

# Campus Improvement Plan



Marlin Elementary School  
2018-2019

## Marlin Elementary School Campus Improvement Plan 2018 – 2019

**Goal 1:** The percentage of students achieving approaches grade level on STAAR will increase by 8 percentage points on each STAAR test.

**Objective 1.** Teachers will deliver rigorous, engaging instruction in which expected student outcomes for each lesson is aligned with expected student skills on the STAAR test.

**Objective 2.** Teachers will administer a Curriculum Based Assessment every 3 weeks, using the results to adjust instruction in a way which re-teaches concepts or skills students demonstrated a deficiency in and to accelerate or enrich concepts or skills students demonstrated mastery.

**Objective 3.** Teachers will provide small group Tier 2 intervention, and 1-on-1 Tier 3 intervention for students not mastering STAAR skills through the delivery of Tier 1 instruction.

**Goal 2:** Reduce office discipline referrals by 25% from 2017-2018 school year.

**Objective 1.** Each teacher will develop classroom procedures and routines which allow students to self-manage their needs and movement throughout the classroom to the greatest extent which is age level appropriate.

**Objective 2.** Students assigned time in On Campus Intervention (OCI) will receive mild, short term intervention on desired behaviors as well as Conscious Discipline based conflict resolution.

**Goal 3:** The campus and community will work together to build a culture of literacy.

**Objective 1.** Marlin Elementary School will host Parent Literacy Nights to increase parent knowledge regarding PK-5 literacy skills.

**Objective 2.** Utilize community resources to positively reinforce student achievements in reading

### Appendix A: State and Federal Mandates

## Marlin Elementary School Campus Improvement Plan 2018 – 2019

**Mission Statement:** *We will be proficient in Reading, Writing, and Math*

**Goal 1:** The percentage of students achieving approaches grade level on STAAR will increase by 8 percentage points on each STAAR test.

<b>Performance Objective 1:</b>	<i>Teachers will deliver rigorous, engaging instruction in which expected student outcomes for each lesson is aligned with expected student skills on the STAAR test.</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 Principal, Teachers	8/28/2018	6/4/2019	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	8/28/2018	6/4/2019	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	8/28/2018	6/4/2019	TEKS Resource System, Math manipulatives	CBA performance	Report cards, STAAR performance
<b>Performance Objective 2:</b>	<i>Teachers will administer a Curriculum Based Assessment every 3 weeks, using the results to adjust instruction in a way which re-teaches concepts or skills students demonstrated a deficiency in and to accelerate or enrich concepts or skills students demonstrated mastery.</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>
Professional Development	Teachers will become proficient in utilizing technology to desegregate data in order to identify areas of need and areas of acceleration					
	Principal, Assistant Principal, ESC Region 12	08/13/2018	06/04/2019	Eduphoria	Teacher data checkpoints	T-TESS
On-going monitoring of Readiness TEK mastery	Teachers will consistently assess and re-asses levels of mastery of readiness and highly tested TEKS to ensure progress for all students					

	Teachers	09/10/2018	05/24/2019	Eduphoria, STAAR Released Tests, Lead4Ward	CBA data	CBA performance, STAAR performance
<b>Performance Objective 3:</b>	<i>Teachers will provide small group Tier 2 intervention, and 1-on-1 Tier 3 intervention for students not mastering STAAR skills through the delivery of Tier 1 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>
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	8/28/2018	6/4/2019	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	8/28/2018	6/4/2019	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	8/28/2018	6/4/2019	Director of Special Education Co-operative	Student progress reports, ARD meeting minutes, student IEPs, CBA results.	Report cards, STAAR results.
	Principal; Assistant Principal, Teacher Spec. Ed. Teacher	8/28/2018	6/4/2019	Director of Special Education Co-operative	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;	8/28/2018	6/4/2019	504 Coordinator	CBA results	Report cards, STAAR results.

**Goal 2:** Reduce office discipline referrals by 25% from 2017-2018 school year.

<b>Performance Objective 1:</b>	<i>Each teacher will develop classroom procedures and routines which allow students to self-manage their needs and movement throughout the classroom to the greatest extent which is age level appropriate.</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 behavior structures.	Implement a Conscious Discipline program including universal school rules, common area expectations and classroom procedures and routines.					
	Teachers, Principal, Assistant Principal	8/15/18	06/04/19	Conscious Discipline	Parent and Student conferences with Administration.	PEIMS discipline report
<b>Performance Objective 2:</b>	Students assigned time in On Campus Intervention (OCI) will receive mild, short term intervention on desired behaviors as well as Conscious Discipline based conflict resolution.					
<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>
Professional Development.	OCI staff will receive additional, on-going training in behavior intervention strategies					
	ESC Region 12	8/15/18	06/04/19	Conscious Discipline	Reduced re- occurrence of disruptive or unsafe student behavior	PEIMS discipline report

**Goal 3:** The campus and community will work together to build a culture of literacy.

<b>Performance Objective 1:</b>	<i>Marlin Elementary School will host Parent Literacy Nights to increase parent knowledge regarding PK-5 literacy skills.</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>
Increase home support for literacy development	Teachers will develop easy-to-use home resources to address basic literacy skills and facilitate ways to implement					
	Campus Leadership Team	8/13/18	04/25/19	TEKS Resource System, Released STAAR Test, Reader's Workshop, Fountas & Pinnell	Parent Literacy Night sign in sheets	Student reading scores
<b>Performance Objective 2:</b>	Utilize community resources to positively reinforce student achievements in reading					
<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>
Positive Reinforcement	Teachers will solicit support and donations from community businesses					
	Campus Leadership Team	8/15/18	06/04/19	Staff time	Community member volunteer hours, community donations	Parent Literacy Night attendance, student reading scores



**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	8/13/2018	8/24/2018	Campus budgets	Discipline referrals	Discipline reports
Bullying Prevention	All faculty and administrators will watch on-line bullying video training series.					
	Teachers; Principal; Counselor	8/13/2018	8/24/2018	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,	8/13/2018	8/24/2018	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	8/27/2018	6/4/2019	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; Cafeteria Manager	8/27/2018	6/4/2019	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; Cafeteria Manager	8/27/2018	6/4/2019	Local funds	Report to Board	Board minutes
<b>Performance Objective 4:</b>	<b>Dating Violence Prevention</b>					

Need Addressed	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Dating Violence	Provide staff training on relationship abuse awareness, detection and prevention					
	Principal; Counselor	8/27/2018	6/4/2019	Counselors, 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	8/27/2018	6/4/2019	School counselor	Anecdotal campus report	Discipline referrals
<b>Performance Objective 5:</b>	<b>Discipline Management - Safe Environment</b>					
Need Addressed	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Management	Provide training in Positive Behavior Management Strategies through Conscious Discipline training.					
	Teachers; Principal	8/27/2018	6/4/2019	Principal	Sign in sheets	Discipline referrals
Discipline Management	Implement alternative options to ISS or DAEP placement, such as an OCI program.					

	Principal; Teachers	8/27/2018	6/4/2019	Administrators	Taxis	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	8/27/2018	6/4/2019	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	10/29/2018	11/02/2019	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	8/27/2018	6/4/2019	Region XII, Title IIA	Teacher lesson plans, results of walk-through observations.	Report cards, achieving commended scores on STAAR.
Gifted and Talented Program: Elementary	Require teachers serving G/T students to obtain G/T certification within 1 year of employment.					
	Principal	8/13/2018	8/12/2019	Region XII	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	8/27/2018	6/4/2019	Region XII	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	8/27/2018	6/4/2019	Region XII, 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	8/27/2018	6/4/2019	Region XII, 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	08/13/2018	08/24/2018	Region XII	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	8/27/2018	6/4/2019	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	8/27/2018	6/4/2019	Local funds	Graduation plans, CTE career tracks	Graduation tracker data
<b>Performance Objective 11:</b>	<b>Marlin Elementary School 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	8/27/2018	6/4/2019	Local Funds, Eduphoria, Region XII, TAPR	Surveys and objective data	Campus Improvement Plan
<b>Performance Objective 12:</b>	<b>Coordination and Responsible Use of Fiscal Resources</b>					

Need Addressed	Action Step(s)					
	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Coordination and Responsible Use of Fiscal Resources	Coordinate and integrate Federal, State and Local funds efficiently and responsibly.					
	Principal	7/1/2018	6/30/2019	Business manager, Superintendent	Budgets, audits	FIRST report