

Marshall Independent School District



Dr. Jerry Gibson, Superintendent

2017 – 2018

District Demographics

Enrollment: 5,490

- Ethnicity:
 - » African-American (37.76%)
 - » Hispanic (34.54%)
 - » White (24.03%)
 - » American Indian/Alaskan (0.49%)
 - » Asian (0.44%)
 - » Hawaiian/Pac Island (0.09%)
 - » Two or more (2.66%)
- Economically Disadvantaged: 77.01%
- LEP: 18.80%
- Immigrant: 0.40%
- Military Connected: 1.66%
- Foster Care: 0.84%
- Homeless: 2.88%
- Unaccompanied Youth: 2.88%
- Dyslexia: 0.67%
- Bilingual: 8.11%
- ESL: 10.20%
- Gifted & Talented: 14.57%

Mission

The mission of the Marshall Independent School District is to improve outcomes for all students by providing leadership, guidance and support to schools.

Vision

Marshall Independent School District envisions that each learner is equipped to successfully achieve his or her vision and be a productive, contributing citizen in a global society.

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Goal 1: Academic Performance of All Students

ELAR				
District Goal: Increase the percentage of third grade students reading at or above grade level as measured by STAAR from 61% to 85% by 2022.				
Initiatives/Strategies/ Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Implement Curriculum Advisory Teams to work on unit curriculum pacing guides.	Teachers, Instructional Coaches, Interventionists, Principals, ELAR Coordinator	ELAR TEKS; TEKS Resource System	2017-2018 Meeting with teams every six weeks	Common Assessments every six week; weekly lesson plans, Reflective Practice Model (RPM)
2. Provide literacy instructional coaching to teachers K-12 through classroom visits and Professional Learning Communities (PLCs)	Assistant Superintendent of Curriculum & Instruction; Principals, ELAR Coordinator	Instructional Coaching Training Region 7 Monthly Meetings Book Study- Instructional Coaching by Jim Knight	2017-2018 school year	Sign In sheets; walkthrough documentations
3. Implement Workshop Approach for Reading and Writing K-12 using researched based reading strategies.	Teachers, Instructional Coaches, ELAR Coordinator, Principals	Researched based professional books; Region 7	2017-2018 school year	Professional Development through PLCs; observations; goal setting and providing feedback
4. Increase the percentage of K-3 students mastering	Teachers, Campus administrators,	Read to Ride (grade 3)	2017-2018 school year	Star Renaissance summary reports, Accelerated Reader

reading on grade level as measured by Star Early Literacy and Star Reading.	Instructional Coaches, ELAR Coordinator			
Math				
District Goal: Increase the percentage of third grade students mastering math on grade level as measured by STAAR from 68% to 85% by 2022.				
1. Increase teachers' conceptual understanding of grade level content in mathematics.	Teachers, Administrators, Math Coordinator, Instructional Coaches, Academic Deans	Professional Development: breaking down the grade level TEKS, TEKS Resource System, released STAAR questions, modeling, coaching, PLC trainings,	June 2017-June 2018	PD sign-in sheets teacher classroom evaluations & debriefing, district grade level common assessments, RPM model June 2017-May 2018
2. Increase percentage of African American students meeting expectations on the state STAAR assessment to 60%.	Teachers, Administrators, Math Coordinator, Instructional Coaches, Math Interventionists, Academic Deans	Professional Development: Math Talk & Student Centered Lessons; STAR Renaissance screening, data, tasks, and lessons	September 2017-June 2018	STAR Renaissance performance growth, formative assessment data, district grade level common assessment data, PD sign in sheets September 2017-June 2018
3. 69% of the current second grade students will show a minimum of one years' growth in mathematics understanding and skills.	Teachers, Administrators, Math Coordinator, Instructional Coaches, Math Interventionists	Professional Development: breaking down the grade level TEKS, Math Talk, Student Centered Lessons, Manipulative training;	June 2017 - June 2018	STAR Renaissance performance growth, progress monitoring 3 times beginning, middle, and end of year September 2017-May 2018

		TEKS Resource System, STAR Renaissance screening, data and tasks		
Science				
District Goal: All student academic performance will increase from 62% to 68% district wide.				
Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Increase student-centered lessons in 3rd and 4th grade science that are vertically aligned to 5th grade science.	<ul style="list-style-type: none"> ● Science Coordinator ● Principals ● Academic Deans ● Instructional Coaches 	<ul style="list-style-type: none"> ● Pacing guides, including standards and lesson objectives/ideas vertically aligned to 5th Readiness standards ● Science Coordinator shares instructional strategies and expectations with Instructional Coaches, Academic Deans, and Campus Administrators 	Summer 2017 - May 2018 <ul style="list-style-type: none"> ● Summer professional development ● PLCs throughout school year - Science Coordinator will attend each 3rd and 4th PLC at least once each month 	<ul style="list-style-type: none"> ● Lesson plans ● Common assessment data ● Classroom observations ● Science journals - evidence of science instruction including hands-on activities and students using academic vocabulary

		<ul style="list-style-type: none"> ● Professional development supporting teachers' use of the following documents to plan aligned, student-centered lessons <ul style="list-style-type: none"> ○ TEKS Resource System ○ Vertical alignment documents ○ Released STAAR questions ○ Lesson resources, including TRS, teacher and Science Coordinator ideas ○ Unit pacing guides 		
2. Increase African American student group approaching standard on the Science STAAR tests	<ul style="list-style-type: none"> ● Science Coordinator ● Principals ● Academic Deans ● Instructional Coaches ● Science Teachers 	<ul style="list-style-type: none"> ● Professional development on disaggregating data using DMAC during PLCs and one-on-one 	After each common assessment and benchmark, and ongoing after the first common assessment	<ul style="list-style-type: none"> ● Lesson plans including how teachers are helping their students understand concepts

<p>from 51% in 2017 to 60% in 2018.</p>		<p>meetings to make plans for reteaching</p> <ul style="list-style-type: none"> ○ Whole class instruction ○ Small group instruction 	<ul style="list-style-type: none"> ● Data talks after common assessments and benchmarks ● Discuss and plan what the teachers will do for their struggling learners 	<p>they are struggling with to fill in gaps</p> <ul style="list-style-type: none"> ● Common assessment and benchmark data <ul style="list-style-type: none"> ○ All students ○ Each student group
<p>3. Increase 5th Grade Science STAAR scores from 51% approaching standard in 2017 to 60% in 2018</p>	<ul style="list-style-type: none"> ● Science Coordinator ● Principals ● Academic Deans ● Instructional Coaches ● Science Teachers 	<ul style="list-style-type: none"> ● Modified YAGs ● Pacing guide with focus SEs/concepts ● Lead4ward <ul style="list-style-type: none"> ○ Snapshot: Readiness vs. Supporting ○ IQ document for how SEs have been tested ● Lesson resources available <ul style="list-style-type: none"> ○ Activities <ul style="list-style-type: none"> ○ TRS ○ Teacher and coordinator ideas ○ Pedagogical strategies 	<p>Summer 2017 - May 2018</p> <ul style="list-style-type: none"> ● Summer professional development Biweekly ● PLCs throughout school year - Science Coordinator will attend each 8th grade and Biology PLC at least twice each month, (no 5th Science PLCs - 1 5th grade science teacher/campus) ● Observe each 5th grade, 8th 	<ul style="list-style-type: none"> ● Lesson plans ● Common assessment and benchmark data ● Classroom observations ● Science journals - evidence of science instruction including hands-on activities and students using key concepts and academic vocabulary aligned to STAAR
<p>4. Increase 8th Grade Science STAAR scores from 58% approaching standard in 2017 to 63% in 2018</p>	<ul style="list-style-type: none"> ● Science Coordinator ● Principals ● Academic Deans ● Instructional Coaches ● Science Teachers 			
<p>5. Increase Biology EOC scores from 75% approaching standard in 2017 to 80% in 2018</p>	<ul style="list-style-type: none"> ● Science Coordinator ● Principals ● Academic Deans ● Instructional Coaches ● Science Teachers 			

		<ul style="list-style-type: none"> ● Unit tests, common assessment and benchmark data <ul style="list-style-type: none"> ○ Whole class instruction ○ Small group instruction ○ SEs to spiral back in during warm-ups, future content connections, and assessments ○ SEs to spend more time reviewing 	<p>grade, and Biology teacher weekly or every other week</p> <ul style="list-style-type: none"> ○ Feedback through emails and one on one meetings <p>Once each 6 weeks</p> <ul style="list-style-type: none"> ● Curriculum Advisory Team meetings <ul style="list-style-type: none"> ○ Discuss assessments, planning for upcoming 6 weeks, and data 	
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Social Studies**District Goal: Increase the percentage of all student groups meeting state standard on STAAR by 10%.**

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Use social studies professional development for elementary teachers to include critical thinking, hands on learning and integration across content areas	Campus Administrators, Instructional Coordinator, Instructional Coaches, Interventionists	Region 7 Research Based	Ongoing 2017-2018 School year	Weekly lesson plans, Observations, Walkthrough documentation
2. Teachers will utilize Common Assessments and Benchmarks, data analysis, and timely interventions through PLC dialogue and planning	Campus Administrators, Instructional Coordinator, Instructional Coaches, Interventionists	DMAC	Ongoing 2017-2018 School year - Meetings each six weeks	Common Assessment every six weeks, PLC feedback, Weekly lesson plans
3. Social studies teachers will utilize technology resources for instructional purposes to include interactive	Campus Administrators, Instructional Coordinator, Instructional Coaches, Interventionists	Promethean Training Online textbook training	Ongoing 2017-2018 School year	Weekly lesson plans, Observations, Walkthrough documentation

whiteboards and interactive response systems				
4. Increase performance of African American students meeting STAAR standard by providing that instructional approaches that address students' schema and learning styles	Teachers, Social Studies Instructional Coordinator, Interventionist, Instructional Coaches, Administrators	Diversity training - Learning styles - Book Study - Ruby Payne,	Ongoing 2017-2018 School year	Weekly lesson plans, Observations, Walkthrough documentation

SPED				
District Goal: Increase the number of special education students passing STAAR 3-8 and STAAR EOC by 10%.				
1. Implement Co-teach model in grades 3-12 for all tested subjects.	Campus Administrators, Teachers, Instructional Coaches, Special Education Department, Special Education Director	Region 7, Co-teach handbook, Co-teach toolkit, instructional coaches, professional development, Co-teach rubric	June 2017-June 2018	September 29, 2017-schedules reflect co-teach October 2017/ Feb 2018 Co-teach classroom evaluations, debriefing from Region 7 Monthly training sign in sheets Monthly Campus checkpoints,

				Observation data collected throughout the year, Student performance data collected throughout the year
2. Train special education teachers and co-teachers in LLI (Leveled Literacy Intervention) to increase reading and writing instructional strategies in the classrooms.	Special Education Director, Campus Administration, District ELA Coordinator	District ELA Coordinator, Campus Interventionist, LLI Kit,	June 2017-June 2018	Nov 2017- training March 2018- implementation checkpoint, Student data
3. Include all special education teachers in district wide curriculum training and PLCs to extend their content knowledge and to build collaboration to enhance lesson planning, TEKS alignment, and rigor.	Campus Administrators, Teachers, Instructional Coaches, Special Education Department, Special Education Director, Content Coordinators	District Content Coordinators, PLC documentation form, Instructional coaches, TEKS resources, Lesson plans,	September 2017- June 2018 Meet weekly beginning in September 2017	Monthly check of PLC sign in sheets and lesson plans beginning October 2017
4. Provide ongoing training to all campus staff in effective inclusion practices.	Campus Administrators, Teachers, Instructional Coaches, Special Education Department, Special Education Director, Content Coordinators	Tool Kit of research based strategies, Region 7, District Content Coordinators, SPED department	June 2017-June 2018	Monthly professional development starting October 2017

5. Provide ongoing training in positive behavioral interventions to all campus staff to replace discretionary placements of students with disabilities and to keep students in class.	Campus Administrators, Teachers, Instructional Coaches, Special Education Department, Special Education Director, Content Coordinators, RTI Coordinator	CPI Training with PBIS Strategies, Special Programs Behavior Team, Behavior/Autism Consultant,	June 2017-June 2018	Train district team- October 2017 Train campus staff Nov.2017 Observation data collected throughout the year, Weekly checks of out of placements for SPED/504 students
ELL				
District Goal: Increase the number of ELL students passing STAAR 3-8 and STAAR EOC by 20% and show at least 15% growth.				
1.English I and English II EOC Remediation classes will be offered for students who were not successful (grades 10-12)	Campus Administrators, Teachers, Instructional Coaches, ELAR Coordinator, ESL/Bilingual Coordinator	ELAR Coordinator, Region 7	2017-2017 School Year	Walkthroughs, Benchmarks, student schedules , Data wall,
2. Ongoing sheltered instruction training for teachers EC-12 throughout the school year.	Campus Administrators, Teachers, Instructional Coaches, ELAR Coordinator, ESL/Bilingual Coordinator	ESL/Bilingual Coordinator, Region 7,	2017-2017 School Year	Training throughout 2017-2018 school year, walkthroughs, Student data

3. Use of ELL strategies in PLC planning to incorporate in weekly lesson plans and include ESL teachers during this time.	Campus Administrators, Instructional Coaches, ESL/Bilingual Coordinator	Region 7, Sheltered instruction strategies, ESL/ Bilingual Coordinator,	2017-2017 School Year	Lesson plans, Sign in sheets,
4. Implement a push-in model in grades k-8 where possible and have ESL students with ESL certified core teachers when possible,	Campus Administrators, ESL Teachers, ESL/Bilingual Coordinator	Instructional coaches, professional development,	2017-2017 School Year	Schedules, walkthroughs,

GT/Advanced Academics

District Goal: Increase the percentage of GT students passing STAAR at a meet or masters level by 10%.

1. All teachers will be appropriately trained in GT according to state mandates; Teachers teaching Advanced Placement courses will obtain their 36-Hour AP Institute training	G/T Coordinator, G/T Teacher, Campus Administration	Training Certificates; Region 7; AP Institute	End of First Semester of 2017-18 school year (December 2017)	Training certificates will be obtained from teachers by December 2017 for GT and by September 2017 for AP trainings
2. Students in the GT program will participate in Texas Performance Standards Project (TPSP) units. Teachers will implement at least one unit/project per 12 weeks for	G/T Coordinator, K-5th GT Teachers, Advanced Cohort Teachers, Pre-Ap Teachers, AP	Walkthrough data, Observations, Project displays, Project rubrics	December 15, 2017 and June 1, 2018	Observation data will be collected throughout the school year; Parent Night Evaluation (Spring 2018); Fall Showcase

<p>grades 1-5. Teachers will implement at least one TPSP unit/project for kindergarten students who are identified after January. Students in the advanced academic cohort will participate in Texas Performance Standards Project (TPSP), participate/compete in Texas Historical Association History Fair, or complete one PBL per semester. Students in the grades 9-12 will participate in Texas Performance Standards Project (TPSP) or complete one PBL per semester</p>	<p>Teachers, Content Coordinators, Campus Administration</p>			<p>(November 2017?)And Spring Showcase (May 2018?)</p>
<p>3. 100 % of GT students in grades 3-12 will attain “Approaches Mastery” on STAAR 2017-18.</p>	<p>G/T Coordinator, 3-5th grade GT teachers and tested subject area teachers, Advanced Cohort teachers, Pre-AP and AP Teachers, Content Coordinators, Campus Administration</p>	<p>Walkthrough data, Lesson plans, Observations, Common Assessment data, Benchmark data, STAAR scores</p>	<p>June 2018</p>	<p>STAAR data will be collected and a report will be run to analyze how the GT students scored on their exams by July 2018</p>
<p>4. The percentage of AP students passing AP exams with a score of 3 or higher will increase from 30% to 40% in 2018</p>	<p>G/T Coordinator, AP Teachers, Content Coordinators,</p>	<p>Walkthrough data, College Board approved lesson plans, Observations, Unit</p>	<p>On-going throughout the school year; Final testing results June 2018</p>	<p>Reports will be pulled from college board and results will be analyzed by July 2018</p>

	Campus Administration	Assessment data, Mock AP Test data, AP scores		
5. Ensure unbiased GT identification process	G/t Coordinator, Campus G/T Team, Campus Administration; Region 7	Nomination sheet/data; GTequity.org; Bertie Kingore Materials; Region 7; Parent Evaluation	Kindergarten- January 15, 2018; Grades 1-12- May 30, 2018	Continual research will be done and meetings with Region 7 GT team and CAT GT team will be conducted to ensure that the best assessments are being used to represent the demographics of our district. This is ongoing but periodic checks will be completed. August 2018
6. Parent/ Community Involvement in G/T Program	G/T Coordinator, Campus Administration, GT/ Advanced Academic/ Pre-ap/ AP Teacher, GT Campus Team, Parents, Community Members, Director of	Parent Information Night, Newspaper, Flyers, District Website, Parent Letters, Parent/Community Evaluation Form	June 2018	Information will be obtained from responses from google form from parent night and/ or emails/ phone calls from community members. Information from counselors and GT teachers will also be taken into consideration. This information will be used to evaluate the

	Communications (website), Marshall News Messenger (article)			program and make any necessary changes by August 2018.
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CTE				
District Goal: Increase the number of students passing English EOCs by 5% on each indicator as reported on PBMAS.				
1. Establish regular PLC times each month with agendas to include collaboration with general education core academic teachers.	Director of State and Federal Programs, Associate Principal of High School	Master Schedule	Begin in September 2017 Meet twice monthly beginning in October	Meeting Sign-in sheets Meeting agendas Survey completed at MOY and EOY for program improvements
2. Use writing strategies shared by English teachers in journal writing each week.	Director of State and Federal Programs, Associate Principal of High School, English Teachers, CTE Teachers, ELAR Coordinator	THIEVES strategy Writing Strategies from ELAR Department Meeting Time	October 2017-May 2018 Checkpoint December 2017 Checkpoint 2 February 2018	Journal Entries evaluated by English teachers for future lessons and additional strategies Training agenda Sign-in sheet EOC data
3. Implement ELL strategies to assist ESL students with content and integration of core curriculum	Bilingual/ESL Coordinator	ELL Strategies Sheltered Instruction Strategies SIOP Instructional Materials	September 2017-May 2018 September 21, 2017 January 2018	Lesson Plans Training agenda Sign-in sheet EOC data

4. Develop and implement a plan for training CTE teachers in the best practices and instructional strategies for special education students.	Special Education Director, State and Federal Programs Director, Transition Specialist	Special Education Student Materials Training Materials IEP Reference sheet	August 2017-June 2018 August 28, 2017 November 2017 January 2018 April 2018	Survey completed for effectiveness of training and strategies used EOC data Lesson Plans Training agenda/ Sign In sheet
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Area	Group	Measured	Quantitative Criteria
Attendance	All students in grades Pre-Kindergarten – 12 th grade	ADA for 2017-2018 SY	Annual student attendance will increase from 94.4 % to 95.3%. (2014-2015)

Summative Evaluation	End of Year Accountability Summary (Texas Academic Progress Report)
Formative Evaluation including incremental dates or frequency	Weekly Attendance Report
Person responsible for formative evaluation	Truancy Prevention Facilitator, and Asst. Supt. – HR and Student Services

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Truancy Prevention Facilitators and Campus Behavior Coordinator(s) will work with PEIMS staff to create a system for checking daily ADA to	Asst. Supt – HR and Student Services, Truancy Prevention Facilitator	N/A	Sept 2017 – May 2018	Weekly Attendance reports that track current attendance rates and provide past trends. October 2017 – May 2018.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
ensure accuracy and correct data entry errors.				
2. Campus Behavior Coordinators and Truancy Prevention Facilitators will be trained in the use of the District Truancy Diversion Plan.	Asst. Supt. – HR and Student Services	Monthly Meetings	September 2017 – May 2018	Truancy Prevention Facilitator report on student filings for truancy will be reviewed monthly.
3. SchoolMessenger software system will be used to send automated notifications to parents/guardians regarding student attendance.	Asst. Supt. – HR and Student Services, Director of Communications	SchoolMessenger software	September 2017 – May 2018	Weekly Attendance reports that track current attendance rates and provide past trends. October 2017 – May 2018.

Area	Group	Measured	Quantitative Criteria
Dropout	All students in grades 7 - 12	PEIMS Leaver Report	Annual student dropout will decrease from 0.3 % to 0.2 %. (2014-2015)

Summative Evaluation	End of Year Accountability Summary (Texas Academic Progress Report)
Formative Evaluation including incremental dates or frequency	PEIMS 6-week summary report
Person responsible for formative evaluation	Truancy Prevention Facilitator, and Asst. Superintendent – HR and Student Services

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Monthly meeting(s) with Truancy Officer, Counseling Staff and Campus Behavior Coordinators at MHS and MJHS to review data and coordinate resources of support.	Asst. Supt. – HR and Student Services, Truancy Prevention Facilitator	Monthly Debriefings with appropriate staff	October 2017 – May 2018	PEIMS Leaver Report (October – Last Friday Snapshot Report), January 2018, and June 2018
2. Training: “Students in Poverty” at the Region VII service center	Asst. Supt – HR and Student Services	ESC VII Service Center Staff	October 20, 2017 at ESC VII Center (Kilgore, TX)	PEIMS Leaver Report (October – Last Friday Snapshot Report), January 2018, and June 2018
3. Identify At-Risk students through DMAC and 6-week assessments. Support district staff with resources to provide mentoring opportunities for identified students through counseling and social support services.	Asst Supt. – HR and Student Services	DMAC and Skyward Grade Reports	October 2017 – May 2018	PEIMS Leaver Report (October – Last Friday Snapshot Report), January 2018, and June 2018

Area	Group	Measured	Quantitative Criteria
Graduation/Completion Rate	All students in grades 9-12	PBMAS and TAPR	Annual graduation/completion rate will increase from 89.4 % to 90.4 %. (Class of 2013)

Summative Evaluation	Course completion rate will be analyzed by semester.		
Formative Evaluation including incremental dates or frequency	Students will be monitored for course completion at the end of every 6-week grading cycle.		
Person responsible for formative evaluation	Lead Counselor and Staff		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Support high school with identification process for students in need of interventions. Meet with high school principal to discuss concerns and provide resources.	Asst. Supt. – HR and Student Services	Monthly Meetings	October 2017 – May 2018	Skyward Progress Reports every 6-weeks, TAPR
2. Work with high school to ensure that staffing needs are met in conjunction with the master schedule so that intervention plan(s) can be executed successfully.	Asst. Supt. – HR and Student Services	Briefings with principal as needed	On-going	Benchmarks on student progress indicators based on assessment calendar
3. Skyward parent viewer software to provide access to parents to view academic progress in real time.	Asst. Supt. – HR and Student Services	Skyward Parentviewer program	On-going	Benchmarks on student progress indicators based on assessment calendar

Area	Group	Measured	Quantitative Criteria
ACT/SAT and AP Exams	ACT: 10-12 grade SAT: 10-12 grade AP: 10-12 grade	ACT: 1-36 SAT: 400-1600 AP: 0-5	ACT: 21+ SAT: 1200+ AP: 3+

Summative Evaluation	Reports from ACT and College Board at the end of testing or as students take the ACT exam. Comparisons can be made from reports pulled from data over the past 5 years.
Formative Evaluation including incremental dates or frequency	ACT: N/A (Reports are pulled every summer) SAT: N/A

	AP: Walkthrough data collected- Occurring once per 6 weeks throughout the school year.
Person responsible for formative evaluation	ACT: Suzan Harrison, Principals SAT: Suzan Harrison, Principals AP: Zachary Davis, Suzan Harrison, GT Coordinator, Core Content Area Coordinators, Principals

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. AP Incentives for teacher (Dr. Gibson)	AP teachers, GT Coordinator, Principal, Counselor	MISD Website;	May 2018	Evaluation will be conducted by the creator of the incentive program- unknown time
2. AP Potential- free web based tool to generate rosters of students to score 3+	AP Teachers	AP Potential	Ongoing throughout the school year	Viewing reports that teachers pulled throughout the school year and comparing previous school year's data- June 2018
3. Khan Academy	AP Teachers	Khan Academy	Ongoing throughout the school year	Teacher evaluation can be done at the end of the school year to evaluate if this resource was beneficial- June 2018

4. Go Center	Heather Hill- MHS Go Center Coordinator	Released ACT/SAT Tests	Throughout the year (Fall and Spring) for Junior Students	Cross referencing who attended the practice tests and their actual scores- August 2018
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Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
2.1 Recruitment of New Teachers	New Teacher	New Employee Orientation participation and New Hire Data	18.8% of new hires in 2015-2016 would like to reduce by 3%

Summative Evaluation	New hire rate will be determined at the end of the 1 st instruction day for the new school year.		
Formative Evaluation including incremental dates or frequency	New hire report will be analyzed in January and again in May.		
Person responsible for formative evaluation	Asst. Supt. – HR and Student Services along with HR staff		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Attend local, regional, and state job fairs. Create a schedule that will include campus representatives actively involved in the recruitment of staff.	Asst. Supt. HR and Student Services, Supervisor of Personnel and Employee Management, and the HR staff	Local Funds	March – July 2018	New Employee Orientation Monthly report, New hire report, and the TAPR

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
2. Schedule our local Marshall ISD Job Fair for Spring 2018. Utilize social media and local media forums in order to effectively advertise strong and appealing characteristics of the school district.	HR Staff	Marshall High School Gymnasium, Local Funds	April 2018	New Employee Orientation Monthly report, New hire report, and the TAPR Job Fair Sign-In Log and submitted resumes.
3. Use social media sites more frequently when posting teacher vacancies during the high-peak hiring season.	HR Staff	Linkedin, Facebook, Indeed, University job boards, and Marshall ISD website	March 2018-August 2018	Application will list a place where candidate heard about Marshall ISD to see where recruiting is most effective.

Area	Group	Measured	Quantitative Criteria
2.2 Development of All Teachers	All Teachers	Student Achievement Data	10% increase on all STAAR tested grades and subjects

Summative Evaluation	End of the year STAAR assessment data
Formative Evaluation including incremental dates or frequency	Six weeks common assessment data
Person responsible for formative evaluation	C & I Staff

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Provide instructional coaches at the campus level to provide ongoing support and development for all teachers.	C & I Principals	Title I	August-June	Common and Benchmark Assessment Data
2. Provide on demand trainings after school in identified areas teachers need additional support with.	C &	Title II	November-May	Training Evaluations
3. Structured PLCs at all campuses to provide job-embedded support and trainings with identified areas of concern.	C & I Instructional Coaches Principals	Local Funds	September-May	Surveys and Local and State Assessment Data

Area	Group	Measured	Quantitative Criteria
2.2 Retention of Teachers	All Teachers in Marshall ISD	Skyward Staffing Report through position control	Turnover rate was 28.8% in 2015-2016 as compared to state avg. of 16.5%. Would like to reduce the turnover rate by 3%

Summative Evaluation	Skyward Staffing report provided on the first day of instruction of the school year.
Formative Evaluation including incremental dates or frequency	Every January and May of the school year.
Person responsible for formative evaluation	Asst. Supt. – HR and Student Services

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Evaluate stipend program for competitive rates and marketability. Use data to make recommendations for future budgeting plans.	Asst. Supt. – HR and Student Services, Supervisor of Employee and Personnel Management	2017-2018 MISD Compensation Guidelines	March – May 2018	TAPR, Skyward
2. The MISD Incentive Plan for staff. Provides all staff opportunities to obtain incentive pay for meeting certain annual professional goals.	Asst. Supt. – HR and Student Services, Asst. Supt. – Business and Financial Services	2017-2018 MISD Incentive Plan	2017-2018 SY	TAPR, Skyward
3. Evaluate employee exit interviews to see why employees are leaving the district.	Asst. Supt. – HR and Student Services, Supervisor of Employee and Personnel Management	Employee Exit Survey	September 2018	Employee Exit Survey
4. Manage a personnel budget that remains in surplus so raises may be allotted annually.	Asst. Supt. – HR and Student Services, Supervisor of Employee and Personnel Management	2017-2018 Employee Management Plan; 2018-2019 Base Budget Plan	Annually	Skyward

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
5. Continuously strive to improve Onboarding and Offboarding	HR Staff	N/A	Annually	Surveys from New Employee Orientation; Exit Surveys

Goal 3: Exercise fiscal responsibility through efficient management of resources to enhance the education experience for all students.

Area	Group	Measured	Quantitative Criteria
3.1 Fiscal Management	Personnel with Budgets	2017-2018 Budget	100% of budget will be spent towards student growth and achievement.

Summative Evaluation	Annual audit report and FIRST report
Formative Evaluation including incremental dates or frequency	Budget data and financial reports
Person responsible for formative evaluation	Business Office

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The district will annually review campus and department budget allocations and staffing plans.	Superintendent, Assistant Superintendents, Principals, Directors	N/A	January - June	Approved staffing guidelines, compensation manual, and adopted budget each August
2. Provide training to all necessary district personnel on district financial procedures	Assistant Superintendent for Business and Financial Services	N/A	June - August	Training completed and sign-in sheets
3. Evaluate internal controls	District Admin, Campus Admin, Financial Services Staff	N/A	September - August	Annual report on internal controls
4. Monthly financial reports showing FYTD Budget compared to actual expenditures	Assistant Superintendent for Business and Financial Services	N/A	Monthly	Monthly Financial Packet
5. Follow financial operating procedures as outlined in the Marshall ISD Fiscal Manual.	Superintendent, Assistant Superintendents, Principals, Directors	N/A	September – August	Monthly Financial Packet

Goal 4: Safety/Discipline

Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.1 Expect, promote and support a safe and orderly learning environment by developing personnel through professional development opportunities.	Students of MISD	Student Discipline Data	MISD overall rates of referrals to be reduced by 5%

Summative Evaluation	Skyward Student Discipline Report
Formative Evaluation including incremental dates or frequency	Skyward 6-week Discipline Report
Person responsible for formative evaluation	Asst. Superintendent – Human Resources and Student Services

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1.All Campus Behavior Coordinators will attend Chapter 37 Legislative updates training sponsored by ESC VII	Asst. Supt. – HR and Student Services	ESC VII	November 2017	Accurate PEIMS Discipline Reports with minimal FATAL and coding errors (Every 6 weeks)
2. All Campus Behavior Coordinators will meet monthly to discuss issues and review strategies to improve student discipline systems with Central	Asst. Supt. – HR and Student Services	Monthly Meetings	2017-2018 SY	Accurate PEIMS Discipline Reports with minimal FATAL and coding errors (Every 6 weeks)

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
Administration for guidance and supports.				
3. All campuses will monitor their Emergency Operations Plans and campuses with new construction will create and modify EOPs throughout the school year.	Asst. Supt. – HR and Student Services, Director Facilities Services, LEPC	District EOP (Updated)	November 2017 – May 2018	Safety Drill Reports (Monthly)
4. The District website will maintain a link for anonymous reporting of bullying or harassment incidents amongst students through the use of “Quick Tip”. This system will send notifications to campus and district-level representatives which will initiate investigations.	Asst. Supt. – HR and Student Services	SchoolMessenger, District Website, Email notifications through Google	On-going	Reduction in bullying incidents using PEIMS data (1 report per semester)

Area	Group	Measured	Quantitative Criteria
4.2 Provide consistency and uniformity in school wide discipline management by utilizing resources and improving communication systems.	Students	Campus Discipline Data - Skyward	MISD overall rates of referrals to be reduced by 5%

Summative Evaluation	Skyward Student Discipline Report
Formative Evaluation including incremental dates or frequency	Skyward 6-week Discipline Report

Person responsible for formative evaluation	Asst. Superintendent – Human Resources and Student Services
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Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Campus Behavior Coordinators will work collaboratively to develop a Discipline Matrix system that identifies levels of consequences for student behaviors in order to improve consistency district-wide.	Asst. Supt. – HR & Student Services	Monthly meetings with CBCs, 17-18 Student Code of Conduct	Oct. 22, 2017 – June 7, 2018	Skyward Student Discipline data – 6-weeks
2. All campuses will have PBIS Teams that will receive training in developing systems of supports for promoting safe learning environments.	Asst. Supt. – HR & Student Services	Safe & Civil Schools, DbA	October 2017 – June 2018 (Year 1 of 3 Year implementation)	Skyward Student Discipline data – 6-weeks Student Surveys – yearly Workshop Feedback surveys
3. All campuses will implement a Response to Intervention plan and provide progress monitoring for student support	Asst. Supt. – HR & Student Services, Behavior Specialist	RTI Manual, DMAC	September 2017 – June 2018	DMAC reports pulled monthly to examine referrals
4. Campuses will use the Skyward Student discipline system to ensure that accurate data is recorded for frequent monitoring and analysis by campus and district leadership staff.	Asst. Supt. – HR & Student Services	Skyward	On-going	Skyward Student Discipline data – 6-weeks

Area	Group	Measured	Quantitative Criteria
4.3 Improve or enhance the character of students by providing resources and support needed to create safe and productive learning environments.	Students	Student Discipline Data Student Surveys	MISD overall rates of referrals to be reduced by 5%

Summative Evaluation	Skyward Student Discipline Report
Formative Evaluation including incremental dates or frequency	Skyward 6-week Discipline Report
Person responsible for formative evaluation	Asst. Superintendent – Human Resources and Student Services

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. All campuses will implement Bullying Prevention campaigns during October 2017.	Asst. Supt. – HR & Student Services	David’s Law Statute	Sept. 1, 2017 -	Monthly Incident Reports from Counselors, Skyward Student Discipline Data every 6-weeks
2. Work with campus PBIS Teams to provide resources for their school-wide behavior management initiatives. Use “Maverick Insider” to spotlight student leaders on all campuses.	Asst. Supt. – HR & Student Services	Maverick Insider	Monthly	Monthly Publications and Skyward Student Discipline Data every 6-weeks

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
3. Counselor meetings will provide forums for the sharing of best practices across the district for creating character lessons and guidance materials that address positive student traits.	Asst. Supt. – HR & Student Services, Lead Counselor	Monthly Meetings	On-going	Monthly Incident Reports from Counselors, Skyward Student Discipline Data every 6-weeks
4. Work with outside social service agencies to set-up “wrap-around” services for children in need of social and emotional supports.	Asst. Supt. – HR & Student Services	ETCADA, Communities in Schools	October 2017 – May 2018	Monthly Incident Reports from Counselors, Skyward Student Discipline Data every 6-weeks

Area	Group	Measured	Quantitative Criteria
4.4 Increase parental involvement by providing an array of opportunities for parents to participate with the district.	Parents	Parent Participation Opportunities and Parent Participation	We will host at least 7 activities that parents will have the opportunity to participate in the 17-18 school year.

Summative Evaluation	Parent Surveys
Formative Evaluation including incremental dates or frequency	Yearly
Person responsible for formative evaluation	Assistant Superintendent of C & I

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The C & I department will assist with holding content nights	C & I Department Campuses	Title I	January-April	Parent Participation Sign in Sheets
2. Various departments like SPED, ESL/BE, and CTE will host parent meetings	C & I Department	IDEA, Title III, and Carl Perkins Grants	September-June	Parent Participation Sign in Sheets
3. Host PTA officers' meetings	Asst. Supt. Of C & I	Local Funds	January-April	Parent Participation Sign in Sheets

Area	Group	Measured	Quantitative Criteria
4.5 Increase community involvement by partnering with local colleges, churches, and businesses	Community Stakeholders	Community Partnerships	We will develop and/or expand with at least 4 community partnerships for the 17-18 year.

Summative Evaluation	Community Surveys
Formative Evaluation including incremental dates or frequency	Monthly Community Involvement Activities
Person responsible for formative evaluation	C & I Department

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Continue expanding partnership with Mission Marshall-mentoring and Read to Ride programs	Elem. Principal Asst. Supt. of C & I	Local Funds	October-June	Program Coordinator Feedback and Number of Students Served
2. Look at opportunities to expand partnerships with ETBU, Wiley, and TSTC	MHS Principal Asst. Supt. of C & I	Local Funds	October-June	Number of Partnerships
3. Develop more partnerships with local business	Director of Federal and State Programs	Local Funds	September-June	Number of Partnerships

10 Components of an Effective or Title I Program

1. A comprehension needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Ensure smooth transition for students
8. Measures to include teachers in the decisions regarding the uses of academic assessments
9. Effective, timely additional assistance
10. Coordination and integration of Federal, State, and local services and programs