

## Marshall High School



**Tina Brown, Principal**  
**2017 – 2018**

Dr. Jerry Gibson – Superintendent

Marshall Independent School District

### Campus Demographics

|                   |       |                            |       |
|-------------------|-------|----------------------------|-------|
| African American  | 39.1% | Economically Disadvantaged | 64.8% |
| Hispanic          | 28.9% | English Language Learners  | 3.9%  |
| White             | 29.9% | At-Risk                    | 57.3% |
| Two or more races | 1.5%  | Special Education          | 7.5%  |
| Other             | .6%   | Gifted & Talented          | 23.9% |

### Mission

The Maverick Family will provide an encouraging learning environment structured with safety, respect, and academic excellence in order to nurture enriching educational experiences.

## Vision

M - Motivation

A - Accountability

V - Values

S - Success

**CIP Committee**

| <b>Name of Campus Improvement Team Members</b> | <b>Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)</b> |
|--|--|
| Tina Brown                                     | Administrator  |
| Tiffany Best-Jolly                             | Administrator  |
| Joy Holloway                                   | Teacher  |
| Candice Jamarik                                | Teacher  |
| Erika Zeller                                   | Counselor  |
| Joe Sears                                      | Teacher  |
| Susan Arabie                                   | Teacher  |
| Tyrone Robinson                                | Teacher  |
| Amanda Skinner                                 | Teacher  |
| Colby Porter                                   | Teacher  |
| Kyle Nichols                                   | Teacher  |
| Lisa Stampley                                  | Teacher  |
| Kyle Wolf                                      | Teacher  |
| Amecia Paley                                   | Teacher  |
| Amber White                                    | Teacher  |
| Karyn Webb                                     | Teacher  |
| Rick Ford                                      | Teacher  |
| Ashley Dukes                                   | Teacher  |
| Sheryl Kelehan - Parent                        | Parent   |
| James Runnels - Parent                         | Parent   |

**Goal 1: Academic Performance of All Students**

| 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 |
|---|---|-------------|---|--|
| <b>All Groups and All Subjects</b>  |   |             |   |  |
| <b>Campus Goal: All student academic performance will increase by 5%.</b>   |   |             |   |  |
| 1. Interventionists will work with students that are struggling daily.  | Admin, and Interventionist  | Title I     | September 18 - June 7, 2018                             | Common Assessments   |
| 2. Instructional Coaches will aide teachers with research-based practices.  | Instructional Coaches   | Title I     | September 18 - June 7, 2018                             | Common Assessments, Lesson Plans   |
| 3. Utilize Universal Screener-Star Renaissance.   | Admin, Teachers, Interventionist, Coaches                                       | Local       | BOY<br>MOY<br>EOY                                       | Renaissance Diagnostic Reports   |
| 4. Small group instruction will be implemented in every classroom.  | Admin, Coaches  | Local       | 2017 - 2018   | Walkthroughs, Lesson Plans   |
| 5. Every subject will journal 3 times a week.   | Admin, Coaches  | Local       | 2017 - 2018   | Monitoring Journals  |
| <b>ELAR</b>   |   |             |   |  |
| <b>Campus Goal: By June 2018, 54% of all ELAR students will meet established standards on the state assessments, and increase EOC performance in each sub population by 5%.</b> |   |             |   |  |
| 1. Students will increase reading stamina by engaging in sustained reading.   | Teachers, Instructional Coach, Administrators                                   | Local funds | September 18, 2017 - June 7, 2018                       | Formative and Informal Assessments, Lesson Plans   |

|   |  |  |   |   |
|---|--|--|---|---|
| <p>2. Diversified texts will be read by all students to increase a more worldly cultural awareness.</p>               | <p>Teachers and Instructional coach</p>  | <p>Library, Internet Scholastic Non Fiction Readers with 199 Funds</p> | <p>Various texts will be read throughout the year by genre units</p>      | <p>Formative and Informal Assessments and Lesson Plans</p>                |
| <p>3. Fundamental reading, writing, vocabulary, and speaking skills will be strategically taught in unit lessons.</p> | <p>Teachers, Interventionist, Instructional Coach</p>                            | <p>N/A</p>   | <p>Students will review different skills weekly per the unit lessons</p>  | <p>Formative and Informal Assessments, Lesson plans, and Walkthroughs</p> |
| <p>4. Students will engage in purposeful strategies for EOC and ACT/SAT tests.</p>                                    | <p>Teachers, Interventionist, Instructional Coach, and Campus Administrators</p> | <p>N/A</p>   | <p>3 week checkpoint tests, 6 week common assessments, and benchmarks</p> | <p>Formative and Informal Assessments, Data Room</p>                      |
| <p>5. Inferencing will be integrated in every lesson.</p>   | <p>Teachers, Interventionist Instructional Coach, Campus Administrators</p>      | <p>N/A</p>   | <p>Week 2 of school year and will continue daily/weekly</p>               | <p>Formative and Informative Assessments, Data Room</p>                   |

| <b>Math</b>  |   |   |  |  |
|--|---|---|--|--|
| <b>Campus Goal: By June 2018, 62% of all Alg 1 students will meet established standards on the state assessments, and increase EOC performance in each sub population by 5%.</b> |   |   |  |  |
| 1. Teachers will implement small group instruction in their classes.   | Teachers, Instructional Coaches, Campus Administrators, Interventionists, Team Lead |   | Sept. 11, 2017-Jun. 8, 2018            | Formative and informal assessments, power walks by administrators, PLC discussions and modeling  |
| 2. Teachers will differentiate instruction with and without the calculator.  | Teachers, Instructional Coaches, Campus Administrators, Interventionists, Team Lead | Materials created by Faye Whitlow and Interventionist | Sept. 11, 2017-Jun. 8, 2018            | Formative and informal assessments, power walks by administrators, PLC discussions and modeling. |
| 3. Teachers will analyze student work in PLCs based on sub-pops.   | Teachers, Instructional Coaches, Campus Administrators, Interventionists, Team Lead | Student Work  | Every two weeks after each major grade | PLC discussions  |
| 4. Utilize Math Models 9 and 11 to push Algebra 1 testers to passing.  | Teachers, Instructional Coaches, Interventionist                                    | N/A   | Sept. 11, 2017-Jun. 8, 2018            | Benchmarks, Common Assessments, PLC discussion   |
| 5. Students will use Interactive Notebooks.  | Teachers, Instructional Coaches, Campus Administrators,                             | Local   | Sept. 11, 2017-Jun. 8, 2018            | PLC discussion, analyze student work, modeling   |

|  |                                    |             |                                      |   |
|--|------------------------------------|-------------|--------------------------------------|---|
|  | Interventionists,<br>Team Lead     |             |                                      |   |
| <b>Science</b>   |                                    |             |                                      |   |
| <b>Campus Goal: By June 2018, 83% of all science students will meet established standards on the state assessments.</b>                      |                                    |             |                                      |   |
| 1. Each science teacher will select 2 students from ELL, African American, and SpEd populations to mentor and support academically.          | Department Chair                   | N/A         | September 25, 2017 -<br>May 11, 2018 | Common assessments<br>& benchmark exams                               |
| 2. Students will be empowered to graph and track their own progress with the TEKS.   | Department Chair                   | Local Funds | September 11, 2017 -<br>June 7, 2018 | Common<br>Assessments<br>Journal Tracking                             |
| 3. Daily launch focus on “growth mindset” in ALL areas including representation and pride of school, family, community, race, and ethnicity. | Department Chair                   | N/A         | September 11, 2017 -<br>June 7, 2018 | Weekly self-reflection<br>writing about growth<br>and representation. |
| 4. Weekly TEKS Concept writing   | Department Chair<br>& Team Leaders | Local Funds | September 11, 2017 -<br>June 7, 2018 | Open ended question<br>assignments in<br>journal                      |
| 5. Students will be given the opportunity to teach the concept to the teacher or video teaching the concept to someone else.                 | Department Chair<br>& Team Leaders | N/A         | Once per six weeks                   | Class assignments<br>and lesson plans                                 |

| <b>Social Studies</b>  |  |                      |               |  |
|--|--|----------------------|---------------|--|
| <b>Campus Goal: All students will increase their academic performance in Social Studies by raising the STAAR passing percentage from 71% to 80%.</b> |  |                      |               |  |
| 1. Interactive Timelines posted in classrooms and student journals.  | Assistant Principals, Academic Dean, Instructional Coaches               | Composition Notebook | Every 6 Weeks | Common Assessments once per 6 Weeks and Unit Tests twice 6 Weeks   |
| 2. Interactive Word Walls/Word Splashes  | Assistant Principals, Academic Dean, Instructional Coaches               | N/A                  | Every Unit    | Common Assessments once per 6 weeks, Unit Tests twice per six weeks, Vocabulary Assessments weekly, Walkthroughs |
| 3. Non-content Academic Vocabulary Instruction to assist in comprehension for EOC and ACT/SAT  | Team Leaders, Assistant Principals, Academic Dean, Instructional Coaches | Online Resources     | Every 6 Weeks | Common Assessments once per 6 weeks, Unit Tests twice per 6 weeks, Vocabulary Assessments weekly                 |
| 4. Using US History EOC questions in non-tested Social Studies courses   | Team Leaders, Assistant Principals, Academic Dean, Instructional Coaches | Lead4Ward, DMAC      | Every 6 Weeks | Weekly through student journals, Lesson plans, Walkthroughs  |



| <b>African American</b>   |   |             |                                    |   |
|---|---|-------------|------------------------------------|---|
| <b>Campus Goal: All African American students will increase their sub pop scores by 5% on all EOC's.</b>  |   |             |                                    |   |
| 1. For science, teachers will daily launch focus on “growth mindset” in all areas including representation and pride of school, family, community, race, and ethnicity. | Department Chair  | N/A         | September 11, 2017 - June 7, 2018  | Weekly self-reflection writing about growth and representation.                             |
| 2. For Social Studies, teachers will deliver motivational messages to students in the form of a launch. Students will set personal growth goals.                        | Department Chair, Team Leaders                                | N/A         | September 11, 2017 - June 7, 2018  | Reflection every six weeks on progress towards meeting goals. Lesson Plans and Walkthroughs |
| 3. For ELA, teachers will designate a sustained reading time to increase reading stamina and practice.  | ELA teachers  | N/A         | September 18, 2017 - June 1, 2018  | Formative assessments, Lesson Plans and Walkthroughs  |
| 4. For mathematics, track student group progress on assessments in DMAC.  | Math teachers<br>Team leaders<br>Admin                        | Local Funds | September 25, 2017 - June 7, 2018. | Common assessments and PLC's  |
| 5. For ELA I and Algebra I utilize STAR Renaissance for identifying areas of improvement needed.  | Interventionists<br>English I teachers,<br>Algebra I teachers | Local Funds | October 2, 2017 - June 1, 2018     | STAR Renaissance reports  |

**Hispanic****Campus Goal: All Hispanic students will increase all of their EOC test scores by 5%.**

|   |   |             |                                   |                                     |
|---|---|-------------|-----------------------------------|-------------------------------------|
| 1. For science, teachers will incorporate a weekly writing concept based on the TEKS learned. This will allow teachers to better monitor each student's level of understanding.       | Department Chair & Team Leaders                         | Local Funds | September 11, 2017 - June 7, 2018 | Open-ended question assignments     |
| 2. For Social Studies teachers will focus on vocabulary instruction using strategies that incorporate multiple ways for students to demonstrate knowledge including the Frayer Model. | Department Chair and Team Leaders                       | n/a         | September 11, 2017 - June 7, 2018 | Vocabulary quizzes                  |
| 3. For ELA, teachers will provide diversified text and assist with comprehension skills.  | ELA teachers Admin                                      | Local Funds | September 18, 2017 - June 1, 2018 | Common assessments and lesson plans |
| 4. For mathematics, utilize small group instruction and a variety of explanations.  | Math teachers Coaches                                   | Local Funds | September 11, 2017 - June 1, 2018 | Power Walks and Lesson Plans        |
| 5. For ELA I and Algebra I utilize STAR Renaissance for identifying areas of improvement needed.  | Interventionists English I teachers, Algebra I teachers | Local Funds | October 2, 2017 - June 1, 2018    | STAR Renaissance reports            |

| <b>White</b>  |  |             |                                    |   |
|---|--|-------------|------------------------------------|---|
| <b>Campus Goal: Increase the Mastery Performance on all STAAR EOC's by 3%.</b>                          |  |             |                                    |   |
| 1. For science, students will graph and track their own progress using the TEKS.                        | Department Chair                                 | Local Funds | September 11, 2017 - June 7, 2018  | Common Assessments and Lesson Plans                   |
| 2. For ELA, teachers will designate a sustained reading time to increase reading stamina and practice.  | ELA teachers                                     | N/A         | September 18, 2017 - June 1, 2018  | Common assessments and Lesson Plans                   |
| 3. For mathematics, track student group progress on assessments in DMAC.                                | Math teachers<br>Team leaders                    | Local Funds | September 25, 2017 - June 7, 2018. | Common assessments and PLC's                          |
| <b>Economically Disadvantaged</b>   |  |             |                                    |   |
| <b>Campus Goal: All Economically disadvantaged students will increase their STAAR EOC scores by 5%.</b> |  |             |                                    |   |
| 1. For science, students will graph and track their own progress using the TEKS.                        | Department Chair,<br>Team Leaders,<br>Teachers   | Local Funds | September 11, 2017 - June 7, 2018  | Common assessments and Journals                       |
| 2. Algebra I will use the math interventionist to assist in remediation for students                    | Department Chair,<br>Interventionist<br>Teachers | Local Funds | September 11, 2017 - June 7, 2018  | Common assessments and PLC                            |
| 3. For social studies, mandatory tutorials as needed.   | Social Studies teachers                          | N/A         | September 18, 2017 - June 1, 2018  | Common assessments                                    |
| 4. For ELA, teachers will designate a sustained reading time to increase reading stamina and practice.  | ELA teachers                                     | N/A         | September 18, 2017 - June 1, 2018  | Common assessments<br>Lesson Plans and<br>Reading Log |

**SPED****Campus Goal: All Special Ed students will increase their EOC passing rate by 5%.**

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|--|--|--|---|---|
| 1. All Special Education Teachers and General Education Co-Teachers will participate in district-wide trainings such as Differentiated Instruction; Co-Teaching Strategies; Effective Inclusion Strategies; and Implementation of IEP Goals. | Co-Teachers  | Professional Development   | July 2017-June 2018                     | Sign in Sheets  |
| 2. All Special Education Teachers will fully participate in subject specific PLCs  | Special Education Teachers                               | PLC schedule   | September 2017-May 2018                 | Sign-in Sheets  |
| 3. Maintain evidence that accommodations and/or modifications have been effectively applied during instruction and on assessments.   | General Education Teachers<br>Special Education Teachers | Teachers will maintain assignments and scan into DMAC every 6 weeks as evidence. | Each 6 weeks of the 2017-18 school year | Data Collection is Collected Each six weeks of the school year. |
| 4. Special Education Teachers will utilize TEKS Resource System, Lead4ward, and TEKS Curriculum Framework and Vertical Alignment Documents to ensure lessons are aligned and challenging.  | Special Education Teachers                               | TEKS Resource System; Lesson Plans in Eduphoria Weekly                           | Weekly                                  | Lesson Plans will be evaluated                                  |
| 5. Ensure collaboration on lesson planning between general and special education teachers is evident.  | Co-Teachers  | Lesson Plans identify the co-teach model utilized and who does what each week.   | Weekly                                  | PLC and Conference Time   |

| <b>ELL</b>  |  |  |                                      |  |
|---|--|--|--------------------------------------|--|
| <b>Campus Goal: All ELL students will improve their EOC passing rate by 5%.</b>   |  |  |                                      |  |
| 1. Incoming freshman who were not successful on 8th grade STAAR will begin in College Readiness/Comm APPS for reading/writing remediation | Department Chair<br>ELA Teachers<br>Administration | Star Renaissance, Data from previous years, current benchmark data | September 25, 2017 -<br>May 11, 2018 | Common assessments & benchmarks,<br>TELPAS   |
| 2. EOC English I and English II Remediation Classes   | ELA Remediation<br>Teacher                         | Star Renaissance   | September 25, 2017 -<br>May 11, 2018 | Common assessments and benchmarks,<br>TELPAS |
| 3. Pull out intervention  | Interventionist<br>Admin                           | Title I  | Fall 2017 - Spring<br>2018           | Common Assessments and Benchmarks,<br>TELPAS |
| 4. Instructional Coaches to assist new and returning ELA teachers   | Coaches  | Title I  | 2017 - 2018                          | TELPAS and STAAR                             |
| 5. Monitor ELL students   | LPAC   | N/A  | Fall 2017 and Spring<br>2018         | TELPAS and STAAR                             |

| <b>GT/Advanced Academics</b>   |  |  |                                     |                                |
|--|--|--|-------------------------------------|--------------------------------|
| <b>Campus Goal: All GT students will improve their AP exam scores by 7%.</b>                                     |  |  |                                     |                                |
| 1. For science and math, PAP/AP teachers will integrate flipped classroom instruction into the teaching process. | Team leaders,<br>PAP/AP science<br>and math teachers | iPads or computers with internet access and recording software, YouTube or something | September 11, 2017 –<br>May 7, 2018 | Daily assignments & activities |

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|  |  | comparable for video release                                       |                                  |  |
| 2. All teachers will either attend the 30-hour GT training or update and provide proof of completion.                          | Teachers, all personnel who handle GT      | Training resources via Region VII                                  | September 11, 2017 – May 7, 2018 | Completion records from training resources.    |
| 3. For English, PAP/AP teachers will integrate project based learning instruction into the teaching process.                   | Team leaders, PAP/AP English teachers      | Project-Based resources and training via Region VII                | September 11, 2017 – May 7, 2018 | Daily assignments & major project activities   |
| 4. Students who are labelled GT but unsuccessful on EOC will receive targeted EOC remediation based on areas of weakness only. | EOC remediation teachers, pull-out leaders | STAAR Renaissance, STAAR EOC score breakdown via TEA Parent Portal | September 11, 2017 – May 7, 2018 | Updated EOC scores from Fall and Spring tests. |
| 5. Monitor GT students for course completion during six week reports, and provide course counseling when needed.               | Counselors, GT Coordinators                | Skyward Failure reports<br>Skyward Grades reports                  | September 11, 2017 – May 7, 2018 | Grade reports every six-weeks period           |

| <b>Area</b>       | <b>Group</b>                | <b>Measured</b> | <b>Quantitative Criteria</b>                             |
|-------------------|-----------------------------|-----------------|--|
| <b>Attendance</b> | All students in grades 9-12 | ADA             | Annual student attendance will increase from 90% to 93%. |

|   |                                    |  |  |
|---|------------------------------------|--|--|
| Summative Evaluation  | End of Year Accountability Summary |  |  |
| Formative Evaluation including incremental dates or frequency | Every Six Weeks                    |  |  |
| Person responsible for formative evaluation                   | Truancy Officer and Admin          |  |  |

| <b>Initiatives/Strategies/Activities</b>  | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b> | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|---|--|------------------|--|---|
| 1. Attendance Officer will check the attendance daily and make sure it is accurate  | Attendance Officer<br>Admin  | N/A              | 2017 - 2018  | STAAR Data  |
| 2. Student Incentives   | Admin  | Donations        | Every Six Weeks during the 2017 - 2018                         | STAAR Data  |
| 3. Attendance Officer makes daily phone calls to students with more than 3 absences | Attendance Officer   | N/A              | 2017 - 2018 School Year  | STAAR Data  |

| <b>Area</b>    | <b>Group</b>                | <b>Measured</b> | <b>Quantitative Criteria</b>                          |
|----------------|-----------------------------|-----------------|---|
| <b>Dropout</b> | All students in grades 9-12 | PBMAS Report    | Annual student dropout will decrease from 3.3% to 2%. |

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| Summative Evaluation  | Student progress will be extensively monitored at the end of each semester to determine future success. |  |  |
| Formative Evaluation including incremental dates or frequency | Counselors will meet with students who fail one or more courses at each six-weeks period.               |  |  |
| Person responsible for formative evaluation                   | Grade-level and/or Alpha Counselors   |  |  |

| <b>Initiatives/Strategies/Activities</b>                                | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>                            | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|---|--|---|--|---|
| 1. Enhanced remediation at lower grades (example-9th and 10th graders)  | Remediation Teachers and Counselors  | STAAR Renaissance, Released STAAR EOC Tests | Fall 2017 and Spring 2018                                      | EOC Exams during December and Spring.   |
| 2. Truancy officer will be utilized to locate students who are missing. | Truant Officer   | Housed at MHS to help with non-attendance   | Daily, during normal school hours                              | Daily attendance records of students.   |
| 3. ZAP Program  | Assigned Teachers  | Daily work sent from teachers               | Daily  | Expect fewer zeros, so grades should improve.   |



| <b>Area</b>                       | <b>Group</b>                | <b>Measured</b> | <b>Quantitative Criteria</b>                                       |
|-----------------------------------|-----------------------------|-----------------|--|
| <b>Graduation/Completion Rate</b> | All students in grades 9-12 | PBMAS Report    | Annual graduation/completion rate will increase from 90.2% to 93%. |

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| Summative Evaluation  | Students will be monitored for course completion on a semester basis.  |  |  |
| Formative Evaluation including incremental dates or frequency | Students will be monitored for course success on a six-week period basis, and counselors will meet with students who are struggling. |  |  |
| Person responsible for formative evaluation                   | Grade-level and/or Alpha Counselors  |  |  |

| <b>Initiatives/Strategies/Activities</b>   | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>                                   | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>                  |
|--|--|--|--|--|
| 1. Check failing grades at semester intervals to help students plan for successful completion (via credit recovery or averaging of grades) | Counselors   | Skyward list of failures, DMAC EOC/Teacher reports | Each semester  | Failure lists and transcripts of students.   |
| 2. EOC Remediation   | Counselors/Testing Coordinator   | TEA Parent Portal (Accurate Test Scores) DMAC      | Each testing period  | Counselor will meet and strategize with students who have not passed EOCs  |
| 3. Counselor-initiated meetings with parents and students for credit completion to prevent grade retention.                                | Counselors/Teachers and Parents  | Skyward, Parents, PLATO                            | Each semester  | Counselors will evaluate transcripts at a semester basis and help students earn the credit necessary for completion. |

| <b>Area</b>                 | <b>Group</b>    | <b>Measured</b>         | <b>Quantitative Criteria</b>  |
|-----------------------------|-----------------|-------------------------|---|
| <b>ACT/SAT and AP Exams</b> | 10-12th graders | PBMAS & TEA Report Card | Increase percentage of students who actively participate in an AP, ACT, or SAT Exam |

|   |  |  |  |
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| Summative Evaluation  | Utilize PBMAS Percentage report of students from multiple cultural and socio-economic backgrounds to ensure as many students as possible are attempting these exams. |  |  |
| Formative Evaluation including incremental dates or frequency | Check testing rosters with students enrolled in AP courses, and work with students on a continuous basis to attend tests they have registered for.                   |  |  |
| Person responsible for formative evaluation                   | Go-Center Director and Grade-level and/or Alpha Counselors   |  |  |

| <b>Initiatives/Strategies/Activities</b>   | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>                                  | <b>Specific time period for implementing strategy/activity</b>                 | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|---|--|---|
| 1. All AP students will take a timed, practice examination, and teachers will use that information to bolster improvement. | Counselors, AP Teachers  | AP Practice Exams from College Board              | Spring semester (February-March)   | AP exam scores will be compared to practice exam scores when released.                              |
| 2. ACT/SAT Prep courses  | Go-Center, Director/Counselors   | Testing coupons, online resources, practice exams | The course will be offered prior to ACT/SAT testing dates throughout the year. | ACT/SAT scores will be checked  |

|  |                                |             |                          |   |
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| 3. All Juniors will take the ACT exam no later than June | Go-Center, Director/Counselors | ACT Reports | Check ACT spring-rosters | Students who register will turn in test scores to Go-Center |
|--|--------------------------------|-------------|--------------------------|---|

**Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff**

**Measurable Objectives:**

| Area                                   | Group       | Measured  | Quantitative Criteria                             |
|--|-------------|---|---|
| <b>2.1 Recruitment of New Teachers</b> | New Teacher | Increase the number of job fairs attended by 1 for MHS admin. | The number of job fairs will increase from 3 to 4 |

|   |   |
|---|---|
| Summative Evaluation  | Evaluate how many teachers were hired from the job fairs yearly.    |
| Formative Evaluation including incremental dates or frequency | Evaluate how many teachers were hired from the individual job fair. |
| Person responsible for formative evaluation                   | Principal   |

| 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. Develop relationships with university students that spend time observing or completing clinical teaching on campus. | Administrators<br>Teachers  | N/A       | September 11, 2017 - June 7, 2018                       | Number of teachers hired from East Texas Baptist University & Wiley                          |

|  |                |             |                         |   |
|--|----------------|-------------|-------------------------|---|
| 2. Incentives for MHS teachers who recommend applicants for MHS that become new hires. | Principal      | Local funds | May 1 - August 1, 2018  | Number of new teachers hired because of a positive recommendation from a current employee |
| 3. Participate in job fairs to actively recruit new talent.                            | Administrators | Local funds | March 19 - May 31, 2018 | Number of new teachers as a result of job fairs   |

| Area                                   | Group    | Measured                         | Quantitative Criteria                 |
|--|----------|----------------------------------|---------------------------------------|
| <b>2.2 Development of All Teachers</b> | Teachers | STAAR Scores, T-TESS, Attendance | Reduce the number of absences by 10%. |

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| Summative Evaluation  | T-TESS  |
| Formative Evaluation including incremental dates or frequency | Sign in sheets with professional development topics from training offered on campus.<br>Monthly |
| Person responsible for formative evaluation                   | Principal   |

| 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. Utilize Instructional Coaches to support and assist teachers in need | Instructional Coaches   | Title I Funds | September 11, 2017 - June 7, 2018                       | T-TESS   |

|  |                          |             |                                   |             |
|--|--------------------------|-------------|-----------------------------------|-------------|
| of classroom management skills and/or instructional strategies.  |                          |             |                                   |             |
| 2. Utilize The Fundamental Five strategies to promote best practices for teachers.                         | Administrators, Teachers | Local Funds | September 11, 2017 - June 7, 2018 | Power Walks |
| 3. Implement the academic non-negotiables as prescribed by the district for improved academic performance. | Administrators, Teachers | N/A         | September 11, 2017 - June 7, 2018 | Power Walks |

| Area                             | Group            | Measured  | Quantitative Criteria   |
|----------------------------------|------------------|---|---|
| <b>2.2 Retention of Teachers</b> | Current teachers | Increase the number of teachers retained by 10% at the end of the 2018 school year. | The number of retained teachers will increase from 80% to 90% |

|   |  |
|---|--|
| Summative Evaluation  | Evaluate teacher attendance and retention yearly |
| Formative Evaluation including incremental dates or frequency | Evaluate teacher attendance by six weeks         |
| Person responsible for formative evaluation                   | Administration                                   |

| <b>Initiatives/Strategies/Activities</b>             | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b> | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|------------------|--|---|
| 1. Incentives for teachers                           | Administrators   | Local funds      | By end of the 2017-2018 school year                            | The number of teachers who have perfect attendance every six weeks.                                 |
| 2. Incentive pay for teachers                        | Administrators   | Local funds      | End of the 2017 - 2018 school year                             | EOC Scores  |
| 3. Provide all new teachers with a mentor            | Dept. Heads  | N/A              | Throughout the 2017 - 2018 school year                         | School survey   |
| 4. Provide professional development to grow teachers | Administrators   | N/A              | Throughout the 2017 - 2018 school year                         | PLC and Walkthroughs  |

**Goal 3: Fiscal Responsibility**

| Area                         | Group     | Measured  | Quantitative Criteria                               |
|------------------------------|-----------|---|---|
| <b>3.1 Fiscal Management</b> | Principal | Keep a balanced budget and spend instructional money wisely | 100% of the funds will be used for student success. |

|   |   |
|---|---|
| Summative Evaluation  | STAAR EOC                                       |
| Formative Evaluation including incremental dates or frequency | Financial Statement at semester and in February |
| Person responsible for formative evaluation                   | Administration                                  |

| <b>Initiatives/Strategies/Activities</b>   | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b> | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|------------------|--|---|
| 1. Meet with department teams to discuss needs based on data to enhance instruction                    | Administration   | Local            | Sept. and October 2017   | 6 weeks assessments and fall benchmark Lesson Plans   |
| 2. Monitor budget monthly to make sure all funds are being spent wisely and that we have not overspent | Administration   | Skyward          | Monthly  | No overdrawn accounts   |
| 3. Monitor resources purchased to make sure they are being used in the classroom                       | Administration<br>Coaches  | N/A              | Weekly   | Lesson Plans, Walkthroughs, and PLC   |



**Goal 4: Safety/Discipline**

**Measurable Objectives:**

| <b>Area</b>  | <b>Group</b> | <b>Measured</b>            | <b>Quantitative Criteria</b>                   |
|--|--------------|----------------------------|--|
| <b>4.1 Expect, promote and support a safe and orderly learning environment</b> | Students     | Skyward discipline reports | Number of referrals will decrease by 5% at EOY |

|   |                     |
|---|---------------------|
| Summative Evaluation  | EOY data reports    |
| Formative Evaluation including incremental dates or frequency | 6 week checkpoints  |
| Person responsible for formative evaluation                   | Administrative team |

| <b>Initiatives/Strategies/Activities</b>               | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>  | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|---|--|---|
| 1. More hall monitors between classes and during class | Administrative team  | APs, police, attendance coordinator, Go Center staff, counselors, and instructional coaches | BOY and throughout the year                                    | Skyward data every week   |
| 2. Attendance Coordinator                              | Associate Principal  | New hire  | BOY  | Attendance data every week  |
| 3. 5 Non-negotiables for discipline                    | All staff  | N/A   | Monitor during the 2017 - 2018                                 | Skyward data every 6 weeks  |

| <b>Area</b>  | <b>Group</b> | <b>Measured</b>          | <b>Quantitative Criteria</b>                   |
|--|--------------|--------------------------|--|
| <b>4.2 Provide consistency and uniformity in school wide discipline management</b> | Students     | Discipline team meetings | Decrease the number of teacher referrals by 5% |

|   |                                  |  |  |
|---|----------------------------------|--|--|
| Summative Evaluation  | EOY data reports                 |  |  |
| Formative Evaluation including incremental dates or frequency | Monthly discipline team meetings |  |  |
| Person responsible for formative evaluation                   | Administrative team              |  |  |

| <b>Initiatives/Strategies/Activities</b> | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>       | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|------------------------|--|---|
| 1. 5 Non-negotiables for discipline      | All staff  | Safe and Civil Schools | BOY  | Monthly discipline team meetings  |

| <b>Area</b>   | <b>Group</b> | <b>Measured</b>              | <b>Quantitative Criteria</b> |
|---|--------------|------------------------------|------------------------------|
| <b>4.3 Improve or enhance the character of students</b> | Students     | Attendance & graduation rate | Increase by 5% by the EOY    |

|   |                     |
|---|---------------------|
| Summative Evaluation  | EOY data reports    |
| Formative Evaluation including incremental dates or frequency | 6 week checkpoints  |
| Person responsible for formative evaluation                   | Administrative team |

| <b>Initiatives/Strategies/Activities</b> | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>  | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|-------------------|--|---|
| 1.Attendance incentives                  | Administrative team  | Community support | 2nd 6 weeks  | Data reports weekly   |
| 2. Exam exemptions                       | Administrative team  | N/A               | End of each semester   | Grades and attendance at end of semester  |
| 3. Library involvement                   | Librarian and aide   | N/A               | Each holiday or heritage month                                 | Library Log   |

**Measurable Objectives:**

| <b>Area</b>                                 | <b>Group</b> | <b>Measured</b>              | <b>Quantitative Criteria</b>                       |
|---|--------------|------------------------------|--|
| <b>4.4 Increase parental involvement by</b> | All staff    | Sign In Sheets at Each Event | Increase the number of parents in attendance by 5% |

|   |  |
|---|--|
| Summative Evaluation  | Parent Survey and Data from Sign In Sheets |
| Formative Evaluation including incremental dates or frequency | Data Sheets                                |
| Person responsible for formative evaluation                   | Administration                             |

| <b>Initiatives/Strategies/Activities</b> | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b> | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|------------------|--|---|
| 1. Freshman parent night                 | Counselors   | Title I          | Spring   | Sign In Sheet   |
| 2. FASFA night                           | Counselors   | N/A              | Fall   | Sign In Sheet   |
| 3. Club rush                             | Organization sponsors  | N/A              | Beginning of School  | Sign In Sheet   |

| <b>Area</b>                                  | <b>Group</b>       | <b>Measured</b>                         | <b>Quantitative Criteria</b>              |
|--|--------------------|---|---|
| <b>4.5 Increase community involvement by</b> | Marshall Community | Increase in participation at each event | Increase the number of participants by 5% |

|   |                |
|---|----------------|
| Summative Evaluation  | Sign In Sheets |
| Formative Evaluation including incremental dates or frequency | Parent Survey  |
| Person responsible for formative evaluation                   | Admin          |

| <b>Initiatives/Strategies/Activities</b> | <b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b> | <b>Resources</b>     | <b>Specific time period for implementing strategy/activity</b> | <b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b> |
|--|--|----------------------|--|---|
| 1. Homecoming Carnival                   | Administrative team  | School organizations | Homecoming week  | Community Attendance  |
| 2. Latino Literacy Night                 | Literacy Team  | Local Funds          | 1 every 8 weeks  | Parent Sign In Sheet  |

## **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