

Marion Independent School District

Marion High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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



Mission Statement

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

Vision

Our Students:

Engage in a learning environment that develops critical thinking skills

Value learning as a life-long endeavor

Take pride in their school and community

Practice ethical standards

Accept responsibility for their actions

Respect themselves and all others

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

Our Learning Environment:

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

Utilizes resources to achieve a world class education

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

Our District and Community:

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

Provide resources to address growth and achieve district goals

Communicate openly with respect and trust

Support positive participation in local and school functions

Provide innovative educational opportunities and experiences beyond traditional classroom boundaries

Take pride and celebrate accomplishments of all

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Marion High School is a comprehensive four year public high school enrolling approximately 460 students in grades 9th-12th. Marion High School prides itself on being rich in tradition and community spirit.

Marion HS Student Demographics*

Total Student	455
African Americans	2.0%
Hispanic	35.4%
White	60.0%
American Indian	0.2%
Asian	0.7%
Pacific Islander	0%
Two or More Races	1.8%
Economically Disadvantaged	39.8%
Non-Educationally Disadvantaged	60.2%
English Language Learners	2.4%
At-Risk	38.7%
Graduation Rate	100%
Attendance Rate	94.3%

Marion HS Program Enrollment*

Programs	%	#
Bilingual/ESL	2.0%	9
Career and Technology Education (CTE)	90.3%	411
Gifted and Talented (G/T)	7.3%	33
Special Education	7.7%	35

*Preliminary 2016 TAPR data.

Demographics Strengths

Increase student participation in CTE program from 76.3% to 90.3%.

Decreased the number of student considered at-risk: 40.5% down to 38.7%.

Demographics Needs

Increase academic interventions and support for Special Education students in all state assessment areas.

Increase academic interventions and support for LEP students in mathematics and reading.

Provide additional support for English Language Learners as the LEP population grows.

Improve student performance in all subpopulations, most especially in Hispanic and Economically Disadvantaged.

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 High School	Met	79	60	Yes	21	17	Yes	42	30	Yes	73	60	Yes

System Safeguards

	Total	Target	%	Performance Rates			Participation Rates			Graduation Rates		
				#	Target	%	#	Target	%	#	Target	%
Marion High School	27	29	93	15	17	89	9	9	100	3	3	100

Index 1: Student Performance

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

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

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

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

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

Index 2: Student Progress

Due to minimal size, the data is masked.

Index 3: Closing Performance Gaps

*Data masked in reports due to group size.

Reading	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	*	*	*	*	*
White	165	125	76%	5	3%

Mathematics	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	*	*	*	*	*
White	*	*	*	*	*

Science	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	*	*	90%	*	10%
White	63	61	97%	18	29%

Social Studies	Total Tests	# Level II Satisfactory	% Level II Satisfactory	#Advanced Standard	% Advanced Standard
Hispanic	52	43	83%	6	12%
White	73	68	93%	13	18%

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	53%
Hispanic	45%
White	57%

Student Achievement Strengths

- Campus met and exceeded the target scores in all indicies on state accountability.
- Over 50% of all students achieved Final (recommended) Level II on two or more EOC STAAR tests.
- English 1, English 2, Algebra 1, and Biology met or exceed the state performance.
- Student performance on the U.S. History EOC maintained its high passing rate with 89% passing.
- The high school continues to have 0% of student drop outs.

Student Achievement Needs

- Campus needs to improve performance rates for special education and ELL students in the areas of reading, math, science, and social studies.
- Campus needs to strengthen support for critical writing across the curriculum and writing instruction in the English-Language Arts courses in order to improve student performance on writing assessments, specifically composition and short answer items.
- Campus needs to improve the performance rates for Hispanic students in all subject areas.
- Campus needs to improve the performance rates for Economically Disadvantaged students in all subject areas.

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

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
- STAAR End-of-Course 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 Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee 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: MHS 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:

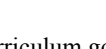

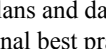





Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Ensure access to the TEKS Resource System for content area teachers.	Principals Instructional Support Specialist Teachers	Teachers are able to login to their individual accounts.			
2) Provide support to aid the teachers in accessing and utilizing the resources in the TEKS Resource System.	Principals Instructional Support Specialist Teachers	Teachers are able to login to their individual accounts. Teachers are referencing the TEKS Resource Systems 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 Focus Document (IFD) in planning curriculum units and daily instruction.	Principals Instructional Support Specialist Teachers	Teachers are referencing the TEKS Resource Systems 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: MHS will facilitate opportunities for campus departments and 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Content/Elective area teachers will meet to align and enhance curriculum goals and instructional plans (i.e., summer planning, department meetings, etc.).</p>	Principals Instructional Support Specialist 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) Department teams will meet to align department goals and expectations.</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>			
<p>State System Safeguard Strategy</p> <p>3) Teacher teams (grade-level or content area or selected) will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavior RTI, 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Content area teachers across grade-levels will meet annually to align curriculum goals (i.e., summer planning).	Principals Instructional Support Specialist Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.	✓		
2) Elective/Program teachers across courses will meet annually to align curriculum/program goals (i.e., summer planning).	Principals Instructional Support Specialist 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: MHS will increase the percentage of students enrolled in advanced and Career and Technology Education (CTE) courses 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Support CTE teachers in attending professional development opportunities to enhance their curriculum and instruction.	Principals Counselor Instructional 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 prerequisite courses, with success. Each CTE course/program curriculum and practices will support the diverse needs of the student populations to ensure all students have an opportunity to earn endorsements.			
2) Pursue funding and resources to expand and support the CTE course offerings and enrollment.	Principals 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.			




<p>3) Continue to align the CTE program with the state and federal guidelines, and the outlined district protocols.</p>	<p>Principals Counselor Instructional Support Specialist CTE Teachers</p>	<p>CTE courses will continue to earn met standard ratings on PDMAS and TAPR.</p> <p>Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS, course guidance documents (AP or Dual Credit), and professional developments.</p> <p>Students will progress through course sequences, including prerequisite courses, with success.</p> <p>Each CTE course/program curriculum and practices will support the diverse needs of the student populations to ensure all students have an opportunity to earn endorsements.</p>			
<p>4) Pursue funding and resources to expand and support the CTE course offerings and enrollment by increasing the number of CTE certified teachers.</p>	<p>Principals Counselor CTE Coordinator</p>	<p>Student enrollment in CTE courses will increase proportionately to the student population and demographics.</p>			
<p>5) Support advanced academic teachers in attending professional development opportunities to enhance their curriculum and instruction.</p>	<p>Principals Counselor Instructional Specialist</p>	<p>Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS, course guidance documents (Pre-AP or AP), and professional developments.</p> <p>Students will progress through course sequences, including prerequisite courses, with success.</p>			
<p>6) Pursue funding and resources to expand and support the advanced academic course offerings and enrollment.</p>	<p>Principals Counselor</p>	<p>Student enrollment in advanced academic courses will increase proportionately to the student population and demographics.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					








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

Performance Objective 5: MHS 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 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>	Principals Counselor	<p>Home Language Surveys will be collected from receiving district or from parent, and reviewed closely.</p> <p>Special Programs will be notified of potential LEP students to determine assessment needs and LPAC requirements.</p>			
<p>State System Safeguard Strategy</p> <p>2) Continue to provide an ESL aide to assist LEP students in the general education classroom.</p>	Special Programs Director Principals	<p>LEP students will receive services according to federal regulations.</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) 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>	Principals Instructional Support Specialist Teachers ESL Aide	<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) Continuous monitoring of LEP and Monitor students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.</p>	<p>Principals Counselor Instructional Support Specialist Teachers ESL Aide</p>	<p>ESL aide 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>5) Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support LEP students.</p>	<p>Principals Counselor Instructional Support Specialist</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">  = 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: MHS will utilize the RTI structure and the Personal Graduation Plan process to address and document 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, Personal Graduation Plans

Summative Evaluation 6:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Implement a campus Response to Intervention (RTI) program that provides tiered intervention and continuous monitoring for struggling and at-risk students.	Principals Counselor Instructional Support Specialist Teachers	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) Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support struggling and at-risk students.	Principals 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. 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) Drop out reduction through credit recovery, attendance monitoring, and student incentives.	Principals Counselors Teachers CIS Staff	Drop out rate will continue to remain 0% by providing students the opportunity to complete the credits needed for graduation. Student attendance will increase. Student behavior, attendance and classroom performance will improve.			










 = 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide opportunities for G/T students to pursue interest and talents through coursework and extra/co-curricular activities.	Principals Counselor	G/T students will participate in a variety of activities that meet their needs as a G/T student.			
2) Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support G/T students.	Principals Instructional Support Specialist	Lesson plans and daily instruction will integrate G/T best practices to enhance and enrich learning for G/T students in the general education classroom.			
3) Support advanced academic teachers in attending professional development opportunities to enhance their curriculum and instruction.	Principals Instructional Support Specialist	Course scope and sequence as well as lesson plans will reflect current standards and best practices as demonstrated in the TEKS and professional development.			
4) Acquire funds and resources to expand and support the Advanced Academic course offerings and enrollment.	Principals Counselor	Student enrollment in advanced academic courses will increase proportionately to the student population and demographics.			
 = 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide training and opportunities to analyze the TEKS through various lens (student data, readiness/supporting, process/content, and vertical alignment) in order to improve curriculum plans and target instruction.	Principals Instructional Support Specialist	Teacher will demonstrate routine use of the Lead4ward resources to review and design curriculum and instructional plans.			
2) Continue to monitor student grades and assessment data to determine student needs for academic and/or counseling program support.	Principals Counselor Teachers	Students' grades will remain at a passing standard (grade of 70 or higher). Students will seek supports from teachers and counseling services when challenges occur. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
3) Support the use of instructional best practices when designing instruction for struggling students in the general education classroom.	Principals Instructional Support Specialist Teachers	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
4) Allocate funds and resources to strengthen instructional materials and practices.	Principals Instructional Support Specialist Department Chairs	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts. 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Monitor student enrollment to identify potential special education students entering the district to minimize gaps in services.</p>	Principals Counselor Special Education Teachers	Counselor will inquire about previous district support during the registration process and will review incoming documents from transferring schools.			
<p>State System Safeguard Strategy</p> <p>2) Employ special education inclusion teachers and aides to assist special education students in the general education classroom and in content mastery (CM).</p>	Principals	<p>Special education students will receive services according to IEP.</p> <p>Special education student 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>	Principals Special Programs Director Counselor Special Education Teachers	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of differentiation strategies to increase content access and mastery.</p> <p>Special education students will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education student 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) Monitor special education students' academic and IEP goal progress.</p>	<p>Principals Counselor Special Programs Director Special Education Teacher</p>	<p>Special education teachers and aides will maintain a support schedule that meets the needs of their assigned special education students.</p> <p>Special education students will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education student 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) Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support special education students.</p>	<p>Principals Special Programs Director Instructional Support Specialist</p>	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of differentiation strategies to increase content access and mastery.</p> <p>Special education students will routinely use their specified accommodations to complete classroom activities.</p> <p>Special education student 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) Support campus efforts with funds and resources to minimize the achievement gap for our special education students.</p>	<p>Principals Special Programs Director Instructional Support Specialist</p>	<p>Special education student 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Continue to monitor student grades and assessment data to determine student needs for academic and/or counseling program support.</p>	Principals Counselor Teachers	<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>2) Allocate funds and resources to strengthen instructional materials and practices.</p>	Principals Instructional Support Specialist Department Chairs	<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>State System Safeguard Strategy</p> <p>3) Allocate funds to provide learning labs, tutoring, remediation, and credit recovery opportunities.</p>	Principals	<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) Ensure students identified as needing dyslexia services are assessed and served as outlined in the state Dyslexia handbook.</p>	Principals Counselor Instructional Support Specialist Teachers	<p>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) Ensure students identified as needing Section 504 services are assessed and served as outlined in the IAP and in the federal and state guidelines.</p>	<p>Principals Counselor Instructional Support Specialist Teachers</p>	<p>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 11: MHS will promote college and career readiness.

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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Support administrators, counselor, and teachers in attending professional development opportunities that promote college and career readiness.	Principals Counselor Instructional Support Specialist	Campus will align practices with the college and career readiness standards and expectations to ensure full integration in activities and instruction. Campus will continue to exceed state expectations in Index 4: Post-Secondary Readiness.			
2) Allocate the funds and resources to expand and support the implementation of college and career services, such as PSAT, TSI, ASVAB, Military partnership, college/career fairs, work study programs, and credit recovery (Grad Point).	Principals Counselor CIS Staff	Campus will align practices with the college and career readiness standards and expectations to ensure full integration in activities and instruction. Campus will continue to exceed state expectations in Index 4: Post-Secondary Readiness.			
3) Maintain the Personal Graduation Plan process for all grade 9-12 students.	Counselor	Students and parents will be informed of this process through parent meetings. Every student has a complete PGP that will enable them to meet the objectives for their designated graduation plan.			
4) Continue efforts to strengthen student access to college admission and financial aid resources.	Principals Counselor CIS Staff	Students and parents will be informed of these resources through parent meeting and Internet postings on the counselor's website. Senior students and parents will utilize the supports and resources for post-secondary opportunities.			








5) Continue implementation of Project Success program.	Principals Counselor 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) Continue researching/implementation of work study program for high school junior and seniors	Principals Counselor CTE Coordinator	Students and parents will be informed of this opportunity through parent meetings, website, and newsletters. 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.			
7) Continue implementation of grad point and other credit recovery opportunities.	Principals Counselor	Students will earn course credits in order to complete the designated graduation plan for their cohort. Drop out rate will continue to be 0%.			
 = 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: MHS will provide ongoing opportunities for student involvement to ensure healthy living.

Evaluation Data Source(s) 1: Health/PE Curriculum, Red Ribbon activities, Safe and Drug free activities, CIS logs

Summative Evaluation 1:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Continue safe and drug free program and Red Ribbon Week activities.	Principals Counselor CIS Staff School Nurse	Decrease of student referrals to office. Students will participate in drug and alcohol awareness prevention activities.			
2) Embed safe and healthy choices lessons through PE/Health curriculum.	Principals Counselor PE/Health Teachers	Lesson plans will document opportunities for students to learn about 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 2: MHS 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) 2: Program summaries, attendance logs, CIS logs, attendance reports, club membership lists, student incentives lists

Summative Evaluation 2:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Resources for character education to include bullying prevention, suicide prevention, and conflict resolution.	Principals Counselors Teachers CIS Staff	The number of student discipline referrals will decrease. The number of bullying incidents will decrease. Students will receive documented services and interventions as needed.			
2) 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			
3) Utilize CIS (mentors, services) and counseling services.	Principals Counselors Teachers CIS Staff School Nurse	Students will be referred to CIS and access counseling services as needed in efforts to improve student performance and well being.			
4) Student involvement through 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 3: MHS will provide an environment in which students feel safe and secure.

Evaluation Data Source(s) 3: 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, handbooks

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Follow and enforce the MHS Student and Parent Handbook for the 2016-2017 school year.	Principals Discipline Committee SRO Team Leaders	Student will demonstrate ownership of guidelines and pride in their school.			
2) Continue contracting the campus Student Resource Officers (SROs) in conjunction with Marion City Hall.	Superintendent Principals Mayor of Marion	Positive and safe learning environment.			
3) Review Code of Conduct discipline policies and procedures	Principals Discipline Committee	Positive and safe learning environment.			
4) Post school rules and expectations throughout the campus.	Principals Counselor Teachers	Student will demonstrate ownership of guidelines and pride in their school.			
5) Educate students and parents on the Code of Conduct and Drug/Gun Free environment, so students can learn in a safe, distraction-free learning environment.	Principals Teachers Parents	100% of students and parents will have signed and returned the drug free/gun free along with the student code of conduct pages from the handbook.			
6) Educate all MHS staff on district and school handbook policies to assure understanding of teach expectations and student code of conduct in a safe, drug-free environment.	Principals Counselor Team Leaders	100% of campus staff will have signed and returned appropriate forms from the district and campus handbooks.			
7) Review campus emergency drills each year, revise plans as needed, provide all staff with copies of the plans, and practice the plan regularly according to all regulations and policies.	Principals Counselor Teachers	Staff and students will demonstrate safety awareness. Emergency drills will be executed successfully.			
8) Continue parking permits in designated areas for student and staff vehicles	Principals	Students and staff will adhere to the parking expectations.			
9) Maintain surveillance cameras throughout campus to monitor activity before, during, and after school hours.	Principals Technology Director	Decrease in irresponsible and criminal activity.			

10) Continue implementation of checklists for systematically inspecting the campus classrooms, areas, and buildings for efficiency and appearance.	Principals Maintenance Director	Building and classroom are well maintained and ready for students.			
11) Use Raptor system to identify and screen visitors to the campus.	Principals HS Office Personnel	Each visitor will obtain a Raptor visitor tag before moving about the building.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: MHS will continue to attract highly qualified personnel.

Evaluation Data Source(s) 1: Website postings, numbers of applicants, job fair attendance

Summative Evaluation 1:










Strategy Description	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	Principals	Job vacancies posted on district website and specialized websites in a timely manner; increase in applications			
2) Continue to make every effort to hire only those teachers who are highly qualified	Principals	100% of teachers hired will be highly qualified			
3) Attend job fairs	Principals	Attendance to job fairs			
4) Continue Memorandum of Understandings (MOUs) with surrounding universities to provide quality student teachers.	Principals Counselor	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 2: MHS will foster and support a positive professional environment.

Evaluation Data Source(s) 2: Documentation of communication, staff recognitions, positive morale

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Timely communication within the campus and district	Principals Counselor CIS Staff Athletic Director Staff	E-mail and meeting documentation			
2) Campus team building opportunities	Principals All Staff	Scheduled team building events			
3) Annual recognitions including Teacher of the Year, Fred Zipp Award, Service Awards	Principals	Teachers and staff feel recognized for their efforts			
4) Annual recognition during Teacher Appreciation Week	Principals Counselor	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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide two days of summer planning for all classroom teachers to updated curriculum documents, lesson plans, and review data.	Principals Instructional Support Specialist	Attendance Rosters and Agenda			
2) Provide AP teachers with summer institute training every two years.	Principals Instructional Support Specialist	AP approved syllabus and lesson plans that align with AP requirements			
3) Continue our Lead4ward training collaboration with supporting district.	Principals Instructional Support Specialist	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.	Principals Instructional Support Specialist	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.	Principals Instructional Support Specialist	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.	Principals Instructional Support Specialist Department Heads	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: MHS will continue to support new teachers joining the campus team.

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

Summative Evaluation 2:









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Utilize the instructional support specialist to assist new teachers	Principals Counselor	Walk through documentation, classroom management and planning, meetings			
2) Utilize a mentor teacher program to support new teachers	Principals Instructional Support Specialist 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.	Principals Instructional Support Specialist	Training agendas, attendance rosters, required certificates			
4) Provide targeted professional development for new teachers.	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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide ongoing campus staff development.	Principals Counselor CIS Staff Instructional Support Specialist	Scheduled staff development; session agendas; attendance rosters			
2) Provide summer technology training (Eduphoria, Google, Website, etc.).	Principals Instructional Support Specialist	Scheduled staff development; session agendas; attendance rosters			
3) Provide TexQuest database training.	Principals Instructional Support Specialists HS Librarian	Scheduled staff development; session agendas; attendance rosters			
4) Ensure completion of annual compliance trainings: Blood-borne pathogen, Sexual Harassment, Suicide Prevention, Bullying Prevention, Child Abuse and Maltreatment.	Principals Instructional Support Specialist	Staff completion of online training as reported in Eduphoria			
5) Provide Mental Health First Aid training to selected staff.	Principals Counselor CIS Staff	Scheduled training; session agendas; attendance rosters			
6) Ensure completion of CPR/AED training for required staff.	Principals Instructional Support Specialist Athletic Director	Scheduled training; session agendas; attendance rosters			
7) Ensure completion of required G/T training: 30-hour and 6-hour update.	Principals Instructional Support Specialist G/T Coordinator	Scheduled training; session agendas; attendance rosters			
8) Ensure completion of CPI training for required staff.	Principals Special Programs Director	Scheduled training; session agendas; attendance rosters			











9) Provide ESC 20 training opportunities.	Principals Instructional Support Specialist Special Programs Director	Certificate of course completion from ESC 20 training.			
State System Safeguard Strategy 10) Provide targeted professional development opportunities for staff member providing support special program students.	Principals 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Provide access to Parent/Student Portal to parents and students.	Principals Counselor	Parents and students access the portal regularly to monitor grades.			
2) Increase staff to parent communication: Phone, E-mail, Conferences, Remind 101.	Principals Counselor CIS Staff Teachers Office Staff	E-mail records, contact logs and conference summaries			
3) Continue to make connections with parents and community: Open House, Awards Program, and Booster Club	Principals Counselor Staff	Scheduled and documented events, classroom sign in sheets			
4) Utilize social media to communicate with parents and community about campus events and achievements.	Principals	Documented social media postings			
5) Promote the use of the High School Community Library computer stations for use in accessing school information.	Principals Counselor CIS Staff 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: MHS will continue to provide campus information to the public in a timely manner.

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

Summative Evaluation 2:








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Use a variety of communication tools to keep updated: campus website, teacher websites, social media, school messenger, and marquee	Principals Counselor Teachers	Effective on-going communication. Increase of parental involvement.			
2) Continue submission of Principal Monthly Board Report to School Board	Principals	Principal newsletters printed and shared in a timely manner, board reports submitted and shared			
 = 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: MHS 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 for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	Apr
1) Promote SHAC events to foster community involvement.	Superintendent School Nurse SHAC members	Scheduled events on campuses, SHAC presence at campus events			
2) Maintain partnership with 18+ transition program	Principals Counselors Director of Special Programs	Successful transition of special education students after high school			
 = 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 Focus Document (IFD) in planning curriculum units and daily instruction.
1	2	1	Content/Elective area teachers will meet to align and enhance curriculum goals and instructional plans (i.e., summer planning, department meetings, etc.).
1	2	3	Teacher teams (grade-level or content area or selected) will meet to monitor student progress and to make decisions about additional student support (e.g., tutoring, academic or behavior RTI, 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	Continue to provide an ESL aide 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	Continuous monitoring of LEP and Monitor students' academic progress and language proficiency to determine appropriate ESL supports and linguistic accommodations.
1	5	5	Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support LEP students.
1	9	1	Monitor student enrollment to identify potential special education students entering the district to minimize gaps in services.
1	9	2	Employ special education inclusion teachers and aides to assist special education students in the general education classroom and in content mastery (CM).
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	Monitor special education students' academic and IEP goal progress.
1	9	5	Support administrators, counselor, and teachers in attending professional development opportunities to enhance their ability to support special education students.
1	9	6	Support campus efforts with funds and resources to minimize the achievement gap for our special education students.
1	10	1	Continue to monitor student grades and assessment data to determine student needs for academic and/or counseling program support.
1	10	3	Allocate funds to provide learning labs, tutoring, remediation, and credit recovery opportunities.
1	10	4	Ensure students identified as needing dyslexia services are assessed and served as outlined in the state Dyslexia handbook.

Goal	Objective	Strategy	Description
1	10	5	Ensure students identified as needing Section 504 services are assessed and served as outlined in the IAP and in the federal and state guidelines.
4	3	10	Provide targeted professional development opportunities for staff member providing support special program students.

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Elizardo Hernandez	Principal
Administrator	Matthew Connor	Assistant Principal
Classroom Teacher	Miles Duelm	Social Studies/Coach
Classroom Teacher	Ellen Langemeier	Special Education
Classroom Teacher	Mary Ortiz	Special Education/ESL
Classroom Teacher	Martha Page	Spanish
Classroom Teacher	Kathy Walsingham	Math/Cheer Sponsor
Classroom Teacher	Benjamin Wiatrek	Special Education/Coach
Non-classroom Professional	Andrea Copeland	CIS Staff
Non-classroom Professional	Robyn O'Bryan	Counselor
Paraprofessional	Diana Rosas	Special Education Aide
Parent	Guadalupe Henke	