

# Campus Improvement Plan



Marlin Primary Academy

2016-2017

## Marlin Primary Academy Campus Improvement Plan 2016 – 2017

**Goal 1:** Marlin Primary Academy will effectively deliver a rigorous and relevant curriculum that is aligned to State standards using effective instructional strategies, assessment data, technology, and other effective instructional practices to engage all learners in meaningful learning experiences, in order to meet or exceed State Assessments standards in Math, Reading and Writing or increase scores by 15%

**Objective 1.** Provide opportunities for all students to meet the State's proficient and advanced levels on STAAR ELA, STAAR Math and STAAR Science by using effective methods and instructional strategies that are based on scientific research.

**Objective 2.** Meet the needs of all of our learners, especially at-risk sub-populations, through programming, monitoring, appropriate intervention strategies and staff development.

**Objective 3.** Provide appropriate technology resources to enhance student engagement and to support rigorous, relevant instruction.

**Goal 2:** Provide a safe and civil environment for students and teachers through the use of Positive Behavior Intervention Strategies (PBIS), and reduce discipline referrals by 50% over 2015-2016 school year.

**Objective 1.** Provide classroom structure, procedures, and positive reinforcement strategies, including classroom rewards, for all students and to reduce discipline referrals by 50% over the 2015-2016 school year.

**Objective 2.** Work to eliminate Out of School Suspension (OSS) and discretionary DAEP placements, and reduce In School Suspension (ISS) placements by using positive reward systems, as removal from instruction negatively impacts student achievement.

**Goal 3:** Encourage the active involvement of the parents and the Marlin ISD community in student learning.

**Objective 1.** Keep parents informed about their students' progress and encourage home-school partnerships between the parents and community to promote student achievement.

**Objective 2.** Provide parents with pertinent informational resources.

### Appendix A: State and Federal Mandates

## Marlin Primary Academy Campus Improvement Plan 2016 – 2017

**Mission Statement:** The mission of the Marlin Independent School District as a harmonious, culturally diverse educational organization, which values knowledge as key to success, shall be to create a dynamic learning environment which produces lifelong learners that are productive citizens who ethically and intellectually contribute to the betterment of society.

**Goal 1:** Marlin Primary Academy will effectively deliver a rigorous and relevant curriculum that is aligned to State standards using effective instructional strategies, assessment data, technology, and other effective instructional practices to engage all learners in meaningful learning experiences, in order to meet or exceed State Assessments standards in Math, Reading and Writing or increase scores by 15%

Performance Objective 1:	<i>Provide opportunities for all students to meet the State's proficient and advanced levels on all State assessments by using effective methods and instructional strategies that are based on scientific research.</i>					
	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Align instruction to state standards.	Implement TEKS Resource System curriculum with fidelity in order to align to state standards, achieve high rigor, and achieve high levels of performance on State mandated STAAR exams. Pre-K curriculum will be the Frog Street Press Curriculum exclusively.					
	Principal, Assistant Principals, Teachers	8/22/2016	5/24/2017	TEKS Resource System, Region XII,	PowerWalks, Lesson Plans, CBAs.	Report cards, STAAR performance

Instructional Systems.	Employ the strategies of "The Fundamental Five", "Marzano High Yield" and "Blooms Higher Order Thinking" Strategies in the classroom daily.					
	Principal, Assistant Principals, Teachers	8/22/2016	5/24/2017	Fundamental 5 book, Region XII, PowerWalks program, Local funds.	PowerWalk data	STAAR performance
Student Engagement.	Employ rigorous, engaging, student-centered activities including manipulatives, "hands-on" activities, that are relevant to the student.					
	Teachers	8/22/2016	5/24/2017	TEKS Resource System, Math manipulatives	CBA performance	Report cards, STAAR performance
Monitor student performance and adjust instruction to meet student needs.	Administer Curriculum Based Assessments on a regularly scheduled basis to determine the effectiveness of teaching strategies and to identify which students require additional support.					
	Principal, Assistant Principals, Teachers	9/7/2016	4/26/2017	Eduphoria, TEKS Resource System, Director of Teaching and Learning,	CBA results	Report cards, STAAR performance
Professional development	Provide professional development to the staff on the construction and analysis of short term formative common assessments.					
	Director of Teaching and Learning, Principal; Assistant Principals, Teachers	8/11/2016	5/24/2017	Eduphoria, Director of Teaching and Learning,	Teacher developed CBAs	Report cards, STAAR performance

Provide additional instructional support to students experiencing difficulty meeting State standards.	Provide remedial instruction and re-teaching to students experiencing difficulty meeting State standards through RtI pull-outs scheduled during the school day. Use leveled Literacy Intervention (LLI) materials to improve the reading comprehension of students who are more than 1 grade level behind in Reading.					
	Teachers; Reading Interventionist;	9/5/2016	5/24/2017	CBA results, LLI testing results	CBA results, Report cards	Increased passing rates on STAAR and TELPAS
<b>Performance Objective 2:</b>	<i>Meet the needs of all of our learners, especially at-risk sub-populations, through programming, monitoring, appropriate intervention strategies and staff development.</i>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
English Language Learners	Identify and monitor ELL students and provide appropriate support through a content based model by certified teachers familiar with the LPAC process.					
	Principal, Assistant Principal, Teachers	8/22/2016	5/24/2017	ESL Coordinator	CBA performance	TELPAS scores, STAAR performance
Limited English Proficiency	LEP students will meet or exceed a passing rate on STAAR of 60% through additional academic support during the school day.					
	Principal, Assistant Principal, Teachers	8/22/2016	5/24/2017	TCMCP, Region III	CBA scores, Report cards, TELPAS results	Number of LEP students showing improvements on STAAR

Special Education: Inclusion	Place all students with disabilities (excluding Life Skills) in regular education classrooms with highly qualified teachers and inclusion specialists. Monitor the progress and maintain appropriate records on all students who are disabled.					
	Teachers, Principal, Assistant Principal, Spec. Ed. Teacher & Staff Members	8/22/2016	5/24/2017	Director of Special Education	Student progress reports, ARD meeting minutes, student IEPs, CBA results.	Report cards, STAAR results.
Special Education Identification	Reduce the number of Special Education placements by more accurately identifying students with special needs through the implementation of an effective RTI program by regular teachers and subject area specialists.					
	Principal; Assistant Principal, Teacher Spec. Ed. Teacher	8/22/2016	5/24/2017	Director of Special Education	Number of Special Education referrals	Report cards, STAAR results
504	Review data, plan, and maintain records of students who qualify under 504. Ensure that classroom and testing accommodations are followed, provide screening for dyslexia.					
	Dyslexia Screener; Assistant Principal, Principal, Teachers;	8/22/2016	5/24/2017	504 Coordinator	CBA results	Report cards, STAAR results.

<b>Performance Objective 3:</b>	<i>Provide appropriate technology resources to enhance student engagement and to support rigorous, relevant instruction.</i>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educational Technology	Increase active student involvement and student-centered instruction through the use of educational technology, by providing students and teachers with interactive online resources, productivity tools, and communication tools to enhance traditional instructional methods.					
	Director of Technology, Teachers	8/22/2016	5/24/2017	IMA, local funds	Teacher lesson plans, Powerwalk data	Lesson Plans, Powerwalk notes

**Goal 2:** Provide a safe and civil environment for students and teachers through the use of Positive Behavior Intervention Strategies (PBIS), and reduce discipline referrals by 50% over 2015-2016 school year.

<b>Performance Objective 1:</b>	<i>Provide classroom structure, procedures, and positive reinforcement strategies, including classroom rewards, for all students and to reduce discipline referrals by 50% over the 2015-2016 school year.</i>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
School-wide PBIS program.	Implement a system of PBIS within each classroom based on the Tough Kids program including class rules and procedures, and rewards for good behavior.					
	Teachers, Principal, Assistant Principal	8/15/2016	5/24/2017	Tough Kids program	Student conferences with Administration..	PEIMS discipline report

Positive reinforcement	Teachers who are frequently observed using excessively negative, punitive, or humiliating forms of classroom discipline will be required to submit a corrective action plan to the principal.					
	Principal; Assistant Principal, Teacher, School Counselor	8/22/2016	5/24/2017	Campus Principal	teacher documentation, Student conferences..	Report card, STAAR results.
On Campus Intervention (OCI)	Students who do not respond to regular classroom PBIS strategies will be placed into an OCI classroom where they will be taught acceptable social behaviors and receive counseling to help resolve problems					
	Principal, Assistant Principal, Teacher, Counselor, OCI teacher	8/22/2016	5/24/2017	Campus Principal, OCI teacher	Student conferences with Administration	Reduced incidences of multiple disciplinary placements
<b>Performance Objective 2:</b>	<b><i>Work to eliminate Out of School Suspension (OSS) and discretionary DAEP placements, and reduce In School Suspension (ISS) placements by using positive reward systems, as removal from instruction negatively impacts student achievement.</i></b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
OSS and DAEP	Eliminate OSS and discretionary DAEP placements					
	Principal, Assistant Principal	8/22/2016	5/24/2017	Principal, Assistant Principal	Student conferences with Administration	PEIMS discipline reports.
ISS	Consider ISS placement for short terms only, and when student safety is a consideration.					



	Principal, Assistant Principal	8/22/2016	5/24/2017	Principal, Assistant Principal	Student conferences with Administration	PEIMS discipline reports.
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**Goal 3:** Encourage the active involvement of the parents and the Marlin ISD community in student learning.

<b>Performance Objective 1:</b>	<i>Keep parents informed about their student's progress and encourage home-school partnerships among the parents and community to promote student achievement.</i>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student progress reporting to parents	Send home progress reports every 3 weeks and report cards every 6 weeks.					
	Teachers, Secretary	08/24/2016	5/24/2017	PEIMS, Parent Portal, Texas Gradebook	Signed progress reports, and report cards.	Parent Survey
Teacher collaboration with parents	Contact parents and set up conferences when academic or behavioral concerns arise.					
	Principal; Assistant Principal, Teacher, School Counselor	8/22/2016	5/24/2017	Campus secretary	teacher documentation, CBA results, progress reports.	Report card, STAAR results.

Building home-school relationships	Hold events at the school that encourage students' parents and families to help form relationships with faculty and staff. These events include "meet the teacher", and "Open House" opportunities.					
	Principal, Assistant Principal, Teacher	8/22/2016	11/31/2015	Cafeteria staff, maintenance and custodial staffs.	Increased attendance at community functions.	Increased communication between teachers and parents.
Community Involvement	Present a Christmas and Spring musical program each year. Present musical performances at Marlin High School.					
	Music Teacher; Teachers;	8/22/2016	5/24/2017	Use of cafeteria	Attendance at program.	Parent survey
<b>Performance Objective 2:</b>	<b><i>Provide parents with pertinent informational resources.</i></b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
Policies and Procedures	Provide copies of the student handbook and student code of conduct on-line or in print if requested.					
	Principal; Secretary	8/17/2015	8/21/2016	District web site	Parent signature sheets.	Parent surveys.
Policies and Procedures	Provide parents of disabled students with a copy of procedural safeguards annually.					
	Spec. Ed., Teacher; Principal	8/22/2016	5/24/2017	Director of Special Education	Parent feedback.	ARD minutes, parent signatures on required documentation.

Federal Programs: Title I	Hold a Title I informational meeting for parents each semester to explain, discuss, gain input, and evaluate the Parental Involvement/Compact aspect of the school.					
	Principal, Assistant Principal;	1/24/2016	5/24/2017	Marlin Primary Academy Cafeteria	Attendance at meeting.	Feedback from parent evaluation.

## APPENDIX A: STATE AND FEDERAL MANDATES

<b>Performance Objective 1:</b>	<b>Bullying Prevention</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Bullying Prevention	All campuses will implement and support MISD anti-bullying policies, guidelines and procedures designed to reduce bullying.					
	Principal; Counselor	8/22/2016	5/25/2017	Campus budgets	Discipline referrals	Discipline reports
Bullying Prevention	All faculty and administrators will watch on-line bullying video training series.					
	Teachers; Principal; Counselor	8/22/2016	5/25/2017	Texas School Safety Center website.	Documentation of video training completion.	Bullying reports

<b>Performance Objective 2:</b>	<b>Child Abuse and Sexual Abuse Prevention</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Child Abuse and Sexual Abuse Prevention	All faculty will receive training on recognizing child abuse, the legal responsibilities and procedures for the reporting of child abuse.					
	Teachers; Principal; Counselor; Nurse,	8/22/2016	5/25/2017	Texas Department of Family Services website	Completion certification.	Completion certification.
Child Abuse and Sexual Abuse Prevention	All faculty will support and implement the MISD policies, guidelines and procedures for reporting child abuse					
	Teachers; Principal; Nurse ; Counselor	8/22/2016	5/25/2017	MISD Board policy	Counselor documentation	Counselor documentation

<b>Performance Objective 3:</b>	<b>Coordinated Health - SHAC Council</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Coordinated Health - SHAC Council	The SHAC council will meet 4 times a year.					
	Nurse ; Principal; SRO , Cafeteria Manager	8/22/2016	5/25/2017	Local funds	Minutes of SHAC meeting	Minutes of SHAC meeting
Coordinated Health - SHAC Council	The council will provide the MISD Board an annual report of their activities for the year.					
	Nurse; Principal; SRO, Cafeteria Manager	8/22/2016	5/25/2017	Local funds	Report to Board	Board minutes
	<b>Dating Violence Awareness</b>					

<b>Performance Objective 4:</b>						
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Dating Violence	Provide staff training on relationship abuse awareness, detection and prevention					
	Principal; Counselor	8/22/2016	5/25/2017	Counselors, DARE officer, School nurse.	Anecdotal campus report	Discipline referrals
Dating Violence	The school counselor will conduct guidance lessons on conflict resolution and how to promote healthy relationships.					
	Counselor; Teachers	8/22/2016	5/25/2017	School counselor	Anecdotal campus report	Discipline referrals
<b>Performance Objective 5:</b>	<b>Discipline Management - Safe Environment</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Discipline Management	Provide training in Positive Behavior Management Strategies through Tough Kids training.					
	Teachers; Principal	8/22/2016	5/25/2017	Principal	Sign in sheets	Discipline referrals

Discipline Management	Implement alternative options to ISS or DAEP placement, such as an OCI program.					
	Principal; Teachers	8/22/2016	5/25/2017	Administrators	Skyward	Monthly discipline reports.
<b>Performance Objective 6:</b>	<b>Drug and Alcohol Abuse Prevention</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Drug and Alcohol Abuse Prevention	Implement the DARE curriculum at the 5th grade, 7th grade, and 11th grade in order to decrease the tendency of students to become involved in drug and alcohol abuse.					
	Teachers	8/22/2016	5/25/2017	DARE officer	Anecdotal campus reports	DARE completion diplomas
Drug and Alcohol Abuse Prevention	Present a DARE/Red Ribbon Week annually, with a pep-rally and daily themes.					
	Principal	10/27/2014	11/7/2014	DARE officer, Cheerleaders, Band	Anecdotal campus reports	Pep rally schedule



<b>Performance Objective 7:</b>	<b>Gifted and Talented Program</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Gifted and Talented Program: Elementary	Identify Gifted and talented students through accepted testing and identification protocols, and provide advanced academic opportunities by G/T certified teachers through pullout classes, special projects,					
	Teachers; Principal; Director of Teaching and Learning	8/22/2016	5/25/2017	Region III, Title IIA	Teacher lesson plans, results of walk-through observations.	Report cards, achieving commended scores on STAAR.
Gifted and Talented Program: Elementary	Require teachers to gain G/T certification within 1 year of employment.					
	Principal	6/9/2014	8/21/2015	Region III	Workshop attendance	Educator certificate
Gifted and Talented Program: All Levels	Provide training on developing different classroom strategies to provide rigorous and engaging instruction for gifted and talented students.					
	Principal	8/18/2014	8/22/2014	Region III	Sign-in sheets	Sign-in sheets
<b>Performance Objective 8:</b>	<b>Highly Qualified Teachers and Paraprofessionals</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>

Highly Qualified Teachers and Paraprofessionals	Recruit highly qualified teachers and staff by offering an attractive salary and benefits package, advertising position openings on several educational job posting sites, job fairs, and the district web site.					
	Principal	5/2/2014	8/14/2015	Region III, TASA, district web site	Number of visits to the job posting sites, number of completed applications.	Number of highly qualified faculty and staff hired.
Highly Qualified Teachers and Paraprofessionals	Provide teachers and staff with professional development opportunities to maintain highly qualified status, and improve professional capability and satisfaction. New teachers will be paired with experienced team mentors,					
	Principal	8/18/2014	1/12/2015	Region III, Title II A	Professional Development records.	Retention of highly qualified faculty and staff.

<b>Performance Objective 9:</b>	<b>Suicide Prevention</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Provide training is suicide prevention	Faculty and staff will receive training in preventing student suicide.					
	Counselor	8/18/2014	8/22/2014	Region III	Training sign-in sheets	Training sign-in sheets
<b>Performance Objective 10:</b>	<b>College and Post-Secondary Readiness</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
College and Post-Secondary Readiness: All Levels	Create a culture of college and redefine and support post-secondary career education options in order to best serve all students.					
	Teachers; Principal; Counselor	8/22/2016	5/25/2017	Local funds	Graduation plans, student CTE career tracks	Graduation Surveys

College and Post-Secondary Readiness: All Levels	Align college readiness assessments, including STAAR, TSI, SAT, and ACT, and design an intervention framework to ensure college or post-secondary readiness for all students.					
	Teachers; Principal; Counselor	8/22/2016	5/25/2017	Local funds	Graduation plans, CTE career tracks	Graduation tracker data
<b>Performance Objective 11:</b>	<b>Marlin Primary Academy will conduct a Comprehensive Campus Needs Assessment.</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Comprehensive Needs Assessment	Examine student, teacher, school and community strengths and weaknesses using a variety data gathered from multiple sources.					
	Principal; Director of Teaching and Learning; Superintendent	6/9/2014	5/25/2017	Local Funds, eduphoria, Region III, TAPR	Surveys and objective data	Campus Improvement Plan
<b>Performance Objective 12:</b>	<b>Coordination and Responsible Use of Fiscal Resources</b>					
<b>Need Addressed</b>	<b>Action Step(s)</b>					
	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>

Coordination and Responsible Use of Fiscal Resources	Coordinate and integrate Federal, State and Local funds efficiently and responsibly.					
	Principal	6/9/2014	5/25/2017	Business manager, Superintendent	Budgets, audits	FIRST report