

Marion Independent School District
Marion High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness

Mission Statement

The mission of Marion ISD is to educate every student with the knowledge, skills and principles
to succeed and contribute in a competitive and technologically advancing world
by providing engaging learning opportunities that promote diversity and create an environment
of integrity in partnership with families and community.

Vision

Our Students:

Engage in a learning environment that develops critical thinking skills

Value learning as a life-long endeavor

Take pride in their school and community

Practice ethical standards

Accept responsibility for their actions

Respect themselves and all others

Graduate with the skills and abilities to pursue their chosen careers and become responsible, productive citizens

Our Learning Environment:

Includes highly qualified staff who incorporate innovative instruction practices to meet the needs of a diverse student population

Utilizes resources to achieve a world class education

Facilitates a partnership among community, family and staff to ensure students are prepared to maximize their future

Our District and Community:

Maintain facilities that are safe and functional for our staff and students

Provide resources to address growth and achieve district goals

Communicate openly with respect and trust

Support positive participation in local and school functions

Provide innovative educational opportunities and experiences beyond traditional classroom boundaries

Take pride and celebrate accomplishments of all

Comprehensive Needs Assessment

Demographics

Demographics Summary

Marion High School is a comprehensive four year public high school enrolling approximately 430 students in grades 9th-12th. Marion High School prides itself on being rich in tradition and community spirit.

Marion HS Student Demographics*

Total Student	449
African Americans	2.0%
Hispanic	33.6%
White	61.2%
American Indian	0.4%
Asian	0.7%
Pacific Islander	0%
Two or More Races	2.0%
Economically Disadvantaged	38.8%
Non-Educationally Disadvantaged	61.2%
English Language Learners	2.0%
At-Risk	36.3%
Graduation Rate	100%
Attendance Rate	95.1%

Marion HS Program Enrollment*

Programs	%	#
Bilingual/ESL	2.0%	9
Career and Technology Education (CTE)	86.9%	390
Gifted and Talented (G/T)	8.7%	39
Special Education	8.0%	36

*2017 TAPR data.

Demographics Strengths

Increased attendance rate: 94.3% up to 95.1%.

Decreased the number of student considered at-risk: 38.7% down to 36.3%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase academic interventions and support for Special Education students in all state assessment areas.

Problem Statement 2: Increase academic interventions and support for LEP students in all state assessment areas.

Problem Statement 3: Provide additional support for English Langague Learners as the LEP population grows.

Problem Statement 4: Improve student performance in all subpopulations, most especially in Hispanic and Economically Disadvantaged.

Student Achievement

Student Achievement Summary

Accountability Ratings

	2017 Accountability Rating	Index 1			Index 2			Index 3			Index 4		
		Student Achievement			Student Progress			Closing Performance Gaps			Postsecondary Readiness		
		Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
Marion High School	Met	81	60	Yes	32	17	Yes	47	30	Yes	81	60	Yes

System Safeguards

	Performance Rates			Participation Rates			Graduation Rates					
	Total	Target	%	#	Target	%	#	Target	%	#	Target	%
Marion High School	29	30	97	16	17	94	9	9	100	4	4	100

Index 1: Student Performance

Reading:	2013[^]	2014	2015	2016	2017
English 1 & 2 EOC					
All	85%	78%	77%	69%	70%
Hispanic	83%	72%	70%	59%	62%
White	85%	82%	79%	76%	77%
Eco. Dis.	79%	68%	72%	62%	60%
Spec. Ed.	92%	68%	*	16%	24%

[^]Reading only; Writing was separate; Combined starting 2014

Mathematics:	2013	2014	2015	2016	2017
Algebra 1 EOC					
All	86%	83%	84%	78%	88%
Hispanic	81%	73%	86%	78%	85%
White	89%	88%	80%	81%	92%
Eco. Dis.	78%	83%	79%	78%	84%
Spec. Ed.	64%	54%	*	42%	36%

Science:	2013	2014	2015	2016	2017
Biology EOC					
All	87%	95%	99%	94%	93%
Hispanic	82%	93%	97%	90%	87%
White	88%	96%	100%	97%	97%
Eco. Dis.	83%	92%	97%	91%	88%
Spec. Ed.	56%	83%	*	55%	54%

Social Studies:	2013	2014	2015	2016	2017
U.S. History EOC					
All	83%	88%	90%	89%	91%
Hispanic	77%	81%	81%	83%	83%
White	85%	90%	94%	93%	99%
Eco. Dis.	77%	77%	87%	85%	93%
Spec. Ed.	69%	*	*	43%	43%

Subject Area	# Approaches	Total Tests
	Grade Level Standard	
Reading	193	276
Mathematics	92	104
Science	103	111
Social Studies	106	116
Total	494	607
% Approaches Grade Level Standard/Index Points		81

Index 2: Student Progress

STAAR Weighted			
Progress Rate	All Students	Hispanic	White
Number of Tests	191	*	110
# Met or Exceeded Progress	110	*	66
# Exceeded Progress	10	*	5
% Met or Exceeded Progress	58	55	60

% Exceeded Progress	5	6	5
Total Points			189/600
Index Score			32

Index 3: Closing Performance Gaps

Subject Area	Econ Disadv	Hispanic	Total Points
Reading	62	65	127/400
Mathematics	100	102	202/400
Science	96	97	193/400
Social Studies	120	107	227/400
Total			749/1600
% Approaches Grade Level Standard/Index Points			47

Index 4: STAAR Postsecondary Readiness

Final (recommended) Level II on two or more STAAR tests [on one, if the student only took one].

Student Groups	STAAR Meets Grade Level Standard	Postsecondary Component
All Students	61%	85%
Hispanic	51%	89%
White	66%	83%

Student Achievement Strengths

- Campus met and exceeded the target scores in all indicies on state accountability.
- Over 60% of all students achieved Final (recommended) Level II on two or more EOC STAAR tests.
- English 1, English 2, Algebra 1, and Biology met or exceed the state performance.
- Student performance on the U.S. History EOC maintained its high passing rate with 91% passing.
- The high school continues to have 0% of student drop outs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Campus needs to improve performance rates for special education and ELL students in the areas of reading, math, science, and social studies.

Problem Statement 2: Campus needs to strengthen support for critical writing across the curriculum and writing instruction in the English-Language Arts courses in order to improve student performance on writing assessments, specifically composition and short answer items.

Problem Statement 3: Campus needs to improve the performance rates for Hispanic students in all subject areas.

Problem Statement 4: Campus needs to improve the performance rates for Economically Disadvantaged students in English, mathematics, and science.

Problem Statement 5: Campus needs to increase the number of students receiving a score equal to Final Level II on two or more assessments in order to increase the STAAR Postsecondary Readiness Standard (Final Level 2) performance percentage.

Problem Statement 6: Campus needs to increase percentages of all student performing at the Masters Grade Level performance standard of STAAR tested subjects.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- PDAS and/or T-TESS


Goals

Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 1: Marion HS campuses will utilize the TEKS Resource System in the content areas (English-language arts/reading, math, science, and social studies) to ensure instruction is being delivered at the depth and rigor of the Texas Essential Knowledge and Skills (TEKS) to promote student growth and mastery.

Evaluation Data Source(s) 1: Accountability Reports (TAPR, PBMAS, District/School Report Card), TEKS Resource System Usage, Lesson Plans, Scope and Sequence, Common Assessments

Summative Evaluation 1:

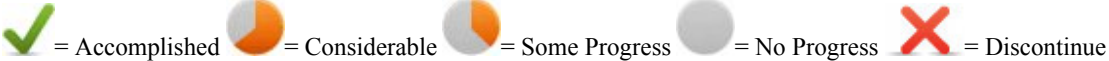
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide access to TEKS resource system for content area teachers.	Principals Curriculum Coordinator	Region 20 TCMPC TEKS Resource System Commitment Form (2017-2018).			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principals Curriculum Coordinator	Teachers know login information and how to navigate the system. Teachers are referencing the TEKS Resource System documents as they develop their scope and sequence and lesson plans.			
System Safeguard Strategy 3) Teachers will utilize the Year at a Glance (YAG), Vertical Alignment Document (VAD) and Instructional Focused Document (IFD) in planning curriculum units and daily instruction.	Principals Curriculum Coordinator Teachers	Teachers are referencing the TEKS Resource System documents as they develop their scope and sequence and lesson plans. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
					

Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 2: Marion HS will facilitate opportunities for campus departments and grade level teams to conduct meetings to evaluate/modify existing curriculum plans, monitor student progress, and share techniques to improve each student's ability to meet all performance objectives on local and state assessments.

Evaluation Data Source(s) 2: Meeting minutes, attendance rosters, Response to Intervention (RTI) monitoring documents, lesson plans, scope and sequence, and Eduphoria/Lead4ward data documents

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Content area teachers within the grade-level will meet to align and enhance curriculum goals and instructional plans.</p>	Principals Curriculum Coordinator Teachers	<p>Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>2) Core content teams will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavior Response to Intervention, Section 504 referrals, or special education referrals).</p>	Principals Curriculum Coordinator Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p>			
					

Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 3: Marion HS will facilitate, each school year, an opportunity for vertical teams to conduct meetings to evaluate/modify existing curriculum/program expectations and share techniques to improve each student's ability to meet all performance objectives on local and state assessments.

Evaluation Data Source(s) 3: Meeting minutes and attendance rosters

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Content area teachers across departments will meet annually to align curriculum goals.	Principals Curriculum Coordinator Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
2) Elective/Program teachers across grade-levels/courses will meet annually to align curriculum/program goals.	Principals Curriculum Coordinator Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on common assessments. Students will demonstrate growth and success in co-curricular/extra-curricular activities related to the elective/program courses. High school students will meet the course/program requirements for their selected endorsements.			
					






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Performance Objective 4: Marion HS will support the high school campus' effort to increase the percentage of students enrolled in advanced courses (e.g., Advanced Placement and Dual Credit) and Career and Technology Education (CTE) each school year.

Evaluation Data Source(s) 4: Student Registration data, Course Catalog, Financial Records, CTE Training Attendance Rosters/Certificates, Advanced Academics Training Attendance Rosters/Certificates, PDMAS, and TAPR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Allocate funds to support CTE teachers in attending professional development opportunities to enhance their curriculum and instruction.	Superintendent Deputy Assistant Superintendent HS Principal HS Counselor Curriculum Coordinator	Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS, CTE guidance documents, and professional developments. Students will progress through course sequences, including prerequisites courses, with success. Each CTE course/program curriculum and practices will support the diverse needs of the student population to ensure all students have an opportunity to earn endorsements.			
2) Allocate funds and resources to expand and support CTE course offerings and enrollment.	Superintendent Deputy Assistant Superintendent HS Principal HS Counselor	The number of CTE course offerings will increase as well as endorsement opportunities. Career fair and course fair opportunities will be provided to enhance course selection and career exploration. Student enrollment in CTE courses/programs will increase proportionately to the student population and demographics.			
3) Allocate funds to support advanced academics teachers in attending professional development opportunities to enhance their curriculum and instruction.	Superintendent Deputy Assistant Superintendent HS Principal HS Counselor Curriculum Coordinator	Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS, course guidance documents (AP or Dual Credit), and professional developments. Students will progress through course sequences, including prerequisites courses, with success.			

<p>4) Allocate funds and resources to expand and support the Advanced Academic course offerings and enrollment.</p>	<p>Superintendent Deputy Assistant Superintendent HS Principal HS Counselor Curriculum Coordinator</p>	<p>Student enrollment in advanced academic courses will increase proportionately to the student population and demographics.</p> <p>AP Roundup session to be conducted to ascertain potential AP students through PSAT data.</p> <p>Advanced Academic courses will align with the expectations of the governing entity, such as Palo Alto for dual credit courses and College Board for Advanced Placement courses.</p>			
<p>5) Continue to align the CTE program at Marion High School with the state and federal guidelines, and the outlined district protocols.</p>	<p>Superintendent Deputy Assistant Superintendent HS Principal HS Counselor Curriculum Coordinator CTE Teachers</p>	<p>CTE courses will continue to earn met standard ratings on PDMAS and TAPR.</p> <p>Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS, CTE guidance documents, and professional developments.</p> <p>Students will progress through course sequences, including prerequisites courses, with success.</p> <p>Each CTE course/program curriculum and practices will support the diverse needs of the student population to ensure all students have an opportunity to earn endorsements.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 5: Marion HS will enhance the English as a Second Language (ESL) program to address the academic and language acquisition needs of the growing English Language Learner (ELL) population.

Evaluation Data Source(s) 5: Student Enrollment Records, LPAC Documentation, TELPAS, STAAR, Lesson Plans, Classroom Observations, Financial Records, and ELL Training Attendance Rosters/Certificates

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Continuous monitoring of student enrollment to identify potential ELL (English Language Learner) students entering the district to minimize gaps in services</p>	<p>Director of Federal Programs Principals Campus Registrar ESL Aides LPAC Committee</p>	<p>Campus registrars will review all Home Language Surveys collected at registration and from transferring schools to identify incoming ELL students.</p> <p>Potential ELL students will be assessed appropriately to determine status and possible services and accommodations.</p> <p>LPAC Committee will convene at beginning of the year and as needed to review new students' status, support needs, and accommodations.</p>			
<p>System Safeguard Strategy</p> <p>2) Employ three aides to assist ELL students in the general education classroom.</p>	<p>Director of Human Resources Director of Federal Programs Principals</p>	<p>ELL students will receive services according to federal regulation.</p> <p>ELL students will demonstrate growth in language acquisition as assessed on TELPAS.</p> <p>ELL students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Support the implementation and use of the appropriate English Language Proficiency Standards (ELPS) when designing instruction for ELL students in the general education classroom.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator Teachers ESL Aides</p>	<p>Instruction will utilize ELPS to increase language acquisition in reading, writing, speaking, and listening.</p> <p>ELL students will demonstrate growth in language acquisition as assessed on TELPAS.</p> <p>ELL students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			


<p align="center">System Safeguard Strategy</p> <p>4) Allocate funds to reimburse teachers who are required to obtain the TExES ESL Supplemental certification.</p>	<p>Curriculum Coordinator</p>	<p>All English-Language Arts/Reading (ELAR) as well as self-contained and additional ELL support teachers in the district will hold an ESL Supplemental certification.</p>			
<p align="center">System Safeguard Strategy</p> <p>5) Continuous monitoring of ELL and Monitor students' academic progress and language proficiency to determine appropriate classroom and testing supports.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator Teachers ESL Aides</p>	<p>Aides will maintain a support schedule that meet the needs of their assigned ELL students.</p> <p>ELL students will demonstrate growth in language acquisition as assessed on TELPAS.</p> <p>ELL students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p align="center">System Safeguard Strategy</p> <p>6) Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support ELL students.</p>	<p>Director of Federal Programs Curriculum Coordinator Principals</p>	<p>Instruction will utilize ELPS to increase language acquisition in reading, writing, speaking, and listening.</p> <p>ELL students will demonstrate growth in language acquisition as assessed on TELPAS.</p> <p>ELL students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 6: Marion HS will monitor the RTI structure to address the growing needs of the at-risk and low performing students.

Evaluation Data Source(s) 6: At Risk records, Discipline records, RTI documentation, Grade reports, RTI Training Attendance Rosters/Certificates

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Maintain a district Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Principals Curriculum Coordinator Counselors Teachers	RTI documentation will reflect ongoing monitoring and support. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
2) Monitor students' performance data and/or behavior choices in order to intervene quickly with RTI support.	Principals Curriculum Coordinator Counselors Teachers	RTI services will be utilized to support struggling students. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
3) Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support struggling and at-risk students.	Principals Curriculum Coordinator	Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
					

Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 7: Marion HS will improve program opportunities available to Gifted and Talented (G/T) students and others enrolled in advanced academic courses.

Evaluation Data Source(s) 7: Registration data, G/T Handbook, G/T Documentation, G/T Training Attendance Rosters/Certificates, and Advanced Academic Training Attendance Rosters/Certificates

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Continue to align the G/T evaluation process and services with the state guidelines and the outlined district protocols.	Principals Curriculum Coordinator G/T Coordinator	Update the G/T Handbook with current district and state protocols and guidelines. Board-approved district G/T Handbook.			
2) Provide opportunities to educate parents and staff about the general assessment procedures and services for gifted/ talented students prior to the nomination/ referral period.	Principals Curriculum Coordinator G/T Coordinator	Collect sign-in sheets from meetings or information session provided for parents. Document staff training with agendas and sign-in sheets. Students demonstrating characteristics related to G/T will be identified and assessed through parent and staff nominations. The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.			
3) Students in grades K-12 are assessed and served in all areas of giftedness as outline in the state G/T guidelines and statues.	Principals G/T Coordinator Curriculum Coordinator Counselors Teachers	Students demonstrating characteristics related to G/T will be identified and assessed through parent and staff nominations. The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years. Each campus will develop a G/T service plan to ensure G/T students are served appropriately.			
4) Allocate funds and resources to support the G/T Coordinator and campuses' efforts to develop G/T opportunities that encourage student participation.	Principals Curriculum Coordinator G/T Coordinator	Student participation in G/T activities will continue to increase.			

5) Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support G/T students.	Principals Curriculum Coordinator G/T Coordinator	Instruction will utilize best practices to enhance and enrich learning opportunities for G/T students.			
6) Ensure advance academic teachers participate in professional learning opportunities to enhance the rigor of their curriculum and instruction.	Principals Curriculum Coordinator	Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.			
7) Allocate funds and resources to expand and support the Advanced Academic course offerings and enrollment.	Superintendent Deputy Assistant Superintendent Principals Curriculum Coordinator	Student enrollment in advanced academic courses will increase proportionately to the student population and demographics.			






Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 8: Marion HS will continue to focus on the improvement of student performance on state assessments to meet annual campus goals.

Evaluation Data Source(s) 8: TAPR Data, AYP Data, STAAR Data, EOC Data

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide training and opportunities to analyze the TEKS through various lens (student data, readiness/supporting, process/content, and vertical alignment) in order to improve curriculum plans and target instruction.	Principals Curriculum Coordinator Lead Teachers/Dept. Chairs	Teachers will demonstrate routine use of the Lead4ward data analysis and curriculum tools in Eduphoria and on the Lead4ward app and website to review and design curriculum and instructional plans. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
2) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.	Director of Federal Programs Principals Curriculum Coordinator Counselor Teachers	Students' grades will remain at a passing standard (grade of 70 or higher). Students will seek supports from teachers and counseling services when challenges occur. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
3) Support the use of instructional best practices when designing instruction for struggling students in the general education classroom.	Principals Curriculum Coordinator Instructional Technologist Lead Teachers/Dept. Chairs	Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
4) Ensure teachers and aides participate in professional learning opportunities to enhance their instructional practices.	Director of Federal Programs Principals Curriculum Coordinator Instructional Technologist Lead Teachers/Dept. Chairs	Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			

5) Allocate funds and resources to strengthen instructional materials and practices.	Director of Federal Programs Principals Curriculum Coordinator	Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 9: Marion HS will improve special education performance on state assessments in all subject areas/grade levels.

Evaluation Data Source(s) 9: Student Enrollment Records, ARD/IEP Documentation, STAAR Alt 2, STAAR, Grade Reports, Lesson Plans, Classroom Observations, Financial Records, and Special Education Training Attendance Rosters/Certificates

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Continuous monitoring of student enrollment to identify potential special education students entering the district to minimize gaps in services</p>	<p>Director of Federal Programs Principals Counselors</p>	<p>Campus registrars/Counselors will inquire about previous district support during the registration process and review incoming documents from transferring schools to identify incoming special education students.</p> <p>ARD Committee will convene within required time frame to review new students' status, support needs, and accommodations.</p>			
<p>System Safeguard Strategy</p> <p>2) Employ special education aides to assist special education students in the general education classroom and in content mastery.</p>	<p>Director of Human Resources Director of Federal Programs Principals</p>	<p>Special education students will receive services according to IEP.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Support the implementation and use of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator Instructional Technologist Lead Teachers/Dept. Chairs</p>	<p>Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities and assessments.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			

<p align="center">System Safeguard Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator Teachers</p>	<p>Special education teachers and aides will maintain a support schedule that meet the needs of their assigned special education students.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities and assessments.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.on common assessments.</p>			
<p align="center">System Safeguard Strategy</p> <p>5) Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support special education students.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator</p>	<p>Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities and assessments.</p> <p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p align="center">System Safeguard Strategy</p> <p>6) Provide instructional resources that teachers can access to design learning activities that target areas of need for special education students.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator</p>	<p>Special education students will demonstrate continuous growth in IEP goals.</p> <p>Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					


Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 10: Marion HS will close the achievement gap and improve the overall performance of the sub-population student groups on state assessments in all subject areas/grade levels.

Evaluation Data Source(s) 10: STAAR, Grade Reports, Lesson Plans, Classroom Observations, Financial Records, and Professional Development Training Attendance Rosters/Certificates

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
<p>System Safeguard Strategy</p> <p>1) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator Counselors Teachers</p>	<p>Students' grades will remain at a passing standard (grade of 70 or higher).</p> <p>Students will seek supports from teachers and counseling services when challenges occur.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>2) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students.</p>	<p>Principals Curriculum Coordinator Instructional Technologist Lead Teachers/Dept. Chairs</p>	<p>Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>3) Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their to support struggling students.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator</p>	<p>Instruction will utilize best practices to increase access to content knowledge, promote critical thinking, and ensure connections between past and new learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>4) Provide instructional resources that teachers can access to design learning activities that target areas of need for sub-population student groups.</p>	<p>Director of Federal Programs Principals Curriculum Coordinator</p>	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			

5) Students identified as needing dyslexia services in grades K-12 are assessed and served as outline in the state Dyslexia handbook.	Director of Federal Programs Principals Counselors Teachers	Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
6) Target the usage of Title I funds to provide services and resources for our students identified as economically disadvantaged in grades K-5.	Director of Federal Programs Principals	Students identified as economically disadvantaged will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
7) Students identified as needing Section 504 services in grades K-12 are assessed and served as outline in the IAP and in the federal and state guidelines.	Director of Federal Programs Principals Counselors Teachers	<p>Students receiving Section 504 services will receive services according to the IAP.</p> <p>Students receiving Section 504 services will demonstrate continuous growth in IAP goals.</p> <p>Students receiving Section 504 services will routinely use their specified accommodations to complete classroom activities and assessments.</p> <p>Students receiving Section 504 services will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
8) Continue implementation of tutoring, summer school, learning labs, and/or credit recovery opportunities across the district.	Director of Federal Programs Principals Curriculum Coordinator	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
					


Goal 1: Marion ISD will provide a curriculum that is aligned, emphasizes critical thinking and application, and implements best practices for high-quality instructional programs to promote college and career readiness.

Performance Objective 11: Marion HS will promote college and career readiness across all campuses.

Evaluation Data Source(s) 11: Registration data, student involvement in college planning events, college and career activities on campus calendar

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Ensure administrators and teachers participate in professional learning opportunities to enhance their ability to promote college and career readiness.	Principals Curriculum Coordinator	District and campuses will align practices with the college and career readiness standards and expectations to ensure full integration in activities and instruction. District will continue to exceed state expectations in Index 4: Post-secondary readiness.			
2) Provide resources that campuses can access to organize college and career activities.	Principals Curriculum Coordinator Counselors Teachers	District and campuses will align practices with the college and career readiness standards and expectations to ensure full integration in activities and instruction. District will continue to exceed state expectations in Index 4: Post-secondary readiness.			
3) Continue the implementation of the Personal Graduation Plan process as outlined by TEA.	Secondary Principals Secondary Counselors	High School students and parents will be informed of this process through parent meetings. Each high school student has a completed PGP that will outline their courses and needs to meet the objectives for their designated graduation plan. Incoming high school students are well-informed of the graduation requirements and CTE opportunities.			
4) Provide support and guidance as students prepare to transition to post secondary opportunities.	Director of Federal Programs Principals Curriculum Coordinator Counselors CIS Staff Transition Coordinator	Students and parents will be informed of these resources through parent meetings and Internet postings on the Counselor's website. Senior students and parents will utilize the supports and resources for post-secondary opportunities.			


5) Provide support and guidance as the high school staff continues the implementation of the Project Success program.	Principals Counselors CIS Staff	Students and parents will be informed of this opportunity through parent meetings. Senior students and parents will utilize the supports and resources for post-secondary opportunities.			
6) Provide support and guidance as the K-12 campuses work to promote career awareness in a developmentally appropriate manner for K-12 students.	Principals Counselors Teachers CIS Staff	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels. High school students will select and complete endorsements that align with career opportunities of interest. High school students and parents will be informed of the endorsement opportunities through parent meetings.			
7) Provide support and guidance as the high school staff continues the implementation of the work study program for high school juniors and seniors.	Superintendent Deputy Assistant Superintendent Principals Counselors CIS Staff	Students and parents will be informed of this opportunity through parent meetings. Students will progress through their coursework in grades 9-12 at the recommended pace and sequence with success in order to participate in this opportunity.			
8) Provide support and guidance as the high school staff continues to offer credit recovery opportunities as a means to prevent drop outs	Superintendent Deputy Assistant Superintendent Principals Counselors CIS Staff	Students will earn course credits in order to complete their assigned graduation plan. Drop out rate will continue to be 0% by providing students the opportunity to complete credits for graduation.			
					

Goal 2: Marion ISD will promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.

Performance Objective 1: Marion HS will support efforts to comply with state and federal physical and nutritional guidelines.

Evaluation Data Source(s) 1: Meeting agendas and minutes, Student menus, Cafeteria nutritional data, Food purchase logs

Summative Evaluation 1:

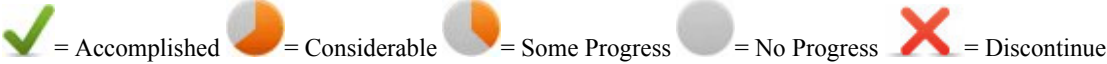
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) SHAC will meet regularly to plan activities.	Superintendent Deputy Assistant Superintendent Principals School Nurses Child Nutrition Staff	SHAC activities that support student health.			
2) Cafeterias will provide healthy food choices	Superintendent Deputy Assistant Superintendent Child Nutrition Staff	Students will receive well balance meals that meet nutritional guidelines.			
					

Goal 2: Marion ISD will promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.

Performance Objective 2: Marion HS will provide ongoing opportunities for student involvement to ensure healthy living.

Evaluation Data Source(s) 2: Health/PE Curriculum, Red Ribbon activities, Safe and Drug free activities, CIS logs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Continue to provide and build the safe and drug free program.	Superintendent Deputy Assistant Superintendent Principals Counselors Teachers CIS Staff School Nurses	Decrease in student referrals as a result of healthy life choices.			
2) Continue with celebration of Red Ribbon Week.	Principals Counselors Teachers CIS Staff School Nurses	Students will participate in drug and alcohol awareness prevention activities.			
3) Embed lessons on safe and healthy choices across the curriculum and through various student programs.	Director of Federal Programs Principals Counselors Teachers	Students will be presented with opportunities to learn about and make healthy life choices.			
					

Goal 2: Marion ISD will promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.






Performance Objective 3: Marion HS will provide access to resources for staff, students and parents, in order to enhance physical, mental, social and emotional well-being.

Evaluation Data Source(s) 3: Program summaries, attendance logs, CIS logs, attendance reports, club membership lists, student incentives lists

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Continue with the implementation of bullying awareness and prevention activities that support the needs of staff, students, and parents.	Director of Federal Programs Principals Counselors Teachers CIS Staff	Various staff, student, and parent activities will be scheduled in an effort to reduce bullying incidents. Student-to-Student conflicts will be reported and documented appropriately as outlined in David's Law.			
2) Provide support and resources for character education.	Principals Counselors Teachers CIS Staff	Character lessons will be scheduled and provided in an effort to reduce student discipline referrals.			
3) Provide support and resources for suicide prevention.	Principals Counselors Teachers CIS Staff	Students will receive documented services and interventions as needed. State-required reporting protocols will be followed when there is a suspicion of abuse/neglect. SOS programming offered to students to support suicide prevention and depression awareness.			
4) Provide support and resources for conflict resolution and violence prevention.	Principals Counselors Teachers CIS Staff	Discipline and conflict-resolution best practice will be utilized in an effort to reduce student discipline referrals as well as deter student conflicts.			
5) Provide support and resources for student maltreatment and sexual abuse, neglect and physical abuse.	Principals Counselors Teachers CIS Staff School Nurse	State-required reporting protocols will be followed when there is a suspicion of abuse/neglect. Staff will receive the mandated trainings and guidance in an effort to provide the best support to students.			

6) Provide pregnancy related services emphasizing sex education/abstinence programs.	Principals Counselors Teachers CIS Staff School Nurse	Students will receive services and interventions as needed.			
7) Utilize CIS staff to provide additional support for students' academic progress and well-being.	Superintendent Deputy Assistant Superintendent Principals Counselors Teachers CIS Staff School Nurse	Students will be referred to CIS as needed in efforts to improve student performance and well being			
8) Utilize counseling services to provide additional support for students' academic progress and well-being.	Superintendent Deputy Assistant Superintendent Director of Federal Programs Principals Counselors Teachers CIS Staff School Nurse	Students will have access to the counselor as needed in efforts to improve student performance and well-being.			
9) Utilize credit recovery opportunities to prevent students from dropping out of school.	Director of Federal Programs Curriculum Coordinator Principals Counselors Teachers CIS Staff	Maintain a 100% graduation rate.			
10) Continuous attendance monitoring to ensure students are attending school/classes daily and on-time.	Principals Counselors Teachers CIS Staff Attendance Clerks	Continue to meet or exceed the attendance expectations of TEA. Implement intervention plans for students who are at-risk of losing course credit or retention due to absences.			
11) Utilize student incentives to celebrate students' positive choices.	Principals Counselors Teachers CIS Staff Paraprofessionals	Each campus will develop an incentive plan in an effort to encourage positive and productive choices.			
12) Promote student involvement in campus clubs/organizations.	Principals Counselors Teachers CIS Staff Paraprofessionals	Clubs and organizations will organize recruiting activities in an effort to increase student involvement.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Marion ISD will promote student personal and social development that encourages diversity, integrity, and sound decision making required to meet modern challenges.

Performance Objective 4: Marion HS will provide an environment in which students feel safe and secure.

Evaluation Data Source(s) 4: Completed emergency plan, documented drills and safety trainings, maintenance and custodial logs, canine detection program documentation, school resource officer logs, drug free/gun free code of conduct policy, office log of registered vehicles

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Maintain county emergency management procedures.	Superintendent Deputy Assistant Superintendent Principals All Staff County Emergency Coordinator	Students, parents, staff and the community will be better prepared in the event of an emergency situation			
2) Ensure safe learning environments with the support of maintenance and custodial services.	Superintendent Deputy Assistant Superintendent Principals Maintenance Staff Custodial Staff	Student environment will be safe and clean			
3) Continue the enforcement of Drug free/Gun free/Tobacco/Alcohol free and code of conduct policies.	Superintendent Deputy Assistant Superintendent Principals	100% of students and parents will have signed and returned the drug free/gun free and code of conduct pages from the student handbook			
4) Review emergency plans, use of RAPTOR and security cameras, and yearly SRP training of staff and students.	Superintendent Deputy Assistant Superintendent Principals All Staff School Resource Officers	All staff will have a revised copy of all emergency plans and will practice plans according to policies			
5) Continue Canine detection program for random visits at the secondary campuses.	Principals All Staff School Resource Officers	The number of drug use referrals will decrease due to heightened awareness from drug dog searches			


6) Continue mandatory parking permits for all staff/student vehicles.	Superintendent Deputy Assistant Superintendent Principals All Staff	Safety of on campus parking will be maintained			
7) Provide the School Resource Officer position in conjunction with the City of Marion.	Superintendent Deputy Assistant Superintendent Principals Mayor of Marion School Resource Officers	Students and staff will feel safe and secure on campus			

Goal 3: MISD will attract and develop an innovative staff that engages all students.

Performance Objective 1: MISD will continue to examine competitive compensation for district employees by examining trends and compensation practices yearly.

Evaluation Data Source(s) 1: Yearly salary, stipend and benefits review

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Annual review the district salary schedules to determine if increases are fiscally appropriate.	Superintendent Deputy Assistant Superintendent Director of Human Resources Business Services Board of Trustees	Salary schedules will be reviewed annually in an effort to increase staff retention.			
2) Provide stipends for staff supporting activities and programs in high need areas.	Superintendent Deputy Assistant Superintendent Director of Human Resources Principals	Maintain an accurate record of staff stipends to ensure fair distribution.			
3) Annual review of the available benefit plans to provide the best options for employees.	Superintendent Deputy Assistant Superintendent Director of Human Resources	Adopt benefit plans that provide fair and competitive benefit options for employees.			
4) Continue perfect attendance stipend.	Director of Human Resources	Maintain accurate attendance records to ensure perfect attendance stipends are paid appropriately.			
					

Goal 3: MISD will attract and develop an innovative staff that engages all students.

Performance Objective 2: Marion HS will continue to attract highly qualified personnel.

Evaluation Data Source(s) 2: Website postings, numbers of applicants, job fair attendance

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Update and post all vacancies on the district website and specialized websites.	Director of Human Resources	Job vacancies are posted on district website and specialized websites in a timely manner in effort to attract quality applicants.			
2) Monitor job postings, screening, and the interview process to assure full consideration of a diversified applicant pool.	Director of Human Resources Principals	Increase staff diversity with qualified candidates.			
3) Continue to make every effort to hire only those teachers who are qualified for the position.	Director of Human Resources Principals	100% of teachers hired will be qualified.			
4) Register for attendance at teacher job fairs.	Director of Human Resources	Attend job fairs in an effort to recruit qualified teachers.			
5) Continue Memorandum of Understandings (MOUs) with surrounding universities to provide quality student teachers.	Director of Human Resources	MOU contracts and placement schedules are on file. Student teachers are placed appropriately at campuses.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: MISD will attract and develop an innovative staff that engages all students.

Performance Objective 3: Marion HS will encourage further education and professional growth.

Evaluation Data Source(s) 3: Teachers working toward advanced degrees, teacher certification documents

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Reimburse teachers who are working towards an advanced degree (\$300/year for up to 3 years, if completing course work with a GPA of 3.0 or higher)	Director of Human Resources	Maintain an accurate record of tuition reimbursements to ensure fair distribution.			
2) Reimburse teachers for the cost of certification exams as required by the district	Director of Human Resources Curriculum Coordinator	Maintain an accurate record of teacher certification test reimbursements to ensure fair distribution. Maintain an accurate record of teacher assignments and teacher certifications.			
3) Provide additional stipend (\$1000) for master's degree.	Director of Human Resources	Maintain an accurate record of teacher college degrees to ensure fair distribution.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: MISD will attract and develop an innovative staff that engages all students.

Performance Objective 4: Marion HS will foster and support a positive professional environment.

Evaluation Data Source(s) 4: Documentation of communication, staff recognitions, positive morale

Summative Evaluation 4:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Ensure timely communication within the campus and district.	Superintendent Deputy Assistant Superintendent Directors Curriculum Coordinator Principals	E-mail and meeting documentation			
2) Provide district and campus team building opportunities.	Superintendent Deputy Assistant Superintendent Principals All Staff	Scheduled team building events			
3) Continue annual recognition awards, such as Teacher of the Year, Fred Zipp Award, Service Awards.	Director of Human Resources Principals	Teachers and staff feel recognized for their efforts			
4) Continue annual recognition of teaching staff during Teacher Appreciation Week.	Director of Human Resources Principals	Event schedules			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Marion ISD will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 1: The district and the high school will provide time and resources for teachers to plan and develop instructional strategies, examine student data sources and align curriculum.

Evaluation Data Source(s) 1: District staff development calendar, campus calendars, meeting sign in sheets, meeting agendas, meeting minutes

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide two days of summer planning for all classroom teachers to updated curriculum documents, lesson plans, and review data.	Director of Human Resources Curriculum Coordinator Principals	Attendance Rosters and Agenda			
2) Provide AP teachers with summer institute training every two years.	Curriculum Coordinator Principals	AP approved syllabus and lesson plans that align with AP requirements			
3) Continue our Lead4ward training collaboration with supporting district.	Curriculum Coordinator Principals	Attendance rosters, consortium contract, data analysis documents, observations, lesson plans			
4) Utilize and recruit services and trainings from ESC 20, hired consultants, and professional organizations to increase knowledge of content area, instructional strategies, and operational procedures.	Curriculum Coordinator Director of Federal Programs Principals	Attendance rosters/certificates, observations, lesson plans, and campus/district guidelines			
5) Continue annual district staff development opportunities (online or in-person) to ensure compliance with state training requirements.	Curriculum Coordinator Director of Federal Programs Principals	Meeting agendas, attendance rosters, training profile in Eduphoria			
6) Provide teachers with the opportunity to work with teacher colleagues to vertically and horizontally align the curriculum in the content areas, CTE, and elective courses.	Curriculum Coordinator Principals Department Heads Team Leaders	Curriculum documents, meeting minutes			
7) Provide Co-Teach strategies to target co-teach and inclusion classrooms.	Curriculum Coordinator Principals Department Heads Team Leaders	Co-teach systems training and implementation in the classroom.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Marion ISD will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 2: The district and the high school will continue to support new teachers entering the district.

Evaluation Data Source(s) 2: Completion of training sessions, new teachers in programs, program and training summaries

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Utilize the Director of Human Resources, Curriculum Coordinator, Campus Administrators, and instructional teams to assist new teachers.	Director of Human Resources Curriculum Coordinator Principals	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers.	Director of Human Resources Curriculum Coordinator Principals Mentor Teachers	New teachers will meet performance objectives and establish solid classroom management because of effective support from a mentor teacher			
3) Provide three days of new teacher orientation to review district expectations, complete required trainings, and provide collaboration time for curriculum support.	Director of Human Resources Curriculum Coordinator Principals	Training agendas, attendance rosters, required certificates			
4) Provide targeted professional development for new teachers.	Curriculum Coordinator Director of Federal Programs Principals	Training certificates, lesson plans, observations, and opportunities for collaboration			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 4: Marion ISD will strive to provide professional development that directly enhances performance and improves student learning.

Performance Objective 3: The district and the high school will continue to provide in district and out of district staff development opportunities to meet the needs of the teachers.

Evaluation Data Source(s) 3: Scheduled staff trainings, documentations of completed trainings, attendance rosters

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide on-going district staff development.	Director of Federal Programs Curriculum Coordinator Principals	Scheduled staff development; session agendas; attendance rosters			
2) Provide summer technology training (Eduphoria, Google, Website, etc.).	Director of Human Resources Curriculum Coordinator Instructional Technologist Principals	Scheduled staff development; session agendas; attendance rosters			
3) Provide TexQuest database training.	Curriculum Coordinator Instructional Technologist Principals Librarians	Scheduled staff development; session agendas; attendance rosters			
4) Ensure annual completion of state mandated trainings: blood-borne pathogen, sexual harassment, bullying prevention, child abuse and neglect, and suicide prevention.	Superintendent Deputy Assistant Superintendent Curriculum Coordinator Principals	Staff completion of online training as reported in Eduphoria. Incidents of bullying will decrease. Suspensions of child abuse or neglect will be report appropriately.			
5) Partner with CIS to provide Mental Health First Aid training to designated staff.	Superintendent Deputy Assistant Superintendent Principals Counselors CIS Staff	Scheduled training; session agendas; attendance rosters			
6) Ensure completion of CPR/AED training for required staff.	Principals Curriculum Coordinator Athletic Director	Scheduled training; session agendas; attendance rosters			
7) Ensure completion of G/T training (Initial 30 hour and 6 hour annual update) for required staff.	Curriculum Coordinator Principals	Scheduled training; session agendas; attendance rosters			

8) Ensure completion of CPI training for designated staff.	Director of Federal Programs Curriculum Coordinator Principals	Scheduled training; session agendas; attendance rosters			
9) Provide opportunities to attend ESC 20 trainings.	Director of Federal Programs Curriculum Coordinator Principals	Certificate of course completion from ESC			
System Safeguard Strategy 10) Provide targeted professional development opportunities for staff member providing student support/intervention services.	Director of Federal Programs Curriculum Coordinator Principals	Certification of Course Completion			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Marion ISD will promote positive communication among trustees, staff, parents, students, and the community.






Performance Objective 1: Marion HS will continue to encourage parent and community involvement through activities and communication.

Evaluation Data Source(s) 1: Parent and community events documented through publications and calendars, contact logs, meeting agendas and summaries, sign in sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Provide access to Parent/Student Portal to parents and students.	Superintendent Deputy Assistant Superintendent Principals Counselors Technology Services	Parents and students access the portal regularly to monitor grades.			
2) Increase staff to parent communication: phone, e-mail, conferences, Remind 101.	Superintendent Deputy Assistant Superintendent Principals Counselors Teachers	E-mail records, contact logs and conference summaries			
3) Continue campus Open House/Curriculum Night events.	Principals Teachers	Scheduled and documented events, classroom sign in sheets			
4) Continue campus orientations/Meet the Teacher events.	Principals Teachers	Scheduled and documented events, sign in sheets			
5) Continue campus awards programs.	Principals Counselors Teachers	Scheduled and documented events, head count of attendees			
6) Continue partnership with campus PTSO groups.	Principals Teachers PTSO Officers	Scheduled and documented meetings, sign in sheets, planned activities			
7) Continue partnership with organization Booster Clubs.	Superintendent Deputy Assistant Superintendent Principals Directors (Athletic, Band, etc.)	Scheduled and documented meetings, sign in sheets, planned activities			

8) Utilize social media to communicate with parents and community about district and campus events.	Superintendent Deputy Assistant Superintendent Principals	Documented social media postings			
9) Promote the use of the High School Community Library computer stations for use in accessing school information.	Superintendent Deputy Assistant Superintendent Principals Counselors Librarians Teachers	Parent sign in logs			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






Goal 5: Marion ISD will promote positive communication among trustees, staff, parents, students, and the community.

Performance Objective 2: Marion HS will continue to provide district information to the public in a timely manner.

Evaluation Data Source(s) 2: Documentation of updates, updated websites

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Utilize district website, campus websites, and teacher websites.	Superintendent Deputy Assistant Superintendent Principals Technology Services Counselors Teachers	Updated websites and calendars, website statistics			
2) Utilize social media.	Superintendent Deputy Assistant Superintendent Principals Technology Services	Documented social media postings			
3) Utilize school messenger.	Superintendent Deputy Assistant Superintendent Technology Services Principals	Documented school messenger notifications, parents signed up for school messenger			
4) Utilize principal newsletters and board reports.	Principals	Principal newsletters printed and shared in a timely manner, board reports submitted and shared			
5) Utilize Seguin Gazette and KWED.	Superintendent Deputy Assistant Superintendent Principals Technology Services	Documented information			
6) Utilize community resources to publicize district events.	Superintendent Deputy Assistant Superintendent Principals Technology Services	Documentation of events being publicized through various outlets			
7) Utilize campus marquees.	Principals	Campus marquees updated in a timely manner			






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: Marion ISD will promote positive communication among trustees, staff, parents, students, and the community.

Performance Objective 3: Marion HS will foster and expand effective local partnerships with businesses, community organizations, and health care providers.

Evaluation Data Source(s) 3: Scheduled events, meetings, facility sharing, collaborations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Maintain partnership with City of Marion and Chamber of Commerce.	Superintendent Deputy Assistant Superintendent Principals Mayor of Marion Chamber of Commerce	Scheduled events, meetings, summaries			
2) Maintain partnership with School Based Clinic entity.	Superintendent Deputy Assistant Superintendent Principals School Nurse School Based Clinic staff	Scheduled screenings and treatments on campuses, documentation of student visits to school based clinic			
3) Promote SHAC events to foster community involvement.	Superintendent Deputy Assistant Superintendent School Nurse SHAC members	Scheduled events on campuses, SHAC presence at campus events			
4) Maintain partnership with MYSO.	Superintendent Deputy Assistant Superintendent Principals Athletic Director	Distribution of MYSO registration information through campuses, MYSO use of district facilities			
5) Maintain partnership with 18+ transition program.	Director of Federal Programs Principals Counselors Transition Coordinator	Successful transition of special education students after high school			
6) Continue and promote the PTSO: Health and Safety Fair event.	Principals	Scheduled event on selected campus			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Marion ISD will promote positive communication among trustees, staff, parents, students, and the community.

Performance Objective 4: Marion HS will provide resources to efficiently access and disseminate information within the district.

Evaluation Data Source(s) 4: Documented posts, e-mails, website statistics

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	Aug
1) Utilize AESOP to track employee absences and recruit substitutes.	Director of Human Resources	Successful use of the AESOP system to track employee absences and substitutes; AESOP data			
2) Utilize Eduphoria to house and track student data as well as staff professional training records.	Curriculum Coordinator Principals	Eduphoria statistics Successful use of Eduphoria to track professional development, technology requests, student progress			
3) Utilize district E-mail system to increase and maintain communication.	Superintendent Deputy Assistant Superintendent Superintendent Technology Services Principals All Staff	Documentation of communication within the district			
4) Utilize Employee Access to track and communicate staff personnel information.	Director of Human Resources	Successful use of the Employee Access system to track employee salary and benefit information; Employee access website data			
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Teachers will utilize the Year at a Glance (YAG), Vertical Alignment Document (VAD) and Instructional Focused Document (IFD) in planning curriculum units and daily instruction.
1	2	1	Content area teachers within the grade-level will meet to align and enhance curriculum goals and instructional plans.
1	2	2	Core content teams will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavior Response to Intervention, Section 504 referrals, or special education referrals).
1	5	1	Continuous monitoring of student enrollment to identify potential ELL (English Language Learner) students entering the district to minimize gaps in services
1	5	2	Employ three aides to assist ELL students in the general education classroom.
1	5	3	Support the implementation and use of the appropriate English Language Proficiency Standards (ELPS) when designing instruction for ELL students in the general education classroom.
1	5	4	Allocate funds to reimburse teachers who are required to obtain the TExES ESL Supplemental certification.
1	5	5	Continuous monitoring of ELL and Monitor students' academic progress and language proficiency to determine appropriate classroom and testing supports.
1	5	6	Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support ELL students.
1	9	1	Continuous monitoring of student enrollment to identify potential special education students entering the district to minimize gaps in services
1	9	2	Employ special education aides to assist special education students in the general education classroom and in content mastery.
1	9	3	Support the implementation and use of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom.
1	9	4	Continuous monitoring of special education students' academic progress and IEP goal progress.
1	9	5	Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their ability to support special education students.
1	9	6	Provide instructional resources that teachers can access to design learning activities that target areas of need for special education students.
1	10	1	Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.
1	10	2	Support the use of scaffolding and differentiation strategies when designing instruction for struggling students.

Goal	Objective	Strategy	Description
1	10	3	Ensure administrators, teachers, and aides participate in professional learning opportunities to enhance their to support struggling students.
1	10	4	Provide instructional resources that teachers can access to design learning activities that target areas of need for sub-population student groups.
4	3	10	Provide targeted professional development opportunities for staff member providing student support/intervention services.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Stacia Snyder	Principal
Administrator	Laura Totten	Assistant Principal
Counselor	Robyn O'Bryan	Counselor
Classroom Teacher	Ellen Langemeier	Special Education Teacher
Classroom Teacher	Mary Ortiz	Special Education Teacher
Paraprofessional	Diana Rosas	Paraprofessional
Classroom Teacher	Kathy Walsingham	Math Teacher
Paraprofessional	Juana Edmiston	Paraprofessional
Classroom Teacher	Jose Jaso	Math Teacher
Classroom Teacher	Deanna Roeder	CTE Teacher