

Marion Independent School District
Krueger Primary Campus
2016-2017 Campus Improvement Plan

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krueger Elementary Student Demographics*

Total Student	355
African Americans	1.7%
Hispanic	40.6%
White	55.8%
American Indian	0.0%
Asian	0.3%
Pacific Islander	0.0%
Two or More Races	1.7%
Economically Disadvantaged	52.4%
Non-Educationally Disadvantaged	47.6%
English Language Learners	7.3%
At-Risk	25.6%
Attendance Rate	95.8%

Krueger Enrollment*

Karrer Elementary School 355

Krueger Program Enrollment*

Programs	%	#
Bilingual/ESL	7.3%	26
Gifted and Talented (G/T)	2.8%	10
Special Education	9.3%	33

*2015-2016 Preliminary TAPR Data

Student Achievement

Student Achievement Summary

Krueger Elementary is paired with Karrer Elementary for accountability; therefore, Krueger uses Karrer's accountability data to set campus goals to ensure vertical alignment.

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
Karrer	Met	83	60	Yes	43	32	Yes	46	28	Yes	42	12	Yes

System Safeguard

	Total	Target	Performance Rates			Participation Rates			Graduation Rates			Met Federal Limits on Alternative Assessments			
			#	Target	%	#	Target	%	#	Target	%	#	Target	%	
Karrer	26	26	100	16	16	100	10	10	100	N/A	N/A	N/A	N/A	N/A	N/A

Grade 3 Student Performance

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

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

Grade 4 Student Performance

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

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

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

Grade 5 Student Performance

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

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

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

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

Index 2: Student Progress

Reading	Total Tests	# Met or Exceeded Progress	% Met or Exceeded Progress	# Exceeded Progress	% Exceeded Progress
All Students	202	130	64%	49	24%
Hispanic	77	55	71%	19	25%
White	117	71	61%	29	25%
ELL	21	15	71%	6	29%

Math	Total Tests	# Met or Exceeded Progress	% Met or Exceeded Progress	# Exceeded Progress	% Exceeded Progress
All Students	202	142	70%	38	19%
Hispanic	77	55	71%	15	19%
White	117	81	69%	22	19%
ELL	*	n/a	n/a	n/a	n/a

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

Index 3: Closing Performance Gaps

Reading	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Econ Disadv	145	117	81%	22	15%
Hispanic	113	98	87%	25	22%

Math	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Econ Disadv	145	115	79%	20	14%
Hispanic	112	89	79%	25	22%

Writing	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Econ Disadv	38	31	82%	8	21%
Hispanic	32	26	81%	5	16%

Science	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Econ Disadv	*	*	*	*	*
Hispanic	*	*	*	*	*

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

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	42%
Hispanic	38%
White	45%

Student Achievement Strengths

- Campus met and exceeded the target scores in all indicies on state accountability.
- Campus met the system safeguard target scores in the following areas: participation rate and performance rate.
- 64% of students met or exceeded student progress in reading.
- 70% of students met or exceeded student progress in mathematics.
- Over 19% of students exceeded student progress in both reading and mathematics.

Student Achievement Needs

- Campus needs to improve performance rates for special education and ELL students in the areas of reading, writing, math, and science.
- Campus needs to improve the performance rates for Economically Disadvantaged students in reading, math, and science.
- Campus needs to improve the performance rates for Hispanic students in all subject areas.
- 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.

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 and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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

- Attendance data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Support Systems and Other 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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 Instructional Support Specialist 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 Instructional Support Specialist Instructional Leads Teachers	Teachers will use a variety of effective and research-based teaching techniques to help students meet performance objectives.			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Grade-level teams will meet to set performance goals for ELAR, Mathematics, and Science to achieve the highest performance level as established by the state.	4	Principal Instructional Support Specialist Instructional Leads Teachers	Students will be able to meet performance goals because of emphasis on exceeding state standards.			
2) Grade-level teams will meet regularly to align grade-level goals and expectations.	4	Principal Instructional Support Specialist 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 Team Leads Teachers Interventionists	Students will meet performance goals because of increased attention to grades.			
State 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 Instructional Support Specialist Instructional Leads Teachers	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.			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Vertical curriculum planning teams for the core subject areas will meet annually to align curriculum goals.	4	Principal Instructional Support Specialist 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 Instructional Support Specialist Teachers	Students will demonstrate growth and success in co-curricular/extra-curricular activities related to the elective subject area course.			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide Gifted and Talented/Enrichment classes.	3	Principal Instructional Support Specialist 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 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, sponsored by Communities in Schools.	2	Principal CIS Representative	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels.			
4) Offer a variety of Parent Nights that will provide guidance on home support in the core subject areas.	6	Principal Instructional Support Specialist Instructional Leads Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						











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

Performance Objective 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<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>	9	Special Programs Director Principal Campus Registrar ESL Aides LPAC Committee	<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>State System Safeguard Strategy</p> <p>2) Employ two ESL instructional aides to assist LEP students in the general education classroom.</p>	9	Principal Special Programs Director	<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>State System Safeguard Strategy</p> <p>3) Provide parent outreach and communication in a parent's native language.</p>	6	Principals ESL Instructional Aides Teachers	<p>Parent involvement will increase.</p>			




<p align="center">State System Safeguard Strategy</p> <p>4) Provide summer school activities for LEP students entering the Kindergarten and 1st grades.</p>	3, 9	Principal Special Programs Director Teachers	LEP students will demonstrate growth and mastery of the TEKS as assessed on common assessments.			
<p align="center">State System Safeguard Strategy</p> <p>5) General education teachers that teach Language Arts will have their ESL certification.</p>	3, 9	Principal Special Programs Director	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 align="center">State 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	Special Programs Director Principal Instructional Support Specialist 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 align="center">State 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	Special Programs Director Principal Instructional Support Specialist 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 align="center">State System Safeguard Strategy</p> <p>8) Support teachers in attending professional development opportunities to enhance their ability to support LEP students.</p>	4	Special Programs Director Principal Instructional Support Specialist	<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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Implementation of academic and behavior Response to Intervention matrix that provides tiered intervention for struggling and at-risk students.	8, 9	Principal Special Programs Director Interventionists Instructional Support Specialist Instructional Leads Behavior Interventionists CIS Representative Teachers	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 Instructional Support Specialist Interventionists Behavior Interventionists Instructional Leads Teachers	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 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).	8, 9	Principal Interventionists Behavior Interventionists Teachers	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	Special Programs Director Principal Instructional Support Specialist	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts.			
--	---	--	--	--	--	--




 = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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 Instructional Support Specialist 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 Instructional Support Specialist	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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 Instructional Support Specialist Instructional Leads Interventionists Behavior Interventionists	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 Instructional Support Specialist Instructional Leads 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.			
3) Recognize individual student potential and achievement (Awards Night, incentives/tokens for grades and attendance).	2, 6	Principal Instructional Support Specialist Instructional Leads Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			




4) Support teachers in attending professional development opportunities to enhance their teaching practices.	4	Principal Instructional Support Specialist Instructional Leads 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.			
 = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<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>	9	Special Programs Director Principal Campus Registrar Teachers	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>State 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	Special Programs Director Principal	<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>State 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	Special Programs Director Principal Instructional Support Specialist Teachers	<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 align="center">State System Safeguard Strategy</p> <p>4) Continuous monitoring of special education students' academic progress and IEP goal progress.</p>	9	Special Program Director Principal Instructional Support Specialist Special Education Teachers General Education Teachers	Special education teachers and aides will maintain a support schedule that meets the needs of their assigned special education students. Special education student will routinely use their specified accommodations to complete classroom activities. Special education students will demonstrate continuous growth in IEP goals. Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
<p align="center">State System Safeguard Strategy</p> <p>5) Support teachers in attending professional development opportunities to enhance their ability to support special education students.</p>	4	Special Programs Director Principal Instructional Support Specialist	Lesson plans and daily instruction will demonstrate the implementation and routine use of the differentiation strategies to increase content access and mastery. Special education student will routinely use their specified accommodations to complete classroom activities. Special education students will demonstrate continuous growth in IEP goals. Special education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
<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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Implementation of academic and behavior Response to Intervention matrix that provides tiered intervention for struggling and at-risk students.</p>	8, 9	Principal Special Programs Director Interventionists Instructional Support Specialist Instructional Leads Behavior Interventionists CIS Representative Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>State System Safeguard Strategy</p> <p>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 Instructional Support Specialist Interventionists Behavior Interventionists Instructional Leads Teachers	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			
<p>State System Safeguard Strategy</p> <p>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	<p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p> <p>Students will demonstrate growth and success in regulating behavior and learning.</p> <p>Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.</p>			









State System Safeguard Strategy						
4) Support the use of scaffolding and differentiation strategies when designing instruction for struggling students in the general education classroom.	3	Principal Instructional Support Specialist Instructional Leads Teachers	Lesson plans and daily instruction will demonstrate the implementation and routine use of scaffolding and differentiation strategies to increase content access and mastery. Students will demonstrate growth and success in regulating behavior and learning. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
5) Students identified as needing dyslexia services in grades K-5 are assessed and served as outlined in the state Dyslexia Handbook.	9	Special Programs Director Principal Instructional Support Specialist Dyslexia Support Teachers Teachers	Students with dyslexia will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
6) Provide services and resources for our students identified as economically disadvantaged in grades K-5.	9	Principal Instructional Support Specialist Teachers	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-5 are assessed and served as outlined in the IAP and in the federal and state guidelines.	9	Special Programs Director Principal Instructional Support Specialist Instructional Leads 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) Provide Learning Lab, tutoring, summer school, and Response to Intervention services for struggling and at-risk students.	9	Special Programs Director Principal Instructional Support Specialist Instructional Leads Teachers	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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide Gifted and Talented/Enrichment classes.	3	Principal Instructional Support Specialist 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, sponsored by Communities in Schools.	6, 10	Principal CIS Representative	Students will demonstrate a growing awareness of career opportunities and skills as they progress through the grade-levels.			
3) Offer a variety of Parent Nights that will provide guidance on home support in the core subject areas.	6	Principal Instructional Support Specialist Instructional Leads Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Participate in Red Ribbon Week and other campus-based drug awareness and prevention activities.	10	Principal CIS Representative Teachers	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.			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Resources for bullying prevention (i.e. Morgan's Wonderland program, NED program...).	2	Principal Behavior Interventionists CIS Representative Teachers	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	Students will demonstrate growth and success in regulating behavior and learning.			
3) Resources for character education (i.e. positive incentives - ROCK slips, blue tickets...).	2	Principal CIS Representative Teachers	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 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	Prinicpal 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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= 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide stipends for teachers supporting activities and programs in high need areas (e.g. behavior intervention, life skills programs).	5	Principal	The number of teachers recruited and retained will increase.			
2) Provide stipends for teachers that serve as the grade-level leaders.	5	Principal	The number of teachers recruited and retained will increase.			
3) Provide stipends for teachers that serve as the campus instructional leads.	5	Principal	The number of teachers recruited and retained will increase.			
4) Provide stipends for staff that have perfect attendance for each semester.	5	Human Resources	The number of teachers recruited and retained will increase.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Update and post all vacancies on the district website, and specialized websites.	5	Principal 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.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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 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 Human Resources	Teachers will be in positions for which they have the proper certifications.			
3) Provide stipend (\$1,000) for master's degree.	5	Human Resources	Pay Schedules 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Assign mentor teachers to all new to the campus or new to the profession teachers.	4, 5	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.			
 = 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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Provide two days of summer planning for all classroom teachers to update curriculum documents, lesson plans, and to review data.	4	Principal Instructional Support Specialist	Attendance rosters and agendas.			
2) Continue Lead4ward training collaboration with supporting districts.	4	Principal Instructional Support Specialist	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 Instructional Support Specialist to support teacher effectiveness.	4	Principal Instructional Support Specialist	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 Instructional Support Specialist 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 Interventionists to monitor common assessments and the progress of struggling students.	8, 9	Principal Instructional Support Specialist 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 Instructional Support Specialist Instructional Leads	Curriculum documents, meeting minutes			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: The 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) Assign mentor teachers to all new to the campus or new to the teaching profession faculty members.	4	Principal Mentor Teachers	New teachers will know procedures and will be able to better assist students in meeting performance goals.			
2) Utilize Instructional Support Specialist to support teacher effectiveness.	4	Principal Instructional Support Specialist	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 Instructional Support Specialist 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 Interventionists to monitor common assessments and the progress of struggling students.	8, 9	Principal Instructional Support Specialist 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	Instructional Support Specialist Principal	Training agendas, attendance rosters, required certificates.			
6) Provide targeted professional development for new teachers.	4	Principal Instructional Support Specialist Instructional Leads	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 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) District staff development	4	Instructional Support Specialist Principal	Scheduled staff development, session agendas, attendance rosters			
2) Summer technology training (Eduphoria, Google, Website, etc.).	4	Instructional Support Specialist Technology Services	Scheduled staff development, session agendas, attendance rosters			
3) TexQuest database training	4	Instructional Support Specialist Technology Services Librarian	Scheduled staff development, session agendas, attendance rosters			
4) Blood-borne pathogen training online	4	Instructional Support Specialist Technology Services	Staff completion of online training as reported in Eduphoria.			
5) Sexual harassment training online	4	Instructional Support Specialist Technology Services	Staff completion of online training as reported in Eduphoria.			
6) Suicide prevention training online	4	Instructional Support Specialist 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 Instructional Support Specialist G/T Coordinator	Scheduled training, session agendas, attendance rosters			

10) CPI training	4	Instructional Support Specialist Principal Special Programs Director	Scheduled training, session agendas, attendance rosters			
11) ESC 20 trainings	4	Principal Instructional Support Specialist	Certificate of course completion from ESC			
12) Bullying Prevention	4	Principal Instructional Support Specialist	Incidents of bullying will decrease.			
State System Safeguard Strategy 13) Provide targeted professional development opportunities for staff members providing support to special program students.	4	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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) District, campus, and teacher websites	6	Technology services Principal Teachers	Updated websites and calendars, website statistics			
2) Social Media	6	Principal	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	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, 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
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.			
 = 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: 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Apr
1) AESOP	10	Technology Services Human Resources	Successful use of the AESOP system to track employee absences and substitutes; AESOP data			
2) Eduphoria	8	Technology Services Instructional Support Specialist 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 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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State 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	General education teachers that teach Language Arts 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.

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Julie Brown	Krueger Elementary Principal
Administrator	Paul Goetzke	Karrer Elementary Principal
Classroom Teacher	Alicia Daily	Second Grade
Classroom Teacher	Shari Busch	Fifth Grade
Classroom Teacher	Joanne Chambers	Kindergarten
Classroom Teacher	Maggie Gaona	First Grade
Classroom Teacher	Jennifer Hunter	Kindergarten
Classroom Teacher	Melinda Whitley	Third Grade
Paraprofessional	Briana Gibbs	Behavior Support Aide
Paraprofessional	Andrea Johnson	Pre-K/PPCD Aide
Paraprofessional	Tara Kelley	Pre-K/Special Education Aide
Parent	Jill LeSage	
Parent	Alicia Mott	