

Marion Independent School District
Karrer Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
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

Karrer Elementary Student Demographics*

Total Student	320
African Americans	2.2%
Hispanic	40%
White	55%
American Indian	0.3%
Asian	0.0%
Pacific Islander	0.0%
Two or More Races	2.2%
Economically Disadvantaged	44.4%
Non-Educationally Disadvantaged	55.6%
English Language Learners	5.6%
At-Risk	30%
Attendance Rate	96.7%

Karrer Program Enrollment*

Programs	%	#
Bilingual/ESL	5.3%	17
Gifted and Talented (G/T)	9.4%	30
Special Education	5.9%	19

***2016-2017 TARP Report**

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
Karrer	Met	84	60	Yes	49	32	Yes	48	28	Yes	52	12	Yes

System Safeguard

	Performance Rates			Participation Rates			Graduation Rates			Met Federal Limits on Alternative Assessments		
	Total	Target	%	#	Target	%	#	Target	%	#	Target	%
Karrer	24	24	100	16	16	100	8	8	100	N/A	N/A	N/A

Grade 3 Student Performance

Grade 3 Reading	2013	2014	2015	2016	2017
All	86%	79%	84%	82%	76%
Hispanic	82%	80%	84%	86%	61%
White	92%	79%	87%	82%	88%
Eco. Dis.	78%	76%	78%	76%	59%
Spec. Ed.	90%	*	63%	*	71%
African American	*	*	*	*	*
ELL	*	*	*	64%	*

Grade 3 Math	2013	2014	2015	2016	2017
All	86%	59%	No Data	79%	72%
Hispanic	84%	53%	---	74%	59%
White	89%	62%	---	86%	82%
Eco. Dis.	81%	54%	---	75%	56%
Spec. Ed.	80%	*	---	*	*
African American	*	*	---	*	*
ELL	*	*	---	64%	60%

Grade 4 Student Performance

Grade 4 Reading	2013	2014	2015	2016	2017
All	88%	81%	80%	83%	87%
Hispanic	83%	77%	80%	81%	88%
White	90%	88%	80%	85%	86%
Eco. Dis.	80%	71%	67%	77%	81%
Spec. Ed.	63%	71%	*	45%	*
African American	*	*	*	*	*
ELL	83%	71%	*	*	*

Grade 4 Math	2013	2014	2015	2016	2017
All	88%	83%	No Data	77%	94%
Hispanic	87%	77%	---	72%	93%
White	87%	91%	---	81%	94%
Eco. Dis.	86%	74%	---	69%	93%
Spec. Ed.	75%	86%	---	45%	*
African American	*		---	*	*
ELL	83%		---	*	*

Grade 4 Writing	2013	2014	2015	2016	2017
All	91%	88%	72%	82%	75%
Hispanic	87%	85%	63%	81%	71%
White	92%	91%	76%	83%	78%
Eco. Dis.	83%	77%	64%	82%	67%
Spec. Ed.	75%	86%	*	56%	*
African American	*	*	*	*	*

ELL	83%	86%	*	*	*
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Grade 5 Student Performance

Grade 5 Reading	2013	2014	2015	2016	2017
All	87%	96%	94%	93%	91%
Hispanic	92%	97%	93%	92%	88%
White	86%	95%	94%	93%	94%
Eco. Dis.	84%	94%	90%	88%	86%
Spec. Ed.	91%	100%	*	*	67%
African American	*	*	*	*	*
ELL	83%	*	*	*	*

Grade 5 Math	2013	2014	2015	2016	2017
All	86%	95%	No Data	95%	95%
Hispanic	87%	94%	---	90%	97%
White	88%	95%	---	98%	94%
Eco. Dis.	82%	90%	---	92%	95%
Spec. Ed.	82%	100%	---	71%	78%
African American	*	*	---	*	*
ELL	100%	*	---	*	*

Grade 5 Science	2013	2014	2015	2016	2017
All	65%	80%	81%	75%	84%
Hispanic	67%	81%	74%	68%	78%
White	65%	77%	89%	80%	88%
Eco. Dis.	61%	78%	74%	63%	72%
Spec. Ed.	67%	*	*	71%	67%
African American	*	*	*	*	*

ELL	*	*	*	*	*
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*Results are masked due to small numbers to protect student confidentiality.

Index 2: Student Progress

Reading	Total Tests	# Met or Exceeded Progress	% Met or Exceeded Progress	# Exceeded Progress	% Exceeded Progress
All Students	202	138	68%	59	29%
Hispanic	77	50	65%	21	27%
White	113	79	70%	34	30%
ELL	*	*	*	*	*

Math	Total Tests	# Met or Exceeded Progress	% Met or Exceeded Progress	# Exceeded Progress	% Exceeded Progress
All Students	204	175	86%	93	46%
Hispanic	78	65	83%	37	47%
White	114	98	86%	50	44%
ELL	15	10	67%	5	33%

*Results are masked due to small numbers to protect student confidentiality.

Index 3: Closing Performance Gaps

Reading	Total Tests	# Approaches	% Approaches	#Masters	% Masters
Econ Disadv	129	98	76%	28	22%
Hispanic	116	90	78%	30	26%

Math	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	130	107	82%	28	22%
Hispanic	117	95	81%	27	23%

Writing	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	55	37	67%	6	11%
Hispanic	*	*	*	*	*

Science	Total Tests	# Approaches	% Approaches	# Masters	% Masters
Econ Disadv	36	26	72%	9	25%
Hispanic	32	25	78%	6	19%

*Results are masked due to small numbers to protect student confidentiality.

Index 4: STAAR Postsecondary Readiness

Earned Meets on two or more STAAR tests [on one, if the student only took one].

Student Groups	All Subjects
All Students	53%
Hispanic	46%
White	57%

Student Achievement Strengths

- Campus earned a distinction designation in post-secondary readiness.
- Campus met and exceeded the target scores in all indices on state accountability.
- Campus met the system safeguard target scores in the following areas: participation rate and performance rate.
- Met or exceed the passing rate of 60% in each subject area for all student populations.
- Maintaining high passing rate on grade 5 reading and math for first administration.
- Significant gains in grade 4 reading and math for all student populations.
- Significant gains in grade 5 science for all student populations.
- Over 60% of students in all student populations met or exceeded student progress in reading.
- Over 20% of students in all student populations exceeded student progress in reading.
- Over 80% of students in all student populations met or exceeded student progress in mathematics.
- Over 40% of students in most all student populations exceed student progress in mathematics.
- Over 70% of all students met or exceeded student progress in both reading and mathematics.
- Over 30% of all students met or exceeded student progress in both reading and mathematics.
- 53% of all students earned a score rating of Meets on a STAAR assessment.

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, writing, math, and science.

Problem Statement 2: Campus needs to improve the performance rates for Economically Disadvantaged students in reading, math, and science.

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

Problem Statement 4: Campus needs to strengthen support for critical writing across the curriculum and writing instruction in English-Language Arts in order to improve student performance on writing assessments.

Problem Statement 5: Campus needs to explore reteach and intervention options for current grade 4 students in reading, math, and writing to ensure readiness for grade 4 assessments.

Problem Statement 6: Campus needs to explore reteach and intervention options for current grade 3 students in reading and math to ensure readiness for grade 3 assessments.

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

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject

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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Teachers will utilize the Year at a Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in planning curriculum units and daily instruction	3, 4	Principal District Curriculum Coordinator Instructional Leads 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.			
2) Allow flexibility in teaching techniques as they pertain to the IFD, YAG, and VAD in the TEKS Resource System.	3, 4, 5	Principal District Curriculum Coordinator Instructional Leads Teachers	Teachers will use a variety of effective and research-based teaching techniques to help students meet performance objectives.			
						

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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Grade-level teams (Pre-K - 5th) will meet to set performance goals for ELAR, Mathematics, and Science to achieve the highest performance level as established by the state.	4	Principal District Curriculum Coordinator Instructional Leads Teachers	Students will be able to meet performance goals because of emphasis on exceeding state standards.			
2) Grade-level teams (Pre-K - 5th) will meet regularly to align grade-level goals and expectations.	4	Principal District Curriculum Coordinator Instructional Leads Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
3) Review the 3, 6, and 9 weeks academic records of identified students at each campus and assist those who need extra help to improve grades.	8, 9	Principal Counselor Team Leads Teachers Interventionists	Students will meet performance goals because of increased attention to grades.			
System Safeguard Strategy 4) Instructional Lead and Grade-level teams will meet regularly 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).	8, 9	Principal District Curriculum Coordinator Instructional Leads Teachers Counselor	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. 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 3: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Vertical and horizontal curriculum planning teams for the core subject areas will meet annually to align curriculum goals.	4	Principal District Curriculum Coordinator Instructional Lead Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
2) Vertical curriculum planning teams for all elective subject areas will meet annually to align curriculum/program goals.	4	Principal District Curriculum Coordinator Teachers	Students will demonstrate growth and success in co-curricular/extra-curricular activities related to the elective subject area course.			
						

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 4: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Provide Gifted and Talented/Enrichment classes.	3	Principal District Curriculum Coordinator G/T Coordinator	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
2) Offer extra-curricular programs, such as Choir, Art Club and Science Club.	2	Principal Club Sponsors	Students will demonstrate growth and success in extra-curricular activities.			
3) Provide a Career Fair at the Karrer Campus.	2	Principal CIS Representative Counselor	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels.			
4) Offer a Parent Night that will provide guidance on home support in the core subject areas.	6	Principal District Curriculum Coordinator Instructional Leads Teachers	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 5: Krueger/Karrer 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	Title I	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 LEP (limited English proficiency) students entering the district to minimize gaps in services.</p>	9	<p>Director of Federal Programs</p> <p>Principal</p> <p>Campus Registrar</p> <p>ESL Aides</p> <p>LPAC Committee</p>	<p>Campus registrars will review all Home Language Surveys collected at registration and from transferring school to identify incoming LEP students.</p> <p>Potential LEP students will be assessed appropriately to determine status and possible services and accommodations.</p> <p>LPAC Committee will convene at beginning of year and as needed to review new students' status, support needs, and accommodations.</p>			
<p>System Safeguard Strategy</p> <p>2) Employ two ESL instructional aides to assist LEP students in the general education classroom.</p>	9	<p>Principal</p> <p>Director of Federal Programs</p>	<p>LEP students will receive services according to federal regulation.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP 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) Provide parent outreach and communication in a parent's native language.</p>	6	<p>Principals</p> <p>ESL Instructional Aides</p> <p>Teachers</p>	<p>Parent involvement will increase.</p>			
<p>System Safeguard Strategy</p> <p>4) Provide summer school activities for LEP students entering the Kindergarten and 1st grades.</p>	3, 9	<p>Principal</p> <p>Director of Federal Programs</p> <p>Teachers</p>	<p>LEP students will demonstrate growth and mastery of the TEKS as assessed on common assessments.</p>			

<p>System Safeguard Strategy</p> <p>5) All general education teachers will have their ESL certification.</p>	3, 9	Principal Director of Federal Programs	Lesson plans and daily instruction will integrate ELL best practices to increase content access and enhance language proficiency in all domains: reading, writing, speaking, and listening.			
<p>System Safeguard Strategy</p> <p>6) The English Language Proficiency Standards (ELPS) will be implemented when designing instruction for LEP students in the general education classroom.</p>	3, 9	Director of Federal Programs Principal District Curriculum Coordinator Teachers ESL Aides	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the ELPS to increase content access and enhance language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>7) Continuous monitoring of LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	9	Director of Federal Programs Principal District Curriculum Coordinator Teachers ESL Aides	<p>ESL Aides will maintain a support schedule that meet the needs of their assigned LEP students.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy</p> <p>8) Support teachers in attending professional development opportunities to enhance their ability to support LEP students.</p>	4	Director of Federal Programs Principal District Curriculum Coordinator	<p>Lesson plans and daily instruction will integrate ELL best practices to increase content access and enhance language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking, and listening.</p> <p>LEP students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</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 6: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Implementation of academic and behavior Response to Intervention matrix that provides tiered intervention for struggling and at-risk students.	8, 9	Principal Interventionists District Curriculum Coordinator Instructional Leads Behavior Interventionists CIS Representative Teachers Counselor	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) Instructional Lead team will meet every 9 weeks 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)	8, 9	Principal District Curriculum Coordinator Interventionists Behavior Interventionists Instructional Leads Teachers Counselor	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. Students will demonstrate growth and success in regulating behavior and learning.			
3) Student Study Committees will meet to monitor individual student progress and to make decisions about additional student support (e.g., tutoring, academic or behavior Response to Intervention, Section 504 referrals, special education referrals or counseling referrals).	8, 9	Principal Interventionists Behavior Interventionists Teachers Counselor	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments. Students will demonstrate growth and success in regulating behavior and learning.			

4) Support teachers in attending professional development opportunities to enhance their ability to support struggling and at-risk students.	4	Director of Federal Programs Principal District Curriculum Coordinator Counselor	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts.			
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 = 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 7: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Continue to align the G/T evaluation process with the state guidelines and outlined district protocols.	10	Principal 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.	6, 10	Principal G/T Coordinator	Collect sign-in sheets from meetings or information sessions 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-5 are assessed and served in all areas of giftedness as outlined in the state G/T guidelines and statutes.	3	Principal G/T Coordinator District Curriculum Coordinator 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.			
4) Support teachers in attending professional development opportunities to enhance their ability to support G/T students.	4	Principal G/T Coordinator District Curriculum Coordinator	Lesson plans and daily instruction will integrate G/T best practices to enhance and enrich learning opportunities for G/T students in the general education classroom.			
 = 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 8: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Instructional Lead team will meet every 9 weeks 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)	8, 9	Principal District Curriculum Coordinator Instructional Leads Interventionists Behavior Interventionists Counselor	Students' grades will remain at a passing standard (grade of 70 or higher). Students will see supports from teachers when challenges occur. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
2) Support the use of instructional best practices when designing instruction for struggling students in the general education classroom, such as Lead4ward strategies, Fundamental 5, academic language, differentiation strategies, visual teaching strategies, and guided instruction practices.	3, 4	Principal District Curriculum Coordinator Instructional Leads Teachers Counselor	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to ensure access, rigor, and transfer of the TEKS. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
3) Recognize individual student potential and achievement (Awards Night, incentives/tokens for grades and attendance).	2, 6	Principal District Curriculum Coordinator Instructional Leads Teachers Counselor	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. Students will maintain a strong attendance rate with minimal tardies and absences. Students will self-regulate behavior and make positive choices.			
4) Support teachers in attending professional development opportunities to enhance their teaching practices.	4	Principal District Curriculum Coordinator Instructional Leads Teachers Counselor	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to ensure access, rigor, and transfer of the TEKS. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on 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: Krueger/Karrer 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	Title I	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>	9	<p>Director of Federal Programs</p> <p>Principal</p> <p>Campus Registrar</p> <p>Counselor</p> <p>Intervention Teachers</p> <p>Teachers</p>	<p>Campus registrars 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>System Safeguard Strategy</p> <p>2) Employ special education instructional aides to assist special education students in the general education and special education classrooms.</p>	9	<p>Director of Federal Programs</p> <p>Principal</p>	<p>Special education students will receive services according to their 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 of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom.</p>	3, 9	<p>Director of Federal Programs</p> <p>Principal</p> <p>District Curriculum Coordinator</p> <p>Teachers</p>	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the differentiation strategies to increase content access and mastery.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</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>System Safeguard Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	9	Director of Federal Programs Principal District Curriculum Coordinator Counselor Special Education Teachers General Education Teachers	<p>Special education teachers and aides will maintain a support schedule that meets the needs of their assigned special education students.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</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>System Safeguard Strategy</p> <p>5) Support teachers in attending professional development opportunities to enhance their ability to support special education students.</p>	4	Director of Federal Programs Principal District Curriculum Coordinator	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the differentiation strategies to increase content access and mastery.</p> <p>Special education student will routinely use their specified accommodations to complete classroom activities.</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 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 10: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
<p>System Safeguard Strategy 1) Implementation of academic and behavior Response to Intervention matrix that provides tiered intervention for struggling and at-risk students.</p>	8, 9	Principal Interventionists District Curriculum Coordinator Instructional Leads Behavior Interventionists CIS Representative Teachers Counselor	<p>Students will demonstrate growth and mastery of the TEKS as accessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy 2) Instructional Lead team will meet every 9 weeks 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>	8, 9	Principal District Curriculum Coordinator Interventionists Behavior Interventionists Instructional Leads Teachers Counselor	<p>Students will demonstrate growth and mastery of the TEKS as accessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>System Safeguard Strategy 3) Student Study Committees will meet regularly to monitor individual 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>	8, 9	Principal Interventionists Behavior Interventionists Teachers Counselor	<p>Students will demonstrate growth and mastery of the TEKS as accessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and 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) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.</p>	3	<p>Principal District Curriculum Coordinator Instructional Leads Teachers</p>	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of scaffolding and differentiation strategies to increase content access and mastery.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>5) Students identified as needing dyslexia services in grades K-5 are assessed and served as outlined in the state Dyslexia Handbook.</p>	9	<p>Director of Federal Programs Principal District Curriculum Coordinator Dyslexia Support Teachers Teachers Counselor</p>	<p>Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>6) Provide services and resources for our students identified as economically disadvantaged in grades K-5.</p>	9	<p>Principal District Curriculum Coordinator Teachers CIS Representative Counselor</p>	<p>Students identified as economically disadvantaged will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>7) Students identified as needing Section 504 services in grades K-5 are assessed and served as outlined in the IAP and in the federal and state guidelines.</p>	9	<p>Director of Federal Programs Principal District Curriculum Coordinator Instructional Leads Teachers Counselor</p>	<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.</p> <p>Students receiving Section 504 services will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>8) Provide Learning Lab, tutoring, summer school, and Response to Intervention services for struggling and at-risk students.</p>	9	<p>Director of Federal Programs Principal District Curriculum Coordinator Instructional Leads Teachers</p>	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			


 = 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 11: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Provide Gifted and Talented/Enrichment classes.	3	Principal District Curriculum Coordinator G/T Coordinator	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
2) Provide a Career Fair at the Karrer Campus.	6, 10	Principal CIS Representative Counselor	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels.			
3) Offer a Parent Night that will provide guidance on home support in the core subject areas.	6	Principal District Curriculum Coordinator Instructional Leads Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
						

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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Healthy food choices will be given to students at meal times.	10	Child Nutrition Staff Principal	Students will receive well balanced meals that meet nutritional guidelines.			
2) Student Health Advisory Committee (SHAC)	10	Principal School Nurse/Health Aide Child Nutrition Staff	SHAC activities will support student health			
						

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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Participate in Red Ribbon Week and other campus-based drug awareness and prevention activities.	10	Principal CIS Representative Teachers Counselor	Students will participate in drug and alcohol awareness prevention activities.			
2) Promote safe and healthy life choices through PE/Health curriculum.	10	Principal PE teacher PE Instructional Aide General Education 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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Resources for bullying prevention (i.e. Morris Bros...).	2	Principal Behavior Interventionists CIS Representative Teachers Counselor	The number of bullying incidents will decrease.			
2) Student Study Committees will meet regularly to monitor individual student progress and to make decisions about additional student support (e.g., behavior Response to Intervention, Section 504 referrals, or special education referrals).	2	Principal Behavior Interventionists Teachers Counselor	Students will demonstrate growth and success in regulating behavior and learning.			
3) Resources for character education (i.e. positive incentives - ROCK slips, blue tickets, Manner of the Week...).	2	Principal CIS Representative Teachers Counselor	The number of student discipline referrals will decrease.			
4) Monitor and promote the importance of attendance through positive incentive programs and individual recognition at weekly, nine week, and yearly intervals.	2	Principal CIS Representative Teachers	Student attendance will increase.			
5) Offer extra-curricular programs, such as Choir, Art Club and Science Club.	2	Principal Club Sponsors	Positive student involvement and participation on campus will increase.			
6) Monitor referral system for intervention by Communities in Schools	2	Principal CIS Representative Teachers	Number of CIS referrals will be appropriate to the population. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
7) Utilize Communities in Schools to meet the needs of parents of at-risk students.	2, 9, 10	Principals CIS Representative Teachers	Students will demonstrate growth and mastery of the TEKS as accessed on STAAR and common assessments.			

8) Provide services to homeless students as described by the McKinney Vento Act.	2, 9, 10	Principial District Liasion CIS Representative Campus Secretary/Receptionist Teachers	Students identified as homeless will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
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  = 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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Implement and train staff and students on the Standard Response Protocol.	10	Principal All Staff	Students and staff will be better prepared in the event of an emergency situation. All staff will have a revised copy of all emergency plans and will practice plans according to policies.			
2) Regularly schedule Standard Response Protocol drills.	10	Principal All staff	Students and staff will be better prepared in the event of an emergency situation.			
3) County emergency management procedures	10	Principal All Staff	Students, parents, staff, and the community will be better prepared in the event of an emergency situation.			
4) Safe learning environments through maintenance and custodial services.	10	Principal Maintenance staff Custodial staff	Student environment will be safe and clean.			
5) Implementation of Drug free/Gun free/Tobacco free and code of conduct policies.	10	Principal	100% of students and parents will have signed and returned the drug free/gun free/ tobacco free and the code of conduct pages from the student handbook.			
6) Use of RAPTOR, background checks, and security cameras	10	Principal School Resource Officers All Staff Technology staff	Student environment will be safe through the monitoring of adult campus visitors.			
7) Mandatory parking permits for all staff vehicles.	10	Principal All Staff	Safety of an on-campus parking will be maintained.			
8) Utilize School Resource Officers	10	Principal School Resource Officers	Students and staff will be safe and secure on campus			
						

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

Performance Objective 1: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Provide stipends for teachers supporting activities and programs in high need areas (e.g. behavior intervention, life skills programs).	5	Director of Human Resources Principal	The number of teachers recruited and retained will increase.			
2) Provide stipends for teachers that serve as the grade-level leaders.	5	Director of Human Resources Principal	The number of teachers recruited and retained will increase.			
3) Provide stipends for teachers that serve as the campus instructional leads.	5	Director of Human Resources Principal	The number of teachers recruited and retained will increase.			
4) Provide stipends for staff that have perfect attendance for each semester.	5	Director of Human Resources	The number of teachers recruited and retained will increase.			
						

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

Performance Objective 2: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Update and post all vacancies on the district website, and specialized websites.	5	Principal Director of Human Resources	Job vacancies posted on district website and specialized websites in a timely manner, will increase the number of applications.			
2) Continue to make every effort to hire only those teachers who are highly qualified.	5	Principal Hiring Committees	100% of teachers will be highly qualified.			
3) Monitor screening and interview process to assure full consideration of a diversified applicant pool.	5	Principal Hiring Committees	Increased staff diversity, highly qualified candidates.			
4) Continue communication (MOUs) with surrounding universities to provide quality student teachers.	5	Principal	MOU contracts and placement schedules.			
						

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

Performance Objective 3: Krueger/Karrer 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	Title I	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, of completing course work with a GPA of 3.0 or higher).	5	Principal Director of Human Resources	The number of teachers pursuing advanced degrees will increase.			
2) Reimburse teachers for the cost of certification exams as required by the district.	5	Principal Director of Human Resources	Teachers will be in positions for which they have the proper certifications.			
3) Provide stipend (\$1,000) for master's degree.	5	Director of Human Resources	Pay Schedules Transcript			
						

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

Performance Objective 4: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Assign mentor teachers to all new to the campus or new to the profession teachers.	4, 5	Director of Human Resources Principal Mentor Teachers	New teachers will know procedures and will be able to better assist students in meeting performance goals.			
2) Timely communication with the campus.	5	Principal All Staff	E-mail and meeting documentation.			
3) Campus will continue to be committed to a code of ethics and professional attitudes.	5	Principal All staff	Teachers will demonstrate strong ethics and uphold the visions of the campus and district.			
4) Provision of team building opportunities	5	Principal Social Committee All staff	Scheduled team building events.			
5) Annual recognitions including Teacher of the Year, Fred Zipp Award, Service Awards.	5	Principal	Teachers and staff will feel recognized for their efforts.			
6) Annual recognition during Teacher Appreciation Week.	5	Principal PTSO	Event schedules.			
						

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

Performance Objective 1: The campus 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Provide two days of summer planning for all classroom teachers to update curriculum documents, lesson plans, and to review data.	4	Principal District Curriculum Coordinator	Attendance rosters and agendas.			
2) Continue Lead4ward training collaboration with supporting districts.	4	Principal District Curriculum Coordinator	Attendance rosters, consortium contract, data analysis documents, observations, lesson plans			
3) Teachers will have a 1/2 day planning session one time per grading period to plan/implement the TEKS.	4	Principal Secretary Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
4) Utilize Curriculum Coordinator to support teacher effectiveness.	4	Principal District Curriculum Coordinator	Calendar and journal entries completed by Instructional Support Specialist.			
5) Utilize Instructional Leads to monitor data, and to provide training and support to teachers in the use of instructional best practices.	4, 8, 9	Principal District Curriculum Coordinator Instructional Leads	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to increase content access and mastery. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
6) Utilize Curriculum Coordinator and Interventionists to monitor common assessments and the progress of struggling students.	8, 9	Principal District Curriculum Coordinator Interventionists	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
7) Provide teachers with the opportunity to work with peers to vertically and horizontally align the curriculum in the content areas.	4	Principal District Curriculum Coordinator Instructional Leads	Curriculum documents, meeting minutes			
						

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

Performance Objective 2: The campus 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Assign mentor teachers to all new to the campus or new to the teaching profession faculty members.	4	Director of Human Resources Principal Mentor Teachers	New teachers will know procedures and will be able to better assist students in meeting performance goals.			
2) Utilize Curriculum Coordinator to support teacher effectiveness.	4	Principal District Curriculum Coordinator	Calendar and journal entries completed by Instructional Support Specialist.			
3) Utilize Instructional Leads to monitor data, and to provide training and support to teachers in the use of instructional best practices.	4, 8, 9	Principal District Curriculum Coordinator Instructional Leads	Lesson plans and daily instruction will demonstrate the implementation and routine use of instructional best practices to increase content access and mastery. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
4) Utilize Curriculum Coordinator and Interventionists to monitor common assessments and the progress of struggling students.	8, 9	Principal District Curriculum Coordinator Interventionists.	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
5) Provide three days of new teacher orientation to review campus/district expectations, complete required trainings, and provide collaboration time for curriculum support.	4	District Curriculum Coordinator Principal	Training agendas, attendance rosters, required certificates.			
6) Provide targeted professional development for new teachers.	4	Principal District Curriculum Coordinator Instructional Leads	Training certificates, lesson plans, observations			
						


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

Performance Objective 3: The campus 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) District staff development	4	District Curriculum Coordinator Principal	Scheduled staff development, session agendas, attendance rosters			
2) Summer technology training (Eduphoria, Google, Website, etc.).	4	District Curriculum Coordinator Technology Services	Scheduled staff development, session agendas, attendance rosters			
3) TexQuest database training	4	District Curriculum Coordinator Technology Services Librarian	Scheduled staff development, session agendas, attendance rosters			
4) Blood-borne pathogen training online	4	District Curriculum Coordinator Technology Services	Staff completion of online training as reported in Eduphoria.			
5) Sexual harassment training online	4	District Curriculum Coordinator Technology Services	Staff completion of online training as reported in Eduphoria.			
6) Suicide prevention training online	4	District Curriculum Coordinator Technology Services	Staff completion of online training as reported in Eduphoria.			
7) Mental Health First Aid Training	4	Principal CIS Representative	Scheduled training, session agendas, attendance rosters			
8) CPR/AED training	4	Principal School Nurse	Scheduled training, session agendas, attendance rosters			
9) G/T training	4	Principal District Curriculum Coordinator G/T Coordinator	Scheduled training, session agendas, attendance rosters			






10) CPI training	4	District Curriculum Coordinator Principal Director of Federal Programs	Scheduled training, session agendas, attendance rosters			
11) ESC 20 trainings	4	Principal District Curriculum Coordinator	Certificate of course completion from ESC			
12) Bullying Prevention	4	Principal District Curriculum Coordinator Counselor	Incidents of bullying will decrease.			
System Safeguard Strategy 13) Provide targeted professional development opportunities for staff members providing support to special program students.	4	Director of Federal Programs	Certification of Course Completion			
14) ELPS Training		Director of Federal Programs Principal District Curriculum Coordinator	Certification of Course Completion			
						

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

Performance Objective 1: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Parent Portal	6	Principal Teachers Technology Services	Student grades accessed by parents in the Parent Portal system			
2) Staff to Parent Communication through: E-mail, phone calls, conferences, Remind 101, classroom weekly newsletters.	6	Principal Teachers	E-mail records, contact logs, and conference summaries.			
3) Open House	6	Principal Teachers	Scheduled and documented events, classroom sign-in sheets			
4) Meet the Teacher/Orientation	6	Principals Teachers	Scheduled and documented events, classroom sign-in sheets			
5) Parent and community volunteer program	6	Principal Volunteer Coordinator CIS Representative	Parent participation in meetings and events will increase.			
6) Parent, Teacher, Student Organization (PTSO)	6	Principal Campus Liasons Committee members	Parent participation in meetings and events will increase.			
7) Participation in community service projects	6	Principal Teachers CIS Representative	The number of at-risk students meeting performance goals will increase due to community involvement.			
8) Awards Programs	6	Principal Teachers	Scheduled and documented events, head count of attendees			
9) Social Media	6	Principal Counselor	Documented social media postings			
 = 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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) District, campus, and teacher websites	6	Technology services Principal Teachers	Updated websites and calendars, website statistics			
2) Social Media	6	Principal Counselor	Documented social media postings			
3) School Messenger	6	Technology services Principal	Documented school messenger notifications, parents signed up for school messenger			
4) Campus newsletters/board reports	6	Principal Counselor	Principal newsletters shared in a timely manner; board reports submitted and shared.			
5) Marquees	6	Principal	Campus marquees updated in a timely manner			
6) Seguin Gazette (The Bulldog Way), KWED	6	Technology Services Principal	Documented information			




✔ = 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: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) Student Health Advisory Committee (SHAC) events	10	Principal SHAC members School Nurse/Health Aides	Scheduled events on campuses, SHAC presence at campus events			
2) School Based Clinic	10	Principal School Nurse/Health Aides School Based Clinic staff	Scheduled screenings and treatments on campuses, documentation of student visits to school based clinic			
3) PTSO: Health and Safety Fair	10	Principal PTSO Liaisons PTSO members	Schedule event on campus			
4) Marion Youth Sports Organization (MYSO)	10	Principal Athletic Director	Distribution of MYSO registration information through campus, MYSO use of district facilities			
5) Collaborate with St. John's Lutheran Church to provide after school daycare.	10	Principal Daycare staff	Enrollment documents provided by St. John's Lutheran Church.			
						

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

Performance Objective 4: Krueger/Karrer 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	May	Aug
1) AESOP	10	Technology Services Director of Human Resources	Successful use of the AESOP system to track employee absences and substitutes; AESOP data			
2) Eduphoria	8	District Curriculum Coordinator Principal Teachers	Eduphoria statistics; successful use of Eduphoria to track professional development, technology requests, student progress			
3) E-mail	10	Technology Services Principal All staff	E-mail statistics			
4) Employee Access	10	Technology Services Director of Human Resources	Successful use of the Employee Access system to track employee salary and benefit information; Employee access website data			
5) Remind 101 for faculty	10	Principal	Remind 101 data			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	4	Instructional Lead and Grade-level teams will meet regularly 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 LEP (limited English proficiency) students entering the district to minimize gaps in services.
1	5	2	Employ two ESL instructional aides to assist LEP students in the general education classroom.
1	5	3	Provide parent outreach and communication in a parent's native language.
1	5	4	Provide summer school activities for LEP students entering the Kindergarten and 1st grades.
1	5	5	All general education teachers will have their ESL certification.
1	5	6	The English Language Proficiency Standards (ELPS) will be implemented when designing instruction for LEP students in the general education classroom.
1	5	7	Continuous monitoring of LEP students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.
1	5	8	Support teachers in attending professional development opportunities to enhance their ability to support LEP 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 instructional aides to assist special education students in the general education and special education classrooms.
1	9	3	Support the implementation and use of 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	Support teachers in attending professional development opportunities to enhance their ability to support special education students.
1	10	1	Implementation of academic and behavior Response to Intervention matrix that provides tiered intervention for struggling and at-risk students.
1	10	2	Instructional Lead team will meet every 9 weeks 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)

Goal	Objective	Strategy	Description
1	10	3	Student Study Committees will meet regularly to monitor individual 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	10	4	Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.
4	3	13	Provide targeted professional development opportunities for staff members providing support to special program students.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Julie Brown	Primary Principal
Administrator	Paul Goetze	Karrer Principal
Classroom Teacher	Maggie Gaona	1st Grade Teacher
Classroom Teacher	Briana Gibbs	Special Education Teacher
Classroom Teacher	Jennifer Hunter	Kinder Teacher
Classroom Teacher	Ashley Greene	Special Education Teacher
Classroom Teacher	Jaime Hutto	Grade 3 Math Teacher
Classroom Teacher	Lisa Yell	Technology Teacher
Paraprofessional	Tara Kelly	Paraprofessional
Paraprofessional	Danielle Bashinski	Paraprofessional
Paraprofessional	Joyce Corporon	Paraprofessional
Parent	Jennifer Jones	Parent
Business Representative	Travis Hunter	Business/Community Representative