	2,081.22	Y
E03309	09-02-2026	CHEERLEADING COMPANY	3,274.60	Y
E03310	09-02-2026	GLOBAL PAYMENTS INC	799.00	Y
E03311	09-02-2026	SYSCO USA I, INC	1,586.50	Y
E03312	09-04-2026	SCHULMAN,LOPEZ,HOFFER&ADELSTEIN	149,240.00	Y
E03313	09-04-2026	AMAZON CAPITOL SERVICES	606.03	Y
E03314	09-04-2026	Great Job Therapy	6,628.00	Y
E03315	09-04-2026	UNIQUE PERSPECTIVES THERAPY	7,500.00	Y
E03316	09-04-2026	WALSH GALLEGOS KYLE ROBINSON &	2,475.21	Y
E03317	09-09-2026	AMAZON CAPITOL SERVICES	1,868.08	Y
E03318	09-09-2026	BSN SPORTS/ALL AMERICAN	261.87	Y
E03319	09-09-2026	CTWP	193.06	Y
E03320	09-09-2026	NORMAN JONES	308.50	Y
E03321	09-09-2026	MEDIA LINK TELECOM LLC	74.70	Y
E03322	09-09-2026	WALSH GALLEGOS KYLE ROBINSON &	10,998.00	Y
E03323	09-15-2026	CBG SERVICES	20,169.27	Y
E03324	09-15-2026	NTA LIFE	71.45	Y
E03325	09-16-2026	AMAZON CAPITOL SERVICES	7,514.34	Y

Check Nbr	Paid Date	Payee	Amount	EFT
E03326	09-16-2026	JUAN CARRIZALES	20.00	Y
E03327	09-16-2026	ROLANDA TREVINO	17,295.95	Y
E03328	09-21-2026	AMAZON CAPITOL SERVICES	949.25	Y
E03329	09-21-2026	CTWP	670.79	Y
E03330	09-21-2026	KAELYN BROOKE CURRY	64.09	Y
E03331	09-21-2026	JENNIFER JOHNSON	2,488.90	Y
E03332	09-21-2026	TIFFANY TOMBERLIN	35.11	Y
E03333	09-23-2026	AMAZON CAPITOL SERVICES	3,280.11	Y
E03334	09-23-2026	CTWP	4,277.01	Y
E03335	09-23-2026	FALLS EDUCATION CO-OP	408,094.36	Y
E03336	09-23-2026	FRONTLINE TECHNOLOGIES GROUP LLC	13,186.37	Y
E03337	09-23-2026	JUAN CARRIZALES	20.00	Y
E03338	09-23-2026	SCHULMAN,LOPEZ,HOFFER&ADELSTEIN	149,240.00	Y
E03339 *	09-24-2026	SOUTHWEST INTERNATIONAL TRUCKS	.00	Y
E03340	09-23-2026	SYSCO USA I, INC	1,243.87	Y
E03341	09-23-2026	ROLANDA TREVINO	12,432.22	Y
E03342	10-01-2026	AMAZON CAPITOL SERVICES	2,738.65	Y
E03343	10-01-2026	BSN SPORTS/ALL AMERICAN	3,050.39	Y
E03344	10-01-2026	CEV MULTIMEDIA LTD	1,894.00	Y
E03345	10-01-2026	CHEERLEADING COMPANY	558.97	Y
E03346	10-01-2026	SMITH SUPPLY CO INC	199.68	Y
E03347	10-01-2026	SOUTHWEST FOODSERVICE EXCELLENCELLC	32,194.91	Y
E03348	10-01-2026	LESLIE THIELE	126.00	Y

Grand Totals

1,700,506.25

End of Report

Marlin Independent School District BOARD OF TRUSTEES

Meeting Date: October 19, 2026

Presented by: Alphonso Bates, Superintendent of Schools

Subject: Consideration and Possible Approval of October 2026 Budget Amendment

Action Item

BACKGROUND INFORMATION:

The attached budget amendment reflects adjustments based on updated student attendance and enrollment data, preliminary state revenue projections, and the most recent available property tax values. When the District initially develops its annual budget, projections are based primarily on prior-year student enrollment and estimated property tax values, as certified tax values are not available until late July, after the new fiscal year has begun.

The First Six-Weeks Cycle Report presented a more accurate picture of the District's current enrollment and anticipated state funding. Current enrollment figures indicate a decrease in student enrollment, which directly impacts the District's projected State Aid revenue. These amendments are intended to align budget allocations with updated revenue projections, ensure expenditures are accurately reflected in the appropriate functions, and maintain compliance with Texas Education Agency (TEA) financial reporting requirements.

Amending the budget at this time is critical for two primary reasons:

1. **FIRST Report Compliance:** FIRST Indicator 10 evaluates actual revenue collections against budgeted revenue. Failure to meet this indicator results in an automatic 10-point deduction from the District's FIRST rating.
2. **Fiscal Responsibility:** Adjusting the budget to reflect updated revenue projections helps prevent overspending, supports responsible management of operational funds, and reduces the risk of drawing from the District's fund balance to cover projected revenue shortfalls.

BOARD ACTION REQUIRED:

I move that the Board approves the budget amendment, as presented.

POLICY AUTHORIZATION:

CE(LEGAL)

CE(LOCAL)

CONTACT PERSON:

Norman Jones, Chief Operating Officer

FUNDING SOURCE:

General Fund (199)

Debt Service Fund (511)

ENCLOSURES:

October 2026 Budget Amendments

Budget Amendment for Board Meeting
Debt Service Fund (511)

Function		
00	Local Revenue (budget will increase)	\$ 262,296
	Tax Revenue	
Amount to be added from fund balance		\$ 262,296

Budget Amendment for Board Meeting General Fund (199)

Function

00	State Revenue (budget will decrease) Tax Revenue/State Funding	\$ 597,902
11	Instruction (budget will decrease) Reclass Salaries and Educational Software to Grant	\$ (571,113)
23	School Leadership Salaries	\$ (26,789)

Amount to be taken from fund balance	\$ -
---	-------------------

Marlin Independent School District BOARD OF TRUSTEES

Meeting Date: October 19, 2026

Presented by: Alphonso Bates, Superintendent of Schools

Subject: Consideration and possible approval of MARLIN ISD Resolution to nominate Candidates to the Falls County Appraisal District Board of Directors 2027-2028

Consent Item

BACKGROUND INFORMATION:

As a participating taxing entity, Marlin ISD is entitled to nominate up to two qualified candidates—one for each available position. Marlin ISD holds 372 votes out of the total 2,000 distributed votes for this election.

BOARD ACTION REQUIRED:

I move that the Board nominate Rosayln Dimerson for the Falls County Appraisal District Board of Directors for 2027-2028.

POLICY AUTHORIZATION:

N/A

CONTACT PERSON:

Alphonso Bates, Superintendent

FUNDING SOURCE:

N/A

ENCLOSURES:

N/A

RESOLUTION TO NOMINATE CANDIDATES
To the Falls County Appraisal District
Board of Directors 2027-2028 Term of Election

Whereas, _____
Name of Entity

is entitled to nominate one candidate for each position to fill a directorship on the Falls County Appraisal District Board of Directors, as authorized by Section 6.03 Texas Property Tax Code.

Whereas, _____
Name of Entity

desires to exercise its right to nominate a candidate(s) to fill a directorship.

Therefore, be it resolved that _____
Name of Entity

does hereby nominate the following individual(s) to serve on the
Falls County Appraisal District Board of Directors.

Nominee Name/Address:

1. _____

2. _____

Passed and approved this day _____.

Presiding Officer: _____

Attest: _____

APPRAISAL DISTRICT BOARD OF DIRECTORS ELIGIBILITY

To be eligible to serve on a board of directors, an individual must be a current resident of the appraisal district having resided in the appraisal district for at least two years immediately preceding the date of taking office.

An employee of a taxing unit that participates in the appraisal district is not eligible to serve on the board of directors unless that individual also is a member of the taxing unit governing body or an elected official of a taxing unit. Membership on the taxing unit governing body does not make an otherwise eligible individual ineligible to serve on the board of directors.

Owing delinquent property taxes disqualifies a person from serving on the board of directors. The person is ineligible if he or she owns property on which delinquent property taxes have been owed for more than 60 days after the date the person knew or should have known of the delinquency. This disqualification does not apply if the person is paying the delinquent taxes and any penalties and interest under an installment payment agreement or has deferred or abated a suit to collect the delinquent taxes.

A person is ineligible to serve on the board of directors if the individual served as a member of the board of directors for all or part of five terms, unless they were a county assessor-collector at the time of service, or the appraisal district is established in a county with a population of less than 120,000.

A person who has appraised property for compensation for use in proceedings, represented property owners for compensation in proceedings in the appraisal district or was an appraisal district employee at any time within the preceding three years is ineligible to serve on the board of directors.

A person is ineligible to serve on the board of directors if the individual is related within the second degree of consanguinity (blood) or affinity (marriage) to the following:

- an appraiser who appraises property for use in a proceeding under the Tax Code; or
- a person who represents property owners for compensation in proceedings under the Tax Code in the appraisal district.

A director who continues to hold office knowing he or she is related in this manner to the above-named persons commits a Class B misdemeanor offense.

An individual is not eligible to be a candidate for, to be appointed to, or to serve on the board of directors if the individual has a substantial interest in a business entity that is party to a contract, or the individual is a party to a contract with the appraisal district. This prohibition also applies to contracts with a taxing unit that participates in the appraisal district if the contract relates to the performance of an activity governed by the Tax Code. An appraisal district may not enter into a contract with a board member or with a business entity in which a board member has a substantial interest. A taxing unit may not enter into a contract relating to the performance of an activity governed by the Tax Code with a board member in which the taxing unit participates or with a business entity in which a board member has a substantial interest.

An individual has substantial interest in a business entity if:

- the combined ownership of the director and the director's spouse is at least 10 percent of the voting stock or shares of the business entity; or
- the director or director's spouse is a partner, limited partner or officer of the business entity.

ACKNOWLEDGMENT OF DUTIES OF MEMBER OF APPRAISAL DISTRICT

BOARD OF DIRECTORS

(2 pages)

"I hereby acknowledge that I have read and understand the duties of a member of the board of directors of an appraisal district. I understand that the statutory responsibilities include:

- (1) establishing the appraisal district office;*
- (2) hiring a chief appraiser;*
- (3) adopting the appraisal district's annual operating budget after filing notice and holding a public hearing;*
- (4) adopting a new budget if voting taxing units disapprove of the initial budget;*
- (5) determining whether to remove members of the appraisal review board if the board of directors of the appraisal district is the appointing authority and potential grounds for removal arise;*
- (6) notifying voting taxing units of any vacancy in an appointive position on the board and electing a replacement from submitted nominees;*
- (7) appointing a person to fill a vacancy in an elective position on the board;*
- (8) electing a chairman and a secretary of the board at the first meeting each year;*
- (9) holding board meetings at least quarterly;*
- (10) developing and implementing policies regarding reasonable access to the board;*
- (11) preparing information describing the board's functions and complaint procedures and making that information available to the public and to participating taxing units;*
- (12) notifying parties to a complaint filed with the board of the status of the complaint, unless otherwise provided;*
- (13) in populous counties, appointing a taxpayer liaison officer and deputy taxpayer liaison officers;*
- (14) annually evaluating the performance of the taxpayer liaison officer and any deputy taxpayer liaison officers, including reviewing the timeliness of complaint resolution;*

(15) referring matters investigated by a taxpayer liaison officer relating to the appraisal review board's conduct to the local administrative district judge with a recommendation;

(16) developing a biennial written plan for the periodic reappraisal of all property in the appraisal district, filing notice and holding a public hearing on the plan, approving the plan, and distributing copies of the plan to participating taxing units and the comptroller;

(17) making agreements with newly formed taxing units on an estimated budget allocation for that taxing unit;

(18) having an annual financial audit prepared by an independent certified public accountant, delivering a copy of the audit to each voting taxing unit, and making the audit available for inspection at the appraisal district office;

(19) designating the appraisal district depository biennially;

(20) receiving resolutions from voting taxing units disapproving of board actions;

(21) adhering to Local Government Code requirements for purchasing and entering into contracts;

(22) providing advice and consent to the chief appraiser concerning the appointment of an agricultural appraisal advisory board and determining the number of members of that advisory board;

(23) adhering to laws concerning the preservation, microfilming, destruction, or other disposition of records; and

(24) adopting and implementing a policy for the temporary replacement of a member of an appraisal review board who violates ex parte communication requirements.

Furthermore, I recognize that the board does not appraise property or review the value of individual properties. I acknowledge that tax rates and tax burdens are determined by applicable taxing jurisdictions, not the appraisal district board of directors."

Dated: _____

Board nominee signature: _____