

Marion Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



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 ISD is a 3A public school district located in the community of Marion, TX in Guadalupe County. The district boundaries cover approximately 80 square miles surrounded by the communities of Seguin, New Braunfels, and Cibolo.

Marion ISD Student Demographics*

Total Student	1417
African Americans	1.8%
Hispanic	36.6%
White	58.9%
American Indian	0.6%
Asian	0.5%
Pacific Islander	0.1%
Two or More Races	1.7%
Economically Disadvantaged	43.1%
Non-Educationally Disadvantaged	56.9%
English Language Learners	3.7%
At-Risk	37.2%
Graduation Rate	100%
Attendance Rate	95.3%

Marion ISD Schools and Enrollment*

Norman Krueger Elementary (Primary)	357
Norman Krueger EL/Bert Karrer Campus (Karrer)	290
Marion Middle School	306
Marion High School	464

Marion ISD Program Enrollment*

Programs	%	#
Bilingual/ESL	3.5	50
Career and Technology Education (CTE)	25	354
Gifted and Talented (G/T)	7.7	109
Special Education	6.9	98

*2015 Snapshot Data (2016 Pending)

Demographics Strengths

- Small-school environment
- High graduation rate
- 100% highly qualified staff
- Supportive and involved community
- Growing population with community developments
- Strong CTE program

Demographics Needs

- Increase academic interventions and support for Special Education students in all state assessment areas.
- Increase academic interventions and support for ESL students in mathematics and reading.
- Additional support for English Language Learners as the ESL population grows.
- African American student performance on the state assessments needs improvement in comparison to other groups.
- Hispanic student performance on the state assessments needs improvement in comparison to other groups.

Student Achievement

Student Achievement Summary

Accountability Ratings

	2016 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 ISD	Met	82	60	Yes	36	22	Yes	44	28	Yes	71	60	Yes
Marion High School	Met	79	60	Yes	21	17	Yes	42	30	Yes	73	60	Yes
Marion Middle School	Met	82	60	Yes	38	30	Yes	41	26	Yes	43	13	Yes
Norma Krueger EL/Bert Karrer Campus	Met	83	60	Yes	43	32	Yes	46	28	Yes	42	12	Yes
Norma Krueger EL (Paired)	Met	---	---	---	---	---	---	---	---	---	---	---	---

System Safeguards

				Performance Rates			Participation Rates			Graduation Rates			Met Federal Limits on Alternative Assessments		
	Total	Target	%	#	Target	%	#	Target	%	#	Target	%	#	Target	%
Marion ISD	37	41	90%	21	25	84%	12	12	100%	3	3	100%	1	1	100%
Marion High School	27	29	93%	15	17	89%	9	9	100%	3	3	100%	N/A	N/A	N/A
Marion Middle School	28	28	100%	20	20	100%	8	8	100%	N/A	N/A	N/A	N/A	N/A	N/A
Norma Krueger EL/Bert Karrer Campus	26	26	100%	16	16	100%	10	10	100%	N/A	N/A	N/A	N/A	N/A	N/A
Norma Krueger EL (Paired)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Index 1: Student Performance

Passing standard (Level II satisfactory = met standard)

READING	2013	2014	2015	2016
All	87%	84%	84%	80%
Hispanic	84%	80%	82%	75%
White	89%	87%	85%	84%
Eco. Dis.	80%	76%	78%	74%
Spec. Ed.	84%	80%	46%	33%
African American	56%	57%	57%	64%
ELL	58%	61%	61%	47%

MATHEMATICS	2013	2014	2015	2016
All	84%	75%	88%	84%
Hispanic	78%	68%	88%	80%
White	89%	80%	87%	89%
Eco. Dis.	77%	68%	82%	80%
Spec. Ed.	69%	66%	*	48%
African American	43%	83%	*	55%
ELL	78%	54%	*	60%

WRITING	2013	2014	2015	2016
All	69%	82%	73%	79%
Hispanic	66%	84%	66%	75%
White	71%	81%	78%	81%
Eco. Dis.	61%	74%	67%	76%
Spec. Ed.	57%	62%	*	36%
African American	*	*	*	*
ELL	55%	90%	*	*

SCIENCE	2013	2014	2015	2016
All	82%	86%	89%	82%
Hispanic	77%	79%	83%	76%
White	85%	89%	94%	86%
Eco. Dis.	76%	81%	82%	74%
Spec. Ed.	62%	66%	54%	50%
African American	*	100%	*	*
ELL	42%	67%	*	*

SOCIAL STUDIES	2013	2014	2015	2016
All	77%	74%	76%	81%
Hispanic	69%	58%	64%	77%
White	80%	80%	82%	85%
Eco. Dis.	67%	58%	64%	74%
Spec. Ed.	67%	50%	*	41%
African American	80%	*	83%	*
ELL	*	*	*	*

Index 2: Student Progress

STAAR Progress or ELL Progress in reading and math

READING	# Tests	# Met/Exceeded	% Met/Exceeded	# Exceeded	% Exceeded
All	592	341	58%	90	15%
Hispanic	230	136	59%	34	16%
White	338	192	57%	53	16%

MATHEMATICS	# Tests	# Met/Exceeded	% Met/Exceeded	# Exceeded	% Exceeded
All	541	361	67%	78	14%
Hispanic	225	143	64%	24	11%
White	296	204	69%	50	17%

Index 3: Closing Performance Gaps

Level II satisfactory (met standard) and Advanced Level III (commended).

READING	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	353	265	75%	45	13%
White	491	413	84%	88	18%

MATHEMATICS	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	281	224	80%	34	12%
White	368	327	89%	71	19%

WRITING	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	68	51	75%	8	12%
White	109	88	81%	24	22%

SCIENCE	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	125	95	76%	14	11%
White	187	161	86%	34	18%

SOCIAL STUDIES	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	90	69	77%	14	16%
White	137	116	85%	21	15%

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	All Subjects
All Students	46%
Hispanic	38%
White	51%

Student Achievement Strengths

- District and campus met and exceeded the target scores in all indices on state accountability.
- District met the system safeguard target scores in the following areas: participation rate, graduation rate, and federal limits on alternative assessments (STAAR Alt. 2).
- Over 50% of students met or exceeded student progress in reading.
- Over 60% of students met or exceeded student progress in mathematics.
- Over 10% of students exceeded student progress in both reading and mathematics.
- Over 10% of students achieved an advanced passing standard score in all subject areas.

Student Achievement Needs

- District needs to improve performance rates for special education and ELL students in the areas of reading, math, science, and social studies.
- District needs to improve performance rates in the areas of reading and math for African American students.
- District 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.
- District needs to improve the performance rates for Hispanic students in all subject areas.
- District needs to improve the performance rates for Economically Disadvantaged students in all subject areas.
- District 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.

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
- Critical Success Factor(s) 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 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

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.

Student Data: Behavior and Other Indicators

- Attendance data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Provide access to TEKS resource system for content area teachers.	Principals Instructional Support Specialists	Region 20 TCMPC TEKS Resource System Commitment Form (2016-2017).			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principals Instructional Support Specialists	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.			
State 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 Instructional Support Specialists 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.			
= 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 2: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>State 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 Instructional Support Specialists Teachers	<p>Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>2) Grade-level teams will meet to align grade-level goals and expectations.</p>	Principals Instructional Support Specialists Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p>			
<p>State System Safeguard Strategy</p> <p>3) Grade-level and content area 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 Instructional Support Specialist Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</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 3: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Content area teachers across grade-levels will meet annually to align curriculum goals.	Principals Instructional Support Specialists Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.	✓	✓	✓
2) Elective/Program teachers across grade-levels/courses will meet annually to align curriculum/program goals.	Principals Instructional Support Specialists 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.	✓	✓	✓
					












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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Allocate funds to support CTE teachers in attending professional development opportunities to enhance their curriculum and instruction, such as the TCEA Convention and VATAT Conference.	Superintendent HS Principal HS Counselor Secondary Instructional Support Specialist	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 HS Principal HS Counselor	The number of CTE course offerings will increase as well as endorsement opportunities. 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, such as College Board AP Summer Institutes and workshops and CAST.	Superintendent HS Principal HS Counselor Secondary Instructional Support Specialist	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.			







4) Allocate funds and resources to expand and support the Advanced Academic course offerings and enrollment.	Superintendent HS Principal HS Counselor Secondary Instructional Support Specialist	Student enrollment in advanced academic courses will increase proportionately to the student population and demographics. 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.			
5) Continue to align the CTE program at Marion High School with the state and federal guidelines, and the outlined district protocols.	Superintendent HS Principal HS Counselor Secondary Instructional Support Specialist CTE Teachers	CTE courses will continue to earn met standard ratings on PDMAS and TAPR. 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.			
 = 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 5: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>State 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>	<p>Special Programs Director 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 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 the year and as needed to review new students' status, support needs, and accommodations.</p>			
<p>State System Safeguard Strategy</p> <p>2) Employ three ESL aides to assist LEP students in the general education classroom.</p>	<p>Superintendent Special Programs Director Principals</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 align="center">State System Safeguard Strategy</p> <p>3) Support the implementation and use of the appropriate English Language Proficiency Standards (ELPS) when designing instruction for LEP students in the general education classroom.</p>	<p>Special Programs Director Principals Instructional Support Specialists Teachers ESL Aides</p>	<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 on common assessments.</p>			
<p align="center">State System Safeguard Strategy</p> <p>4) Allocate funds to reimburse teachers who are required to obtain the TExES ESL Supplemental certification.</p>	<p>Superintendent Special Programs Director Instructional Support Specialists</p>	<p>All English-Language Arts/Reading (ELAR) as well as self-contained and additional ESL support teachers in the district will hold an ESL Supplemental certification.</p>			
<p align="center">State System Safeguard Strategy</p> <p>5) Continuous monitoring of LEP and Monitor students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	<p>Special Programs Director Principals Instructional Support Specialists Teachers ESL Aides</p>	<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 on common assessments.</p>			
<p align="center">State System Safeguard Strategy</p> <p>6) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support LEP students, such as Academic Language Workshop (Dr. Monica Lara), Region 20 LPAC training, Sheltered Instruction, 50 Strategies for ELL, and Making the TELPAS/ELPS Connection.</p>	<p>Superintendent Special Programs Director Instructional Support Specialists</p>	<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 on common assessments.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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Performance Objective 6: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Implement a district Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Special Programs Director Principals Instructional Support Specialists Counselors RTI Teachers, including Behavior Specialist Teachers CIS staff	RTI documentation will reflect ongoing monitoring, support, and accommodations. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
2) Assist campuses in monitoring struggling students' performance data and/or behavior choices in order to intervene quickly with RTI support.	Special Programs Director Principals Counselors Instructional Support Specialists	RTI services will be activated promptly as noted in the RTI documentation. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
3) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support struggling and at-risk students, such as RTI Behavior, Struggling Elementary Readers, Struggling Secondary Readers, and Differentiated Instruction.	Special Programs Director Principals Instructional Support Specialists	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts. RTI students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments. RTI students will demonstrate growth and success in regulating behavior and learning.			
= 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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Continue to align the G/T evaluation process and services with the state guidelines and the outlined district protocols.	Superintendent Principals 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.	Superintendent Principal 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 Instructional Support Specialists 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.	Superintendent Principals G/T Coordinator Instructional Support Specialists	Student participation in G/T activities will increase.			
5) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support G/T students, such as Visual Teaching Alliance workshop series.	Superintendent Principals G/T Coordinator Instructional Support Specialists	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.			
6) Allocate funds to support advanced academics teachers in attending professional development opportunities to enhance their curriculum and instruction, such as CAST and CAMT conferences.	Superintendent Principals Instructional Support Specialists	Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS and professional developments.			
7) Allocate funds and resources to expand and support the Advanced Academic course offerings and enrollment.	Superintendent Principals Counselor Instructional Support Specialists	Student enrollment in advanced academic courses will increase proportionately to the student population and demographics.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					









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Performance Objective 8: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
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.	Superintendent Principals Instructional Support Specialists Teachers	Teachers will demonstration 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 on common assessments.			
2) Continuous monitoring of student grades and assessment data to determine student needs for academic and/or counseling program support.	Principals Counselor Instructional Support Specialist	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 on common assessments.			
3) 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.	Principals Instructional Support Specialists Teachers	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.			
4) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their teaching practices, such as ESC 20 Workshops, TEA Academy Series, Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.	Superintendent Principals Instructional Support Specialists	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.			

5) Allocate funds and resources to strengthen instructional materials and practices.	Superintendent Principals Instructional Support Specialists	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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>State 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>Special Programs Director Principals Campus Registrar Counselor Special Education Teachers</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>State 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>Superintendent Special Programs Director 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>State 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>Special Programs Director Principals Instructional Support Specialists 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 on common assessments.</p>			













<p align="center">State System Safeguard Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	<p>Special Programs Director Principals Instructional Support Specialists Special Education 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.</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 align="center">State System Safeguard Strategy</p> <p>5) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support special education students, such as Autism Specialist certification, Autism conference, inclusion strategies, differentiated instruction, and struggling elementary/secondary readers.</p>	<p>Superintendent Principals Special Programs Director Instructional Support Specialists</p>	<p>Lesson plans and daily instruction will integrate differentiated practices 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 on common assessments.</p>			
<p align="center">State System Safeguard Strategy</p> <p>6) Allocate funds and resources to minimize the achievement gap for our special education students, such as Achieve 3000 and Think Thru Math.</p>	<p>Superintendent Principals Special Programs Director Instructional Support Specialists</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 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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
<p>State 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>	Principals Counselor Instructional Support Specialist	<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 on common assessments.</p>			
<p>State System Safeguard Strategy</p> <p>2) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.</p>	Principals Instructional Support Specialists Teachers	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the scaffolding and differentiation strategies to increase content access and mastery.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>State System Safeguard Strategy</p> <p>3) Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support struggling students, such as Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.</p>	Superintendent Principals Instructional Support Specialists	<p>Lesson plans and daily instruction will integrate differentiated practices to increase content access and mastery.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>State System Safeguard Strategy</p> <p>4) Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Achieve 3000, Think Thru Math, and guided instruction materials.</p>	Superintendent Principals Instructional Support Specialists	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on 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.	Superintendent Special Programs Director Principals Instructional Support Specialists Counselors Dyslexia Support Teachers Teachers	Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
6) Allocate Title I funds to provide services and resources for our students identified as economically disadvantaged in grades K-5.	Superintendent Principals	Students identified as economically disadvantaged will demonstrate growth and mastery of the TEKS as assessed on STAAR and on 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.	Superintendent Special Programs Director Principals Instructional Support Specialists Counselors Teachers	Students receiving Section 504 services will receive services according to the IAP. Students receiving Section 504 services will demonstrate continuous growth in IAP goals. Students receiving Section 504 services will routinely use their specified accommodations to complete classroom activities. Students receiving Section 504 services will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
8) Allocate funds to provide tutoring, summer school, remediation, and credit recovery opportunities across the district.	Superintendent Principals	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
9) Allocate funds to support the implementation of Learning Labs at each district campus.	Superintendent Special Programs Director Principals	Students receiving learning lab support 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 11: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Allocate funds to support opportunities for K-12 campus and district personnel to attend workshops that promote college and career readiness.	Superintendent Principals Instructional Support Specialists Counselor CIS Counselors	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) Allocate funds and resources to expand and support the implementation of college and career activities, such as career awareness curriculum, PSAT, TSI, ASVAB, Military partnerships, college/career fairs, work study program, and credit recovery curriculum (GradPoint).	Superintendent Principals Instructional Support Specialists Counselor CIS Counselors	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) Provide support and guidance for the Personal Graduation Plan process at the middle school and high school campus.	Superintendent Principals Counselors	Students and parents will be informed of this process through parent meetings. Every student has a completed PGP that will enable them to meet the objectives for their designated graduation plan.			
4) Provide support and guidance as the high school staff continues their efforts to strengthen student access to college admission and financial aid resources for the high school seniors.	Superintendent Principals Counselors CIS Staff Teachers	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.	Superintendent 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 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 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.			
 = 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 1: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) SHAC will meet regularly to plan activities.	Superintendent Principals School Nurses Child Nutrition Staff	SHAC activities that support student health.			
2) Cafeterias will provide healthy food choices	Superintendent Child Nutrition Staff	Students will receive well balance meals that meet nutritional guidelines.			
 = 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 2: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Continue to provide and build the safe and drug free program.	Superintendent Principals Counselors Teachers CIS Staff School Nurses	Decrease in student referrals as a result of healthy life choices.			
2) Support campus efforts in celebrating Red Ribbon Week.	Superintendent 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 throughout the PE/Health curriculum.	Principals Counselors Teachers	Students will be presented with opportunities to learn about and make healthy life choices.			
= 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 3: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Provide support and resources for bullying prevention.	Special Programs Director Principals Counselors Teachers CIS Staff	The number of bullying incidents will decrease.			
2) Provide support and resources for character education.	Principals Counselors Teachers CIS Staff	The number of student discipline referrals will decrease.			
3) Provide support and resources for suicide prevention.	Principals Counselors Teachers CIS Staff	Students will receive documented services and interventions as needed.			
4) Provide support and resources for conflict resolution and violence prevention.	Principals Counselors Teachers CIS Staff	The number of student discipline referrals will decrease.			
5) Provide support and resources for student maltreatment and sexual abuse, neglect and physical abuse.	Principals Counselors Teachers CIS Staff School Nurse	Students and staff will have a better understanding of strategies and procedures to use if an incident occurs.			
6) Provide pregnancy related services emphasizing sex education/abstinence programs.	Principals Counselors Teachers CIS Staff School Nurse	CIS and counseling documentation will show the number of student pregnancies will decrease			

7) Utilize CIS staff to provide additional support for students' academic progress and well-being.	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 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.	Principals Counselors Teachers CIS Staff	Drop out rate will be reduced by providing students the opportunity to complete the credits needed for graduation			
10) Continuous attendance monitoring to ensure students are attending school/classes daily and on-time.	Principals Counselors Teachers CIS Staff Office Staff	Student attendance will increase; student tardies will decrease.			
11) Encourage student incentives to celebrate students' positive choices.	Principals Counselors Teachers CIS Staff All Staff	Student behavior, attendance and classroom performance will improve			
12) Promote student involvement in campus clubs.	Principals Counselors Teachers CIS Staff All Staff	Positive student involvement and participation on campus will increase			
= 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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Maintain county emergency management procedures.	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 Principals Maintenance Staff Custodial Staff	Student environment will be safe and clean			
3) Continue the enforcement of Drug free/Gun free/Tobacco free and code of conduct policies.	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 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 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 Principals Mayor of Marion School Resource Officers	Students and staff will feel safe and secure on campus			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Review the district salary plan yearly to determine if funding exists to be able to increase employee pay	Superintendent Business Manager Board of Trustees	Updated competitive salary schedule; Teacher and staff retention	✓	✓	✓
2) Provide stipends for teachers supporting activities and programs in high need areas	Superintendent Principals Human Resources	Fair payment of stipends	✓	✓	✓
3) Review the available benefit plans yearly to provide the best options for employees	Superintendent Human Resources	Fair and competitive benefit options for employees	✓	✓	✓
4) Continue perfect attendance stipend.	Superintendent Human Resources	Perfect attendance stipends paid	○	✓	✓
					

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

Performance Objective 2: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Update and post all vacancies on the district website, and specialized websites.	Superintendent Principals Directors Human Resources	Job vacancies posted on district website and specialized websites in a timely manner; increase in applications			
2) Monitor job postings, screening and the interview process to assure full consideration of a diversified applicant pool	Superintendent Principals Directors Human Resources	Increased staff diversity, highly qualified candidates			
3) Continue to make every effort to hire only those teachers who are highly qualified.	Principals	100% of teachers hired will be highly qualified			
4) Register for attendance to job fairs.	Superintendent Principals	Attendance to job fairs			
5) Continue Memorandum of Understandings (MOUs) with surrounding universities to provide quality student teachers.	Superintendent Principals	MOU contracts and placement schedules			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 3: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
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)	Superintendent Principals 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	Superintendent Principals Human Resources	Teachers will be in positions for which they have the proper certifications			
3) Provide additional stipend (\$1000) for master's degree.	Human Resources	Pay schedule Transcript			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 4: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Ensure timely communication within the campus and district.	Superintendent Principals All Staff	E-mail and meeting documentation			
2) Provide district and campus team building opportunities.	Superintendent Principals All Staff	Scheduled team building events			
3) Continue annual recognition awards, such as Teacher of the Year, Fred Zipp Award, Service Awards.	Superintendent Principals	Teachers and staff feel recognized for their efforts			
4) Continue annual recognition of teaching staff during Teacher Appreciation Week.	Superintendent 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 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Provide two days of summer planning for all classroom teachers to updated curriculum documents, lesson plans, and review data.	Superintendent Instructional Support Specialists Principals	Attendance Rosters and Agenda	✓	✓	✓
2) Provide AP teachers with summer institute training every two years.	Superintendent Instructional Support Specialists Principals	AP approved syllabus and lesson plans that align with AP requirements	✓	✓	✓
3) Continue our Lead4ward training collaboration with supporting district.	Superintendent Instructional Support Specialists 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.	Superintendent Instructional Support Specialists 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.	Superintendent Instructional Support Specialists 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.	Superintendent Instructional Support Specialists Principals Department Heads Team Leaders	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 district 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Utilize the instructional support specialist to assist new teachers.	Superintendent Instructional Support Specialists Principals	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers.	Superintendent Instructional Support Specialists 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.	Superintendent Instructional Support Specialists Principals	Training agendas, attendance rosters, required certificates			
4) Provide targeted professional development for new teachers.	Superintendent Principals Instructional Support Specialist	Training certificates, lesson plans, observations			
= 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 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Provide on-going district staff development.	Superintendent Instructional Support Specialists Principals	Scheduled staff development; session agendas; attendance rosters			
2) Provide summer technology training (Eduphoria, Google, Website, etc.).	Superintendent Instructional Support Specialists Technology Services	Scheduled staff development; session agendas; attendance rosters			
3) Provide TexQuest database training.	Superintendent Principals Librarians	Scheduled staff development; session agendas; attendance rosters			
4) Ensure completion of blood-borne pathogen training online.	Superintendent Principals Instructional Support Specialists	Staff completion of online training as reported in Eduphoria			
5) Ensure completion of sexual harassment training online.	Superintendent Principals Instructional Support Specialists	Staff completion of online training as reported in Eduphoria			
6) Ensure completion of suicide prevention training online.	Superintendent Principals Instructional Support Specialists	Staff completion of online training as reported in Eduphoria			
7) Partner with CIS to provide Mental Health First Aid training to designated staff.	Superintendent Principals Counselors CIS Staff	Scheduled training; session agendas; attendance rosters			

8) Ensure completion of CPR/AED training for required staff.	Superintendent Principals Instructional Support Specialists Athletic Director	Scheduled training; session agendas; attendance rosters			
9) Ensure completion of G/T training (Initial 30 hour and 6 hour annual update) for required staff.	Superintendent Principals Instructional Support Specialists G/T Coordinator	Scheduled training; session agendas; attendance rosters			
10) Ensure completion of CPI training for designated staff.	Superintendent Principals Special Programs Director Instructional Support Specialists	Scheduled training; session agendas; attendance rosters			
11) Provide opportunities to attend ESC 20 trainings.	Superintendent Principals Instructional Support Specialists	Certificate of course completion from ESC			
12) Ensure completion of bullying prevention training online.	Superintendent Principals Instructional Support Specialists	Incidents of bullying with decrease.			
State System Safeguard Strategy 13) Provide targeted professional development opportunities for staff member providing support special program students.	Special Programs Director	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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Provide access to Parent/Student Portal to parents and students.	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 Principals Counselors Teachers	E-mail records, contact logs and conference summaries			
3) Continue campus Open House/Curriculum Night events.	Superintendent Instructional Support Specialists Principals Teachers	Scheduled and documented events, classroom sign in sheets			
4) Continue campus orientations/Meet the Teacher events.	Superintendent Instructional Support Specialists Principals Teachers	Scheduled and documented events, sign in sheets (or head counts of attendees)			
5) Continue campus awards programs.	Superintendent Principals Counselors Teachers	Scheduled and documented events, head count of attendees			
6) Continue partnership with campus PTSO groups.	Superintendent Principals Teachers PTSO Officers	Scheduled and documented meetings, sign in sheets, planned activities			
7) Continue partnership with organization Booster Clubs.	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 Principals	Documented social media postings			
9) Promote the use of the High School Community Library computer stations for use in accessing school information.	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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Utilize district website, campus websites, and teacher websites.	Superintendent Principals Technology Services Counselors Teachers	Updated websites and calendars, website statistics			
2) Utilize social media.	Superintendent Principals Technology Services	Documented social media postings			
3) Utilize school messenger.	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 Principals Technology Services	Documented information			
6) Utilize community resources to publicize district events.	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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Maintain partnership with City of Marion and Chamber of Commerce.	Superintendent Principals Mayor of Marion Chamber of Commerce	Scheduled events, meetings, summaries			
2) Maintain partnership with School Based Clinic entity.	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 School Nurse SHAC members	Scheduled events on campuses, SHAC presence at campus events			
4) Maintain partnership with MYSO.	Superintendent Principals Athletic Director	Distribution of MYSO registration information through campuses, MYSO use of district facilities			
5) Maintain partnership with 18+ transition program.	Principals Counselors Director of Special Programs	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: MISD 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	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Utilize AESOP to track employee absences and recruit substitutes.	Technology Services 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.	Superintendent Instructional Support Specialists Principals Counselors Teachers	Eduphoria statistics Successful use of Euphoria to track professional development, technology requests, student progress			
3) Utilize district E-mail system to increase and maintain communication.	Superintendent Technology Services Principals All Staff	Documentation of communication within the district			
4) Utilize Employee Access to track and communicate staff personnel information.	Technology Services Human Resources	Successful use of the Employee Access system to track employee salary and benefit information; Employee access website data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Marion ISD will strive to have facilities that support our growing population and its needs.

Performance Objective 1: The district will continue to implement sound accounting and management practices.

Evaluation Data Source(s) 1: FIRST Rating, Positive Fund Balance

Summative Evaluation 1:












Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Complete an independent financial audit with no exceptions or management issues.	Superintendent Business Manager	Audit Report			
2) Maintain high comptrollers FAST rating (4.5 stars).	Superintendent Business Manager	State Rating			
3) Maintain Texas Comptroller's Platinum Designation for Financial Transparency.	Superintendent Business Manager	Platinum Designation			
4) Maintain superior FIRST rating by complying with all of the TEA accounting procedures and fund balance recommendations.	Superintendent Business Manager	FIRST Rating and Report			
5) Prepare a yearly budget with projections prepared with 5 year revenue assumptions.	Superintendent Business Manager	Adopted budget and projections			
6) Post budget, check register, audit and financial reports on the district website.	Superintendent Business Manager Technology Services	Updated postings on district website			
7) Evaluate future refinancing opportunities of district debt service yearly.	Superintendent Business Manager	Debt schedule			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 6: Marion ISD will strive to have facilities that support our growing population and its needs.

Performance Objective 2: The district will continue the process of master planning of facilities to prepare for district and community growth.

Evaluation Data Source(s) 2: Meeting minutes, facilities plans

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Facilities planning committee will prioritize building projects and repairs.	Superintendent Facilities Planning Committee	Meeting minutes, completed repairs and projects			
2) Develop 1, 3, 5, 10 year facility plans.	Superintendent Facilities Planning Committee	Plans updated yearly			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: Marion ISD will strive to have facilities that support our growing population and its needs.

Performance Objective 3: The district will continue to develop technology infrastructure to accommodate for continued growth and provide appropriate maintenance and upgrades to existing systems to provide for student and staff needs.

Evaluation Data Source(s) 3: Meeting minutes, technology plans

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Technology planning committee will manage 5 year technology cycle.	Superintendent Technology Services Technology Planning Committee	Updates to 5 year technology plan; technology purchase orders			
2) Evaluate and monitor the need for replacement and repair of infrastructure, including wireless, broadband and hardware.	Superintendent Technology Services Technology Planning Committee	Purchase orders, usage reports, help desk reports			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 6: Marion ISD will strive to have facilities that support our growing population and its needs.

Performance Objective 4: The district will provide resources to students for continue enhancement of technology in the classroom.

Evaluation Data Source(s) 4: Schedules, usage reports, purchase orders

Summative Evaluation 4:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Increase student access by providing technology devices and applications, such as ipads, chrome books, computer labs and software.	Superintendent Technology Services Principals Teachers	Computer lab schedules, ipad schedules, chrome book schedules, purchase orders, student usage reports			
2) Increase student access to technology devices and applications with student-based training, such as technology courses and technology specials rotation.		Lesson plans, campus schedules, course curriculum plans			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 6: Marion ISD will strive to have facilities that support our growing population and its needs.

Performance Objective 5: The district will continue to provide safe and healthy learning environments for students.

Evaluation Data Source(s) 5: Updated emergency operating plan, updated MSDS and asbestos plans, documented checks of safety and emergency equipment, documented maintenance repairs

Summative Evaluation 5:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Review Emergency Operating Plan yearly.	Superintendent Principals School Resource Officer	All staff will have a revised copy of all emergency plans and will practice plan according to policies			
2) Ensure updated MSDS, asbestos plan.	Superintendent Principals Facilities and Maintenance	Updated asbestos plan Updated MSDS plan and binders appropriately placed			
3) Ensure regular checks of emergency equipment including AEDs, fire extinguishers, sprinkler systems, security cameras, elevator, science lab and mechanic shop safety.	Superintendent Principals Facilities and Maintenance School Nurse Teachers	Documented checks of all equipment			
4) Maintain exterior security through the use of School Resource Officers/Exterior Security.	Superintendent Facilities and Maintenance Principals All Staff School Resource Officers	Regular checks to maintain exterior school security			
5) Ensure maintenance and repair of existing facilities and grounds.	Superintendent Facilities and Maintenance	Documentation of repairs and projects completed by maintenance			
6) Continue yearly procedural review to accommodate facility changes.	Superintendent Principals All Staff Facilities and Maintenance Technology Services School Resource Officers	Updated procedures to ensure student safety as facilities change			

7) Increase compliance and awareness of campus-based wellness plans.	Principals Campus Nurse Counselor CSI Counselor	Attendance Records Nurse Records Counselor Records			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

State 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	3	Grade-level and content area 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 LEP (limited English proficiency) students entering the district to minimize gaps in services
1	5	2	Employ three ESL aides to assist LEP 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 LEP 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 LEP and Monitor students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.
1	5	6	Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support LEP students, such as Academic Language Workshop (Dr. Monica Lara), Region 20 LPAC training, Sheltered Instruction, 50 Strategies for ELL, and Making the TELPAS/ELPS Connection.
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	Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support special education students, such as Autism Specialist certification, Autism conference, inclusion strategies, differentiated instruction, and struggling elementary/secondary readers.
1	9	6	Allocate funds and resources to minimize the achievement gap for our special education students, such as Achieve 3000 and Think Thru Math.

Goal	Objective	Strategy	Description
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 in the general education classroom.
1	10	3	Allocate funds to support administrators and teachers in attending professional development opportunities to enhance their ability to support struggling students, such as Lead4ward, Visual Teaching Alliance, Academic Language, and Differentiated Instruction.
1	10	4	Allocate funds and resources to minimize the achievement gap for our sub-population student groups, such as Achieve 3000, Think Thru Math, and guided instruction materials.
4	3	13	Provide targeted professional development opportunities for staff member providing support special program students.

District Improvement Committee

Committee Role	Name	Position
Administrator	Julie Brown	Krueger Elementary Principal
Administrator	Matthew Connor	HS Assistant Principal
Administrator	Paul Goetzke	Karrer Elementary Principal
Administrator	Elizardo Hernandez	HS Principal
Administrator	Jon Lindholm	MS Principal
Administrator	Kelly Walters	Superintendent
Classroom Teacher	Jeanette Batey	Krueger Elementary Teacher
Classroom Teacher	Corey Buger	HS Teacher
Classroom Teacher	Kristen Lundquist	MS Teacher
Classroom Teacher	Donna Paschal	HS Teacher
Classroom Teacher	Nancy Schneider	Krueger Elementary Teacher
Classroom Teacher	Krista Schultz	Karrer Elementary Teacher
Classroom Teacher	Tim Tesch	MS Teacher
Classroom Teacher	Tiffany Wurzbach	HS Teacher
District-level Professional	Cesily Peoples	Secondary Instructional Support Specialist
Non-classroom Professional	Andrea Copeland	CIS Staff
Non-classroom Professional	Susan Hales	HS/Community Librarian
Parent	Teesha Autry	
Parent	Jill LeSage	
Parent	Alicia Mott	