

Brownsville Independent School District
Martin Elementary
2018-2019 Campus Improvement Plan



Mission Statement

R. L. Martin Elementary School strives to maintain a learning environment that supports challenging experiences, as it enables students to become creative, innovative, and independent thinkers.

Vision

We believe that our students, parents, community, and staff are empowered by accelerated instruction to achieve academic excellence. Our instructional strategies will increase technological knowledge, cultural awareness, social growth, and individuals who can compete in a global, multicultural society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Martin Elementary analyzes data on a daily basis. Daily reviews include attendance and At-Risk reports. Campus personnel checks student attendance daily and follow necessary procedures to track excessive absences through parent contact and conferences. The Parent Liaison assists by making home visits as requested by teachers and by her analysis of attendance problems. Attendance percentages are shared with campus staff weekly to keep a campus wide focus of our attendance goal. Also, campus personnel consistently checks At-Risk reports through progress reports, benchmark results, and subgroup analysis of progress and give appropriate additional instruction through Tier instruction and afterschool tutorial.

The student population at Martin Elementary School is approximately 495 and serves students in grades Pre-Kinder through Fifth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic - 96.7%, White - 3.3%, Economically Disadvantaged - 97%, English Language Learners (ELL) 43.9%, At-Risk 67.5%, Bilingual - 41.4%, Gifted & Talented - 8.5%, Special Ed. - 9.1%. The mobility rate for the 2013-2014 school year was 22%. The Attendance Rate was 96.5% and the Attendance Rate for At-Risk students was 96.4%.

Demographics Strengths

- *Martin Elementary has established families with siblings of former students currently enrolled
- *Communication and collaboration of Parent Liaison/Teachers/Administration/Parents to address attendance issues

DEMOGRAPHIC NEEDS:

- *Improvement of student attendance as we did not meet our goal of 98.5% falling short at 96.49%
- *Incorporate incentive program for students/staff with perfect attendance
- *Provide the Extended Day Enrichment Program EDEP for PK-5th Gr. Students to increase enrollment and to provide academic enrichment in content areas.
- *Federal Programs will fund Parent Liaison at 100%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Martin Elementary did not meet the attendance goal of 98.5% **Root Cause:** Communication with parents regarding the attendance policy and its effect on student achievement

Student Academic Achievement

Student Academic Achievement Summary

Martin Elementary disaggregates data in various ways. Grade levels analyze data of BOY/MOY/EOY for C-PM/TPRI/Tejas LEE along with LION, District Benchmark tests, C&I Checkpoints, classroom assessments, fluency, TELPAS and STAAR results. Grade level meetings are held twice a month for this task and plans for student improvement are developed. Campus personnel also analyzed Accelerated Reader rates for improvement of reading levels and fluency. Data is discussed during RTI meetings held each six weeks to check on student progress in Tier instruction. Special Ed-General Ed Co-Planning is held each six weeks to review Sp.Ed/Dysleixa/504 student progress and review accommodations. BISD Specialists are also available during grade level meetings to assist in the disaggregation of data specifically in the areas of ELA/Math/Science/Bilingual.

Student Academic Achievement Strengths

Grade Levels surpassed the District Goal in the following:

*PK-3 EOY C-PM (EN) Rapid Voc. Naming with 83% (+13), Math Screener 72% (+1), Science Assessment 94% (+24) and C-PM (SP) in Phonological Awareness Screen 85% (+15), Science Assessment 100% (+30)

*PK-4 EOY C-PM (EN) Phonological Awareness 97% (+27), Rapid Letter Naming 86% (+16), Rapid Voc. Naming 76% (+6), Math Screener 100% (+30), and Science Assessment 97% (+27) and C-PM (SP) Phonological Awareness 82% (+12), Math Screener 86% (+16), Science Assessment 100% (+30)

*Kinder EOY TPRI Phonics 85% (+15)

*1st Grade EOY TPRI Phonological Awareness 80% (+10), Phonics 94% (+24), Word Reading 75% (+5) and Tejas LEE Phonological Awareness 100% (+30), Phonics 100% (+30), Word Reading 100% (+30)

*2nd Gr. EOY TPRI Word Reading 88% (+18), Fluency 71% (+1), Reading Comprehension 84% (+14) and Tejas LEE Word Reading 100% (+30), Fluency 100% (+30)

*3rd Gr. STAAR Math 87% (+16), Rdg 77% (+13)

*4th Gr. STAAR Math 79% (+6)

*5th Gr. STAAR Math 100% (+5), Rdg 98% (+18) Sci 86% (=)

OVERALL CAMPUS STAAR: Math 89%, Rdg 80%

STUDENT ACADEMIC ACHEIVEMENT NEEDS:

Grade Levels did not meet District Goal in the following:

* PK-3 EOY C-PM (EN) Phonological Awareness 56% (-14), Rapid Letter Naming 61% (-9), Math Screener 9% (-61) and CPM-(SP) Phonological Awareness 36% (-34), Rapid Letter Naming 27% (-43), Rapid Vocabulary Naming 55% (-15); Federal Prog. will fund one PK-3 Teacher Aide at 100%.

*PK-4 EOY C-PM (SP) Rapid Letter Naming 55% (-15), Rapid Vocabulary Naming 40% (-30); State Comp. will fund 2 PK-4 teachers at 50% each, Federal Prog. will fund 2 Title1-A Teacher Aides at 100% each.

*Kinder EOY TPRI Phonological Awareness 30% (-40), Listening Comprehension 64% (-6) and Tejas LEE Phonological Awareness 17% (-53), Phonics 33% (-37), Listening Comp. 50% (-20), Word Reading 17% (-53); Federal Prog. will fund one Title 1-A Teacher Aide at 100%.

*1st Gr. EOY TPRI Fluency 55% (-15), Reading Comprehension 51% (-19) and Tejas LEE Fluency 0% (-70), Reading Comp. 0% (0)

*2nd G. EOY TPRI Phonics 65% (-5) 65% (EN); Reading comprehens amd Tejas LEE Fluency 0% (-70) In preparation for state assessment and to help develop testing skills, resources will be purchased for added practice in STAAR Reading (Mentoring Minds Motivation Reading) and STAAR Math (Mentoring Minds MotivationMath)

*3rd Gr. EOY TPRI Phonics 36% (-34), Word Reading 66% (-4), Fluency 31% (-39), and Reading Comp. 66% (-4) and in Tejas Lee Phonics 0% (-70), Fluency 0% (-70) Reading Comprehension 50% (-20) Resources will be purchased to improve STAAR scores in the areas of Reading (Mentoring Minds Motivation Reading) and Math (ESC Learning STAAR Master Math); Due to the need of improving Writing, 3rd gr. will be departmentalized to include a Writing Teacher who will attend Empowering Writers training. Empowering Writers Revise and Editing student workbooks will be purchased.

*4th Gr. STAAR Reading 65% (- ___), Writing 59% (-14). Resources will be purchased to improve STAAR scores in the areas of Math (Math Warm-ups Countdown to Math) and Reading (Math Warm-ups Countdown to Reading STAAR, 4th Gr. Writing resource (Forde Ferrier Writing - Editing & Revision, Empowering Writers, TEKSas Target) will be purchased to support writing instruction; 4th Gr. Writing teacher will attend Empowering Writers training.

*5th Gr. campus goal is to continue to improve Science scores with the use of the STEMscopes online digital program (Accelerate Learning Inc. - STEM Scope TX Gr. 5 Online). To support 5th Gr. Reading (GF Educators-Step Up to the TEKS Reading), Math (ECS Learning Systems-STAAR Master Math), and Science (Mentoring Minds Total Motivation Science 5th Gr.) instruction in preparation for STAAR resources will be purchased.

*For instructional continuity of Math instruction between STAAR Testing grades 3-5, the Math resource (Lone Star Learning -TEKSas Target Practice DIGITAL for grades 3,4,5) will be purchased.

*Continue with district/campus-wide writing initiative from PK-5th to support need to increase 4th Gr. STAAR Writing achievement through implementation of Writing Academy, journal writing across content areas, and EDEP daily journal entries

*Increase of GT students Masters Level performance in 4th Gr. Writing. Will use GT funds to purchase art supplies for GT Art student projects and DI Team supplies.

*Extended Day Migrant Tutorial program is needed to support Migrant PFS and Migrant students in 1st-5th Gr. in core areas.

*Increase GT opportunities to expand on GT Art Research projects with materials and supplies from Blick Art Materials.

*Increase Sp.Ed. performance on STAAR Math to close performance gaps as Sp.Ed. fell below 60% (53% -7pts) on 2016 System Safeguards in Math. Overall performance rates for Sp.Ed. include Rdg (60% Met System Safeguard), Writing (42% -18 pts.) and Science (75% +15 pts Met Goal) ***UPDATE RESULTS***

*Need to support ELL and At-Risk student achievement during assessments as TPRI/Tejas LEE, TELPAS, STAAR through the purchase of STAAR resources for 2nd-5th gr. Reading/Math/Writing/Science

*Need for Substitutes to cover Biilingual Teachers during STAAR Testing

*5th Gr. improvement in STAAR Reading to 100% (+2), Math maintain 100% (=), and Science to 91% (+5)

*Increase in LEP achievement in all content areas

*Need for supplies and toner for printing to be used for instruction of PPCD, Life Skills I and Life Skills II students.

*Need for art and music supplies to be used in instruction for project completion for all students in PK-5th grades in support of Content Areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading **Root Cause:** There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading

School Processes & Programs

School Processes & Programs Summary

Martin Elementary has maintained a low turn-over of teachers and staff. Martin Elementary works to maintain staff quality throughout the school year with various professional development opportunities. Point of Contact representatives for content areas and lead teachers meet with grade levels and in vertical teams to disseminate information discussed at district level meetings/trainings.

Martin Elementary is pro-active in the area of curriculum and instruction and analyzing how it affects assessments. The campus keeps informed with district and state curricular and assessment updates and effectively shares information with teachers/staff/students/parents in grade level meetings, classroom instruction, parent meeting updates.

Martin Elementary disaggregates data in various ways. Grade levels analyze data of BOY/MOY/EOY for C-PM/TPRI/Tejas LEE along with LION, District Benchmark tests, C&I Checkpoints, classroom assessments, fluency, TELPAS and STAAR results. Grade level meetings are held twice a month for this task and plans for student improvement are developed. Campus personnel also analyzed Accelerated Reader rates for improvement of reading levels and fluency. Data is also discussed during RTI meetings held each six weeks to check on student progress in Tier instruction. Also Special Ed-General Ed Co-Planning is held each six weeks to review Sp.Ed/Dyslexia/504 student progress and review accommodations. BISD Specialists are also available during grade level meetings to assist in the disaggregation of data specifically in the areas of ELA/Math/Science/Bilingual.

Martin Elementary understands that the use of technology enhances the education of students. Students have the opportunity to access technology on a daily basis through classroom instruction, computer lab, science lab, and library. Teachers have the opportunity to receive professional development on the latest educational technology and updates on curriculum/assessment through webinars. Both students and teachers make use of technology through SmartBoard instruction, Learning A-Z, Prodigy Math, STEMscopes, EduSmart Science, My Satori, Starfall, in addition to taking on-line assessments as District Benchmark Assessments, C&I Checkpoint Mini-Mark Assessments, LION Assessments, Think Central Reading Benchmarks, TELPAS, and the use of IPODS for TPRI/Tejas LEE assessments, IPADS for 2nd instruction through technology, and accessing BISD and Martin Elementary websites for information and resource links. The education programs of PPCD/LifeSkills/Resource/CMC/Inclusion/Dyslexia have access to computers/Hatch Computers/MOBI/REDCAT/SmartBoard/SRA/Hatch Tablets/Teach Smart System/Unique Learning.

School Processes & Programs Strengths

*Maintaining of staff with loss of only one teacher due to retirement

*Representation of grade level at District POC/Committees

*Grade level planning for data analysis and planning for instruction/assessment and improvement of individual teachers' data analysis using TANGO/Eduphoria

*All teachers have access to various forms of technology (projectors, document cameras, SmartBoards, etc.) to enhance instruction through the use of three computer labs, in addition to COWS, are available for student use

*PK-5th Gr. students have opportunities to experience/explore technology

SCHOOL PROCESSES & PROGRAM NEEDS:

*Staff development for incorporating use of TEKSas Target Practice Math on-line resource for continuity of Math instruction for 3rd-4th-5th grades, campus Writing initiative to meet goal of improving 4th gr. STAAR Writing scores to address expository writing and revise & editing skills across grade levels, reading intervention with results from LION for grades K-5th, 2nd gr. staff dev. for IPAD and use of apps. to guide instruction across content areas, fluency Kinder-5th Gr.

*Funding needed for extra duty pay for Enrichment Program and supplies to support instruction during Before/After school instruction

*Instructional Resources/supplies from BISD Warehouse and Gateway to support instruction, Media Center Printing to support ELA/Math/Science/Writing instruction, Instructional Resources for Bilingual Students and supplies for Bilingual instruction

*199 funding is needed for general operating costs of Martin Elem. that includes copy paper and supplies for instructional use for Faculty and Staff from Warehouse; colored paper and supplies from Gateway; miscellaneous supplies from HEB for use during Staff Dev.; Teacher planners from Elite Promotions to be used during Staff Dev and Teacher incentives to be distributed during Teacher Appreciation Week.; miscellaneous custodial supplies from Warehouse for maintenance operations; miscellaneous supplies to support PE instruction, Nurse supplies, Counselor supplies, Librarian book orders and incentive awards for Accelerated Reader recognition, Administrator computer needs, and transportation costs for Grade Level field trips;

*Resources for STAAR preparation and to improve test taking skills in the areas of Reading, Math, Writing and Science as 2nd Gr. Mentoring Minds Motivation Reading and Math; 3rd Gr. Mentoring Minds Motivation Reading and ECS Learning STAAR Master Math; 4th Gr. Math Warm-ups Countdown to Reading STAAR, Countdown to Math, Forde-Ferrier Writing Editing and Revision; 5th Gr. GF Educators Step Up to the TEKS Reading, ECS Learning Systems STAAR Master Math, Mentoring Minds Total Motivation Science, 3rd-4th-5th TEKas Target Practice

*Substitutes to cover Bilingual Teachers during STAAR Testing.

*Salary for Staff including Dean, PK Teachers (2), Nurse (1), Bilingual Instructional /LPAC Aide (1), PK-3 Aide (1), PK-4 Aides (2), Title 1-A Teacher Aide (1), Parent Liaison (1)

*Improve effectiveness of Tier II/III instruction with aid of technology programs

*Increase student participation in curriculum-oriented computer-based multimedia projects in which students are challenged to implement higher-order thinking skills

*In order to support 5th Gr. Science instruction, both 4th & 5th grades will participate in the STEM Project. One grade level representative will attend STEM Project Professional Development to receive training and experience the use of STEM resources for campus use.

*In order to support the increase in 5th Gr. STAAR Science results, the STEMscopes program digital online resource will be purchased

*In order to improve STAAR Math/Rdg/Writing scores for 3rd-4th-5th Gr., our campus initiative includes the purchase of Lone Star Learning's TEKSas Target Practice, Digital Editions for each grade.

*Provide training for teachers on Office 365 and the OneDrive so that they can upload lesson plans for daily instruction, Tutorials, and Extended Day Program in addition to retrieving information that is shared on campus and district-wide.

*Student headphones are needed to support technology needs in instruction and assessment for district/state assessments as TPRI/Tejas LEE, TELPAS, STAAR during assessment preparation and assessments in the Computer Labs.

*Use of IPADs along with apps are needed to support instruction along with software for 2nd gr. technology use

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Martin Elementary has not demonstrated continuity of Math, Reading and Writing instruction across the grade levels 3-4-5 **Root Cause:** Administrator monitoring of use of content area resources as TEKSas Target Practice and instructional practices

Perceptions

Perceptions Summary

Martin Elementary maintains self-contained classes in grades PK through 4th with 5th gr being departmentalized. Programs include Block classes of PE, Library, and Art. PK-5th Gr. students also attend Counselors/Library on alternating weeks. Martin Elementary has an EOP in place along with a detailed discipline plan that detail set steps to follow according to specific incidents. In order to meet the needs of students, specialized instruction is provided through Special Education, Dyslexia, Speech, GT, Bilingual. Faculty and staff follow their assigned master schedule and duty rosters and receive appropriate staff development that focuses on various aspects of the school context and organization.

Martin Elementary maintains an active family and community involvement component in educating students. Parent involvement at the school level is an integral part of student success. Each grade level is required to have a parent involvement activity each six weeks to maintain the school-home-community connection. Community Involvement is represented in our Career-on-Wheels (Gr. PK-2nd) and Career Fair (Gr. 3-5) activities with community representation visible for students to explore future careers. Students also have the opportunity to examine various Universities and Colleges that are showcased weekly as "University Showcase" during Thursday's morning announcements and displayed daily on Teachers' Bulletin Boards located in the walk-ways and on the Cafeteria stage, in addition to campus-wide promotion of higher education on University/College t-Shirt Wednesdays.

In the area of School Culture and Climate, Martin Elementary has various campus staff, students, parents and community representatives in campus committees including SBDM, CATCH Team, Parent Involvement activities for each grade level, Parent Involvement meetings, along with campus extra-curricular activities and organizations as Ballroom Dance, Brainsville, Coding Club, Chess Club, Dance Team, Destination Imagination, 5th Gr. Choir, Girl Scout/Brownie Troop 2127, Robotics Team, Science Fair, Spelling Bee, Superstar Sprinters Running Club, Track Team, UIL, and student participation in Jump Rope for Heart and Fun Run activities. Martin Elementary is constantly striving to maintain an open door policy in order to maintain a positive school culture and climate as an extension of the school/home/community connection. Through Migrant funding, school supplies are distributed to migrant students to assist with the transition from migrant family work schedule to students' school schedule and needs.

Perceptions Strengths

- *Grade level meetings for planning and data analysis
- *Maintaining Campus EOP
- *Grade level representation on ALL campus/district committees
- *School uniform policy followed district initiative
- *Campus-wide use of Review 360 for discipline manangement

*Parent attendance at grade level presentations increased by 7.19% from previous school year

*Martin Elem. PK Parents continue a partnership with Texas Workforce Commission to have Texas School Readiness strategies showcased every six weeks during parent trainings held during the school day.

PERCEPTION NEEDS:

*Maintain campus-wide communication through Grade Level/Various Campus Committee Mtgs/RTI Team/GenEd-Spec.Ed Co-planning/etc.

*Continue providing the after school Extended Day Enrichment Program (EDEP) for PK-5th Gr. students in order to increase enrollment

*Increase student & parent participation in Campus & Community Events and maintain documentation for CATCH Program

* PK parent representative will serve on the PAL Team. Parent representation on LPAC, SBDM, CATCH Committees

*Increase campus provided parental involvement opportunities to increase participation by 5%

*Provide school supplies/clothing/hygiene products for PFS & Migrant students for school preparedness of essential items for daily living and school success.

*Increase in attendance at weekly parent involvement meetings and monthly PK/Texas Workforce Commission Parent Training sessions

*Addition of Martin Elem. SuperStar Sprinters Running Club to motivate students for health and community fun run participation

*Increase in student participation in Ballroom Dance with expansion to 4th gr to join 5th gr membership and district competition, to also include 3rd gr. in practice setting for building of Ballroom Dance program

*Increase in student participation in After school Extended Day Enrichment Program (EDEP) to increase our campus enrollment

*Provide Parent Liaison mileage expense coverage for home visits in order to increase attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Martin Elementary's enrollment has had a steady decline **Root Cause:** Although Martin Elementary is an older campus within an established community, there has not been enough showcasing of the many educational benefits and opportunities for students

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Martin Elem. student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessment and aid in the sustainability of TLI through curricular supports in all content areas. Resources include 2nd Gr. Reading-Mentoring Minds Motivation Reading; Lone Star Learning TEKSas Target Practice Rdg. Digital; Step Up to TEKS Rdg. 2nd Gr. Math-Mentoring Minds Motivation Math; Lone Star Learning TEKSas Target Practice Math Digital 3rd Gr. Reading-Mentoring Minds Motivation Reading; Time for Kids Rdg; STEP Up to TEKS Rdg; Lone Star Learning TEKSas Target Practice Rdg. Digital 3rd Gr. Math-ECS Learning STAAR Master Math, Time for Kids Math; Lone Star Learning TEKSas Target Practice Math Digital Gr.3 4th Gr. Reading-Math Warm-ups Countdown to Reading STAAR; Time for Kids Rdg; Lone STAAR TEKSas Target Practice Rdg Digital 4th Gr. Math-Math Warm-ups Countdown to Math, Time for Kids Math; Lone Star Learning TEKSas	2.4	Principal Dean of Instruction PK-5th Gr. Teachers	F: Lesson Plans with use of Resources documented S: Evaluations, STAAR Scores				

Target Practice Digital Gr.4
4th Gr. Writing-Forde Ferrier Writing Editing and
Revision; Empowering Writers Revise and Editing
5th Gr Reading-GF Educators Step Up to the TEKS
Reading; Time for Kids Rdg; Lone Star Learning
TEKSas Target Practice Rdg Digital
5th Gr. Math-ECS Learning Systems STAAR Master
Math, Time for Kids Math; Lone Star Learning
TEKSas Target Practice Digital Gr.5
5th Gr. Science-Mentoring Minds Total Motivation
Science, Accelerate Learning
STEMScope TX Gr. 5 Online
Gateway - Teacher supplies

-Various instructional resource/supplies ex.
Lakeshore/Gateway/LD Products/Media
Center/Warehouse/Office Depot/Teacher Created
Materials will be ordered/printed to support
bilingual reading and math instruction.

Population:
TI, TIM, ELL, SE, AR, GT, DYS,
All Students

Timeframe:
Aug. 20, 2018 - May 30, 2019





CNA: Student Achievement

Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1
Funding Sources: 211 Title I-A - 6811.00, 162 State Compensatory - 9660.00

<p>2) Improve instruction for all students including ELL, Spec. Ed, At-Risk, and Economically Disadvantaged students by providing resources for Bilingual students and teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking/reading/writing proficiencies) , intervention strategies based on student performance data to close the achievement gap and demonstrate progress, and resources to enhance instruction. Use of academic vocabulary and Word of the Week campus initiative to support sustainability of TLI and improve fluency. Use of LION assessments to monitor student gains in literacy; journal writing across content areas in PK-5th gr.; participation in FASCT Project to support Text Structures to improve literacy. Teaching supplies will be ordered from Gateway and Lakeshore for instructional purposes in order to meet our academic goals.</p> <p>Population: PK-5th Gr. LEP Students</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Bilingual Lead Teacher Principal Dean of Instruction Teachers</p>	<p>F: Lesson Plans, Sp.Ed. Instructional Logs, RtI Documentation, TELPAS Writing Samples, Writing Journals, C&I Mini-Marks, District Benchmarks</p> <p>S: Teacher Observation, C-PM/TPRI/Tejas LEE/LION Results, STAAR Results</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 162 State Compensatory - 7160.00, 163 State Bilingual - 3301.00</p>							
<p>3) Develop oral language skills: increase listening/speaking and reading/writing proficiency through the use of Sheltered Instruction Strategies, ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS.</p> <p>Population: PK-5th Gr. Students LEP</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction PK-5th Bilingual Teachers Special Education Teachers Dyslexia Teacher</p>	<p>F: C-PM TPRI-Tejas Lee Benchmark testing, Reading Fluency Teacher Observations, Progress Reports</p> <p>S: C-PM, TPRI, Tejas LEE, NRT, TELPAS, STAAR</p>				

<p>4) Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr, teachers will monitor writing process through the collection of weekly writing samples and record in the TELPAS Writing Portfolio and online TELPAS rating system. Implement District's Plan of Action for ELA and Reading including journal writing in content areas during the school day and EDEP.</p> <p>Population: All students PK-5th Gr. TI, TIM, LEP, AR, SE, GT</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Assistant Principal Classroom Teachers ELA-SLA Specialists Bilingual Specialis</p>	<p>F: On-going teacher observation</p> <p>S: TELPAS Writing, STAAR Writing, other district sponsored writing assessment</p>				
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<p>5) RtI: Martin Elementary will implement intervention through the Response to Intervention RtI Tier Model in order to support student academic growth and success</p> <ul style="list-style-type: none"> -Universal Screening -All interventions should be scientifically researched-based -Documentation of interventions and progress monitoring -Use data to identify areas of need -Monitor progress of struggling students -Adjust instruction/interventions -Review student outcome data to evaluate instruction -Review 360 <p>Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>Population PK3-4-5th Gr. Students LEP, MI, SE, GT, DYS, AR, TI</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p> <p>-</p>		Principal -RtI Coordinator/Counselor -Dean of Instruction -PK3-4-5th Gr. Teachers -Lead Teachers	F: Agendas, Sign-In Sheets, Pre/Post Tests, RtI forms S: Results of C-PM TPRI -Tejas Lee, LION, Results of Progress Monitoring, Results of District Benchmarks and C&I Mini-Mark Assessments, STAAR Results				
<p>6) Resources will be purchased to target writing, revising and editing skills for GT students in Gr. K-5th in order to improve GT student achievement of STAAR Lev. III Performance. Supplies will be purchased to target GT Art students' use for GT Projects and DI Team supplies.</p> <p>Population: GT Students in Kinder -5th Gr.</p> <p>Timeline: Sept. 2018-May. 2019</p> <p>CNA: Student Academic Achievement</p>		Principal Dean of Instruction GT Teachers	F: Grade Level Writing Samples S: TELPAS Writing Scores, 4th Gr. STAAR Writing Results				

<p>7) Supplies and printer toner will be purchased for instruction of PPCD, Life Skills I and Life Skills II students.</p> <p>Population: PPCD, Life Skills I-II Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction PPCD Teacher Life Skills I Teacher Life Skills II Teacher</p>	<p>F: Lesson Plans, On-going Teacher Observations</p> <p>S: Purchase order documentation; EOY Expenditure Reports</p>				
<p>8) Monitor and emphasize the integrated math, reading, writing, and STREAM academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.</p> <p>Population: All PK-5th Gr. Students Ti, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Physical Ed. Teachers C&I PE Specialist</p>	<p>F-Curriculum Frameworks Staff Development Agendas Lesson Plans</p> <p>S-Monthly Campus Visitation Doc.</p>				
<p>9) STEMscopes program will be implemented in core areas of Science in order to improve student achievement and STREAM foundation.</p> <p>Population: Gr. 5 AR, TI, MI, LEP</p> <p>Timeline: August 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Teachers Administrator for State Compensatory Education</p>	<p>F: STEMscopes usage reports, Computer Lab Schedule, Lesson Plans, Adm. Observations, Walk-throughs, District Benchmark Scores, Student C&I Science Mini-Marks, Progress Reports</p> <p>Summative Evaluation: STAAR Results</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading **Root Cause 1:** There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing, and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading

School Processes & Programs

Problem Statement 1: Martin Elementary has not demonstrated continuity of Math, Reading and Writing instruction across the grade levels 3-4-5 **Root Cause 1:** Administrator monitoring of use of content area resources as TEKSas Target Practice and instructional practices





Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Martin Elem. early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) PK Texas School Readiness program in collaboration with Cameron County Workforce Solutions will present Parent Involvement sessions to parents on instructional and developmental strategies in order to assist PK-3 and PK-4 children in the transition from early childhood programs to elementary PK-3 and PK-4 Program.</p> <p>Population: PK-3 and PK-4 Students, Parents</p> <p>Timeline: Sept. 2018-May 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Cameron County Workforce Solutions Parental Involvement Coordinator Principal Dean of Instruction PK-3 and PK-4 Teachers Parent Liaison Librarian</p>	<p>F: Agendas, Sign-in Sheets, Flyers</p> <p>S: Program Evaluations</p>				
<p>2) HB 4 High Quality PK Grant includes the Family Engagement Plan. A parent representative will serve on the PAL Team, in addition to PK-3 and PK-4 Teachers, Parent Liaison, and Librarian hosting Family Engagement PK Parent Involvement activities throughout the school year.</p> <p>Population: PK-3 and PK-4 Students, Parents</p> <p>Timeline: Nov. 2018, Feb. and Apr. 2019</p> <p>CNA: Student Academic Achievement</p>		<p>BISD ECI Specialists Parent Liaison Librarian PK-3 and PK-4 Teachers Dean of Instruction Principal</p>	<p>F: PK Family Engagement agendas and Sign-In Forms, Flyers</p> <p>S: Program Evaluations</p>				

<p>3) PK-3 and PK-4 Summer Bridge Program will be held as an orientation for incoming preschool children prior to the start of the school year.</p> <p>Population: PK-3 and PK-4 students</p> <p>Timeline: August 2018</p> <p>CNA: Student Academic Achievement, School Process and Program</p>		<p>Principal Dean of Instruction PK-3 and PK-4 Teachers Parent Liaison</p>	<p>F: Announcements, Agenda, Participants List</p> <p>S: PK-3 and PK-4 Enrollment, After Action Plan, Evaluation,</p>				
<p>4) Highly qualified PK teachers will implement the PK-3 and PK-4 programs. PK-3 students will be provided half-day instruction and PK-4 students will be provided full day instruction in order to build a strong academic foundation.</p> <p>Population: Students who meet PK3 and PK-4 Criteria; AR, LEP TI</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Principal Assistant Principal Dean of Instruction PK-3, PK-4 Teachers Administrator for State Compensatory Education C&I ECI Specialists</p>	<p>F: Classroom observations, student progress reports, lesson plans, C-PM BOY, MOY, EOY data</p> <p>S: EOY C-PM results</p>				
<p>Funding Sources: 162 State Compensatory - 78968.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) PFS and Migrant students at Martin Elem. will receive supplemental support services such as school supplies, hygiene products, clothing before other migrant students to ensure that their requirements delineated by NCLB Section 1304-d are addressed</p> <p>Population: Migrant students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon the arrival of Migrant Students</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Parent Liaison Migrant Dept. Supervisor</p>	<p>F: NGS Compliance Reports</p> <p>S: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form with Student NGS Number and Parents-Students Signature</p>				
<p>2) All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: All Migrant, PFS Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon the arrival of Migrant Students</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Parent Liaison Migrant Dept. Supervisor</p>	<p>F: NGS Campus Reports</p> <p>S: Distribution of Materials with students NGS number and Parent-Student signature</p>				

<p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 2nd grade Migrant students, pre-test and post-test results will be used by teachers and administrators to determine the Migrant students performing below grade level. Students performing below grade level will receive additional support through RtI Tier II-III interventions.</p> <p>Population: All Migrant, PFS Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon the arrival of Migrant Students</p> <p>CNA: Student Academic Achievement</p>		<p>Teachers Dean of Instruction Principal Parent Liaison Migrant Dept. Supervisor</p>	<p>F: Pre-Assessment Results Campus Composites</p> <p>S: Results of C-PM, TPRI, Tejas LEE, NRT, TELPAS, LION</p>				
<p>4) Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.</p> <p>Population: Migrant Parents, PK-2nd Gr. Migrant students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon the arrival of Migrant Students</p> <p>CNA: Student Academic Achievement</p>		<p>Parent Liaison Teachers Principal Dean of Instruction</p>	<p>F: Sign-in sheets, Visitation Logs, Flyers</p> <p>S: Session Evaluations, Participants' Surveys, Migrant Parent CNA Results</p>				
<p>5) The academic progress of 1st Gr. Migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st Gr. Migrant Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon the arrival of Migrant Students</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Teachers</p>	<p>F: Three Week Progress Reports</p> <p>S: Six Weeks Report Cards, TPRI, Tejas LEE Results, LION Reports, TELPAS results</p>				

<p>6) Martin Elem. Migrant students will have an equal opportunity to attend summer school program to ensure promotion if needed, or to participate in the Migrant Summer Enrichment Program.</p> <p>Population: Migrant students PK-5th Gr.</p> <p>Timeline: June-July 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Teachers Parent Liaison</p>	<p>F: Summer School Eligibility Lists and Attendance Sheets</p> <p>S: Participants Surveys, Teacher Surveys, End-of-Summer School Program Documentation</p>				
<p>7) Migrant students 3rd-5th Gr. STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant students Gr. 3-4-5</p> <p>Timeline: April-July 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Counselor Teachers Parent Liaison</p>	<p>F: STAAR Remediation Enrollment Lists, NGS Report, District Benchmark results</p> <p>S: STAAR Results</p>				
<p>8) Martin Elem. will contact the MEP in order to secure academic information from the NGS data base for Migrant students and school districts nationwide will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.</p> <p>Population: Migrant students and parents, School Districts Nationwide</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon arrival of Migrant students</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Parent Liaison District Migrant-NGS Clerk Dean of Instruction</p>	<p>F: Student information</p> <p>S: Completed NGS Student Transfer Document</p>				

<p>9) Extended Day Enrichment Program will be available for Migrant PFS and Migrant students to participate in as there is a documented need for supplemental academic support in the core subjects ensuring that Migrant students have the same equal opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant PFS Students, Migrant Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon arrival of Migrant students</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Teachers EDEP Teachers Migrant Funded Tutorial Teachers</p>	<p>F: Benchmark Results, Three Week Progress Reports</p> <p>S: Completed PFS Plan of Action, EDEP Attn. Sheet</p>				
<p>10) In order to increase awareness of Migrant student needs, Martin Elem. Faculty and Staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant student.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019 upon arrival of Migrant students</p> <p>CNA: Student Academic Achievement</p>		<p>District Migrant Supervisor Migrant funded personnel Migrant Clerk</p>	<p>F: Migrant Rosters, Timely placement into Interventions</p> <p>S: Results of C-PM, TPRI, Tejas Lee, TELPAS, NRT, STAAF</p>				
<p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve Migrant students</p> <p>Population: Migrant students</p> <p>Timeline: April 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Parent Liaison Migrant funded Teachers MEP Secretary</p>	<p>F: Migrant Parent Contact Log, Migrant Survey Parent info. letter</p> <p>S: Results of Migrant Survey</p>				

<p>12) A Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies, and Science will be held for all the PFS students in order to sharpen their skills and prepare the academically for the STAAR assessment</p> <p>Population: PFS Migrant Students</p> <p>Timeline: March 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Dean of Instruction Parent Liaison Migrant funded Teachers MEP Clerk</p>	<p>F: Migrant Student Roster, Migrant Learning Academy schedule. Lesson Plans, Attendance Sheets</p> <p>S: STAAR Results</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All students will attend art & music on a weekly basis to increase their knowledge of history of the art form and expose the students to different art & music experiences.</p> <p>Population: All PK-5th Gr. Students T1, TIM, LEP, SE, AR, DYS, GT</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Art & Music Teacher Classroom Teacher Principal Assistant Principal Dean of Instruction</p>	<p>F: Master Schedule S: Grade Books/Works displayed</p>				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 Local funds - 978.00</p>							

<p>2) Students will participate in Art -Music contests,events,performances and art shows throughout the year sponsored by various organizations local, state, and national.</p> <ul style="list-style-type: none"> -Fire prevention -Red Ribbon -BISD Art Show -International Children Art Show -BISD Honors Choir Concert <p>Population: PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Art - Music Teachers Contest Sponsors Classroom Teacher Principal Dean of Instruction</p>	<p>F: Contest Fliers/Lesson Plans S: Contest Winners/End of Year Awards Ceremony</p>				
<p>3) Students' art work will be displayed each six weeks in the New Bldg, at art competitions, and at the annual art show held in the gymnasium. Fine Arts activities, performances, contest awards presentation will be included as an extension of the home-school connection to increase parental involvement.</p> <p>Population: PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Art Teacher Principal Dean of Instruction</p>	<p>F: Student participation letters to parents, S: Art Work on Display, Photos documenting displays, Awards presented at EOY Awards Ceremonies</p>				

<p>4) Martin Elem. will promote the importance of higher education through the following activities:</p> <p>College-University Awareness Presentations will expose students to opportunities through higher education and motivate them to aspire beyond a high school diploma; University/College Showcase will be presented every Thursday during Morning Announcements along with promoting higher education with University/College T-Shirt Days.</p> <p>Career Day Fair (Fall Semester for 3rd-5th gr) and Career on Wheels (Spring Semester for PK-2nd Gr.) will give all students the opportunity to visit with community representatives from various professions that stress the importance of higher education.</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program, Perceptions</p>	<p>Principal Dean of Instruction Counselor</p>	<p>F: Event flyers, pictures, Morning Announcements, Bulletin Board Displays</p> <p>S: Lesson Plan Documentation, Student CNA Responses</p>					
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading **Root Cause 1:** There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing, and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Martin Elem. will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Martin Elem. will purposely promote energy savings activities to support implementation of the district's energy savings plan.</p> <p>Population: Campus Facilities</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Board approved goal priority [SBDM added 1-10-2018]</p> <p>CNA: School Process and Program</p>		<p>District Administration Campus Administration Facilities and Maintenance Staff</p>	<p>Complete implementation of the district energy savings plan will result in the decreased energy usage compared to prior year.</p> <p>F: Monthly comparison of energy use</p> <p>S: Annual comparison of energy use</p>				
<p>2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of Martin Elem.</p> <p>Population: Campus Facilities</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Board approved goal priority [SBMD added 1-10-2018]</p> <p>CNA: School Process and Program</p>		<p>District Administration Campus Administration Facilities and Maintenance Staff</p>	<p>Survey results from campus will indicate prioritization of renovation plans.</p> <p>F: Survey</p> <p>S: Evaluations/analysis survey data</p>				



Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)





Performance Objective 1: Martin Elem. will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p>1) Martin Elem. will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.</p> <p>Local funding source will be used to purchase copy paper, cartridges, general supplies for teachers, coaches, counselor and nurse, in addition to library books to the benefit of students and their achievement; purchasing maintenance supplies for campus operating needs; miscellaneous computer needs for Administrators</p>	2.4	District Administration Principal Dean of Instruction Teachers Coaches Counselor Librarian Nurse SBDM Committees	<p>Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>F: Monthly expenditure reports compared to CIP</p> <p>S: EOY expenditure reports</p>				
<p>Miscellaneous items will be purchased at HEB for use during staff development sessions;</p> <p>Teacher planners will be purchased from Elite Promotions for use during Staff Dev.; Teacher incentives will be purchased for Teacher Appreciation Week;</p> <p>Transportation will be covered for grade level field trips;</p> <p>Population: PK-5th Gr. Students, T1, T-1A, BIL, AR, SE, GT, faculty and staff</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Board approval goal priority [SBDM added 1-10-2018</p> <p>CNA: School Process and Programs</p>	<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 199 Local funds - 23696.00</p>						

<p>2) Federal Programs will continue to fund Highly Qualified Staff to supplement allotted campus positions so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Para Professional Positions: PK-3 (1) PK-4 (1) Kinder (1) 1st Gr. (1)</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: School Process and Program</p>		Spec. Prog. Administrator Federal Prog. Administrator Principal Assistant Principal Dean of Instruction	F: District and Campus Benchmark Results, Teacher Observations, Student Progress Reports S: EOY Student Passing Rates EOY Assessment Results				
<p>3) Highly Qualified Teachers: stipends will be paid to Grade Level Lead Teachers as a strategy to attract highly-qualified teachers to our campus which has been identified as a high need school.</p> <p>Population: Grade Level Lead Teachers</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: School Process and Program</p>		Principal Assistant Principal Dean of Instruction Lead Teachers	F: Position Control Reports, Meeting Agendas, Sign In Sheets, Professional Development Transcript S: T-TESS documentation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading Root Cause 1: There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading
School Processes & Programs
Problem Statement 1: Martin Elementary has not demonstrated continuity of Math, Reading and Writing instruction across the grade levels 3-4-5 Root Cause 1: Administrator monitoring of use of content area resources as TEKSas Target Practice and instructional practices

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Martin Elem. will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In order to encourage and support a positive campus climate, opportunities for faculty and staff to earn Jean Day coupons will be offered throughout the school year; Faculty and Staff will be recognized during various Appreciation Days throughout the school year</p> <p>Populations: Faculty and Staff</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Equity Plan need and Board approved goal priority [SBDM added 1-10-2018]</p> <p>CNA: School Process and Programs</p>		Administration Faculty & Staff	<p>F: Campus Newsletters, Daily Announcements, E-mails, Flyers promoting Jean Day and Staff Appreciation Days</p> <p>S: Staff Needs Assessment Results</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Martin Elem. will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campus contact will communicate with PIO contact to provide featured articles, current, and prior students-parent-staff recognitions, co-extra curricular activities, and parent-community events</p> <p>Populations: All Martin Elem. faculty, staff, students, parents, community members</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Decreasing enrollment - Board approved goal priority [SBDM added 1-10-2018]</p> <p>CNA: Perceptions</p>		<p>PIO District Administration Campus Administration</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, alumni, and major events</p> <p>F: Submission of information for articles and showcases</p> <p>S: Staff Needs Assessment</p>				

<p>2) Campus will update website at least monthly including showcasing student and community activities</p> <p>Populations: All Martin Elem. faculty, staff, students, parents, community members</p> <p>Timeline: Aug. 2018-May 2019</p> <p>Need: Decreasing enrollment - Board approved goal priority [SBDM added 1-10-2018]</p> <p>CNA: Perceptions</p>		<p>PIO District Administration Campus Administration</p>	<p>Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus-program activities and successes.</p> <p>F: Checklist of websites indicating postings are current</p> <p>S: Report at EOY for monthly checklist results</p>				
--	--	--	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide training for teachers to effectively utilize RtI modules and Review 360 to handle classroom discipline so that OSS and discretionary removals are used as a last resort; assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: School Process and Program</p>		<p>Principal Assistant Principal Counselor Dean of Instruction RtI Specialist</p>	<p>F: Prof. Dev. Agendas and Sign-in Sheets</p> <p>S: ISS/OSS Report</p>				

<p>2) Reduce by 5% yearly the out-of-school suspensions on campus by researching and evaluating number of days students were absent due to OSS in order to increase campus student attendance rates and improve student instructional levels.</p> <p>Population: All Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Principal PEIMS Supervisor Attendance Clerk Computer Services</p>	<p>F: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p>S: 6th Weeks Reports</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



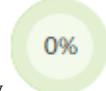

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Martin Elem. will develop and maintain an Emergency Operations Plan that will be multi-hazard in nature, reviewed and updated annually by the Campus Safety & Security Committee. The following drills must be practiced accordingly in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment:</p> <p>Fire Drills - 1x/p/month Lockdown Drills - 3x/p/yr Shelter-in-Place Reverse evacuation Drop & Cover Evacuation</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: School Process and Program</p>		Principal Assistant Principal Counselor Faculty-Staff BISD Police & Security Services	F: After Action Reviews, EOP Binder S: EOP Campus Drill Documentation Form				

<p>2) Martin Elem. will have an identification security system in place. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In at the Office and be escorted at all times. Office staff must conduct sex offender search for all visitors.</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: School Process and Program</p>		<p>Principal Assistant Principal Counselor Faculty-Staff BISD Police & Security Services</p>	<p>F: Campus Sign-In Logs S: Safety Audits, CNA Results</p>				
<p>3) Security Officer will be placed and assigned throughout the school year at Martin Elem. Campus Officer when possible will address current trends with students, Parents, Campus Faculty and Staff in the areas of:</p> <ul style="list-style-type: none"> Gang Awareness Bullying Internet Safety Drug, Alcohol, and Tobacco Awareness Gun Safety Truancy Emergency Operations Plan EOP Safety Procedures <p>Population: All students</p> <p>Timeline: August 20, 2018 to May 30, 2018</p>		<p>Principal Assistant Principal Counselor Faculty-Staff BISD Police & Security Services</p>	<p>F: Evaluations, Sign-in Sheets S. PEIMS Discipline Reports</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.





Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Funding will be allocated for Parent Liaison's salary for assigned duties as the execution of the Parent Involvement program aimed at providing training on campus, district, community programs and assisting to improve student attendance, performance. Population: Parents Timeline: August 2018-May 2019 Weekly Parent Involvement Mtgs. CNA: Perceptions		BISD Parent Involvement Dept. Principal Assistant Principal Dean of Instruction Parent Liaison	F: Agendas, Sign-In Sheets, Home Visit Logs, Purchase Receipts, Flyers S: Evaluation, PI Dept. Binder Review				
Funding Sources: 211 Title I-A - 500.00							

<p>2) Parent Liaison will conduct an Annual Title 1 meeting to inform parents of services provided through Title 1 funds.</p> <p>Title 1 Parent Survey will be conducted to evaluate the effectiveness of the Martin Elem. Parent Involvement efforts. Parent Survey will be available in both Eng. and Span.</p> <p>Population: Parents</p> <p>Timeline: September 2018, April 2019</p> <p>CNA: Perceptions</p>	3.2	Principal Assistant Principal Dean of Instruction Parent Liaison Parent Involvement Specialist	<p>F: Agendas, Sign-in Sheets, Minutes, Survey Results</p> <p>S: Composite of EOY survey, Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Discipline Referrals</p>				
<p>3) Parent Liaison will complete and disseminate the Parental Involvement Policy to delineate how parents will be actively involved at Martin Elem. with the intention to increase participation. Parent and Family Engagement Policy will be available to parents in both Eng. and span.</p> <p>Parent Liaison will disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. School-Parent-Student Compact information will be available to parents in both Eng. and Span.</p> <p>Population: Parents, Staff, Students</p> <p>Timeline: Aug. - Sept. 2018 and through 2018-2019 school year upon arrival of new students</p> <p>CNA: Perceptions</p>	3.1	Principal Assistant Principal Dean of Instruction Parent Liaison Teachers Parent Involvement Specialist	<p>F: District and Martin Elem. Family Engagement Policy, School-Parent-Student Compacts</p> <p>S: Composite of EOY survey, Title 1-A Parent Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals</p>				

<p>4) Martin Elem. will ensure representation of community and parent involvement in the decision-making process. Parents will participate on campus committees, review and provide input of the following to ensure program requirements are met: Family Engagement Policy, School-Parent-Student Compact, Campus Improvement Plan, CATCH Team, SBDM, PAL Team, LPAC</p> <p>Population: Parents</p> <p>Timeline: Aug. 2018-May 2019 attending scheduled Monthly Committee Meetings</p> <p>CNA: Perceptions</p>		<p>Principal Assistant Principal Dean of Instruction Parent Liaison Parent Involvement Specialist C&I Early Childhood Specialist</p>	<p>F: Calendar, Agendas, Sign-in Sheets, Minutes, Flyers, Family Engagement Policy, School-Parent-Student Compact, Parent Representative List</p> <p>S: Composite of meeting minutes, Title 1-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<p>5) Martin Elem. will host a Parent Orientation Day to inform parents and community members of daily standard operating procedures and District Policy to include: Student Code of Conduct Student-Parent-School Compact Parent & Family Engagement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Attendance Policy, Court Citation Info. Home Access Center</p> <p>Population: Parents, Community</p> <p>Timeline: Sept. 2018</p> <p>CNA: Perceptions</p>		<p>Principal Parent Liaison Assistant Principal Dean of Instruction Parent Involvement Specialist</p>	<p>F: Agendas, Sign-in Sheets, Flyers, Brochures, Handouts. Session Evaluations, Authority to Volunteer forms.</p> <p>S: Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Discipline Referrals</p>				

<p>6) Parent Liaison will capitalize on District and Community resources by creating partnership agreements with agencies and organizations inviting them to participate and disseminate information about the public service that their agencies offer in order to continue building strong community partnerships.</p> <p>Population: Parents, Community</p> <p>Timeline: August 2018-May 2019</p> <p>CNA: Perceptions</p>		<p>Principal Parent Liaison Assistant Principal Dean of Instruction Parent Involvement Specialist</p>	<p>F: Agendas, Sign-In Sheets, Flyers, MOUs</p> <p>S: Increased partnerships, results of Parent CNA</p>				
<p>7) Parent Liaison will educate Administration and Staff during Faculty and Grade Level mtgs. as to the academic and non-academic benefits of a strong parent-school partnership, along with providing truancy documentation procedures.</p> <p>Population: Faculty, Staff, Administration</p> <p>Timeline: Aug. 2018-May 2019</p> <p>CNA: School Process & Program</p>	2.5	<p>Principal Parent Liaison Assistant Principal Dean of Instruction Parent Involvement Specialist</p>	<p>F: Agendas, Sign-In Sheets, Flyers,</p> <p>S: Increased parent participation, Title I-A Parental Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals</p>				
<p>8) Parent Liaison will provide information to parents on accessing eSchool Home Access Center to check on students' academic progress</p> <p>Population: Parents</p> <p>Timeline: August 20, 2018 - May 30, 2019</p> <p>CNA: School Process and Program</p>		<p>Principal Assistant Principal Dean of Instruction Parent Liaison Parent Involvement Specialist</p>	<p>F: HAC Application Request</p> <p>S: Parent Access Logs, Parent Conferences</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p>1) Provide instructional support to Martin Elem. Staff that anchors the BISD District Frameworks on research-based strategies and best practices through professional development (Reading, Writing, Math, Science, Social Studies, etc.), provide instructional support for sustainability of TLI that focuses on explicit instruction; instructional support for PK-3 and PK-4 programs through Early Childhood researched practices; Support literacy improvement with implementation of LION assessments, FASCT Text Structures, Writers Workshop; Funds will be allocated to cover registration/travel for professional development and substitutes for teachers while at Prof. Dev.; Support journal writing opportunities throughout content areas and during EDEP; Prof. Dev. for Sp.Ed. Resource Teachers will be provided by C& Dept. in areas of Data Analysis, Curriculum, Content Area and on-line resources Instruction, Data/Blue Prints, Frameworks/Curriculum Overview, TANGO Trends, Classroom Libraries/Units of Study, Writing Process-Literacy; TLI Instructional Routines, i3 Instructional Routines and Curriculum Strategies; PK-3 and PK-4 Teachers will receive training for Summer Bridge PK 3-4 Program for Early Childhood instructional gains; Teachers will receive FASCT Project refresher training and support for text structures implementation; professional development for data analysis of LION, TANGO reports for literacy improvement, implement District's Plan of Action for ELA and Reading to focus on fluency, Early Childhood, content area journaling, Text Structures instruction using FASCT, LION Assessment for K-5th.</p> <p>Population: TI, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Assessment</p>		<p>C&I Specialists District Lead Teachers Principal Dean of Instruction Gr. Lev./Dept. Chairs Teachers</p>	<p>F: Agendas, Sign-in Sheets, Walkthroughs with Strategies implemented S: Evaluations</p>				
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>2) Provide Language Arts Professional Development: For new and existing Reading, Bilingual, Special Ed,</p>		<p>Principal Dean of Instruction LA Specialist Bil. Lead Teacher C&I Adm.</p>	<p>F: CIRCLE Phonological Awareness, Language Literacy System, C-PM/TPRI/Tejas LEE, Classroom Observations for implementation, Fluency Monitoring, Progress Reports, Sign-in Sheets, Agendas, Walk-throughs, ELPS, Rdg/Wrg. Checklists, Reduction of referrals to Dyslexia</p>				

and Dyslexia teachers in order to implement a comprehensive ELAR/SLAR instructional program and to increase achievement of ELL students to ensure advancement/progress of bilingual category for the academic school year for improvement on PBMAS and AMOA (following BISD bilingual transitional model)

- Implement District's Plan of Action for ELA and Reading through the school day and during EDEP
- Administrator Sheltered Instr. Trng.
- District Staff Development for Adm.
- Bilingual District Staff Development for Bilingual Paraprofessional Staff
- TELPAS Trng.
- ELPS
- BOY LPAC
- REACH Trng.
- TELPAS Progress Trng.
- Sheltered Instruction Trng. for New Teachers on Campus and PK, Kinder, 1st, and 2nd Gr. Teachers
- Mind Play/RAPS 360 Trng.
- ELPS
- TLI /CIP Supporting and Sustaining PD
- BOY, MOY,EOY Data Analysis of TPRI-Tejas LEE-CPM
- Esperanza (Grades 1-2)
- Preparacion para la lectura
- Language Enrichment
- Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK
- Eng. Lang. Arts (ELA) and Span. Lang. Arts (SLA) Textbook Adoption (Proclamation 2011)
- Ensenando la lectura-PK
- ELAR/SLAR (Eng./Span. Lang. Arts & Rdg.) TEKS-TLI Grant
- PK Guidelines
- CCRS Standards
- TPRI/Tejas LEE
- State Adopted Textbooks
- Depth of Knowledge (DOK)
- RTI
- Vocabulary Development
- Fluency & Accuracy
- Sequencing & Pacing
- Writing Across the Curriculum & 6+1 Trait Writing
- Comprehension Strategies
- Effective research-based Teaching Practices

Teachers
Sp.Ed.
Dyslexia

& Sp.Ed.

S: EOY Scores on C-PM/TPRI/Tejas LEE/LION, NRT, TELPAS, STAAR





Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1

<p>-Classroom Mgmt (Review 360) -PK3 and PK4 Teacher Trng.</p> <p>Population: PK3-5th Gr. Students LEP, MI, SE, GT, DYS, AR, T1</p> <p>Timeline: Aug. 20, 2018 -May 30, 2019</p> <p>CNA: Student Academic Assessment</p>								
<p>3) TLI Grant Sustainability: Professional development for teachers and staff order to support sustainability in order to maintain a working campus plan to include grade level data analysis of assessments to monitor/adjust instruction and report student achievement in literacy; Assessment analysis training for BOY/MOY/EOY of C-PM, TPRI, Tejas LEE, LION, District Benchmarks, Mini-Marks, etc.</p> <p>Population: PK-5th Gr. Students TI, TIM, LEP, AR, SE, GT</p> <p>Timeline: Aug. 2018-May. 2019</p> <p>CNA: Student Academic Achievement</p>	<table border="1"> <tr> <td data-bbox="663 505 856 1209">Principal Dean of Instruction PK-5th Gr. Teachers Parent Liaison</td> <td data-bbox="856 505 1073 1209">F: PK C-PM, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th S: Results of Rdg. TELPAS & STAARm EOY Data mtg. documentation</td> <td data-bbox="1073 505 1656 1209"></td> <td data-bbox="1656 505 1719 1209"></td> <td data-bbox="1719 505 1782 1209"></td> <td data-bbox="1782 505 1845 1209"></td> <td data-bbox="1845 505 2016 1209"></td> </tr> </table>	Principal Dean of Instruction PK-5th Gr. Teachers Parent Liaison	F: PK C-PM, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th S: Results of Rdg. TELPAS & STAARm EOY Data mtg. documentation					
Principal Dean of Instruction PK-5th Gr. Teachers Parent Liaison	F: PK C-PM, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th S: Results of Rdg. TELPAS & STAARm EOY Data mtg. documentation							

<p>4) Vertical Planning: Teachers will participate in Vertical Planning for curriculum, Literacy focus, assessment, data analysis, TLI strategy resources for sustainability, implementation of District's Plan of Action for ELA and Reading. 3rd-5th Gr. Teachers will meet as content specific teams to streamline instruction and resources; Math focus on implementation of TEKas Target Practice on-line resource for Gr. 3-5;</p> <p>Population: PK-5th Gr. Teachers</p> <p>Timeline: One time each Six Weeks during 2018-2019 school year</p> <p>CNA: Student Academic Achievement; School Process and Program</p>		<p>Dean of Instruction Principal PK-5th Gr. Teachers</p>	<p>F: Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th</p> <p>S: Improved scores on Rdg. TELPAS & STAAR, 4th Gr. STAAR</p>			
<p>5) LPAC Substitute Teachers: Coverage of bilingual classrooms will be provided by LPAC substitute teachers in order for LPAC members to receive training and disaggregate data to make decisions on appropriate instructional settings for bilingual students Bilingual funding will also be used for substitutes for Bilingual Teachers during STAAR Testing.</p> <p>Population: PK-5th Gr. Bilingual Teachers</p> <p>Timeline: Monthly LPAC Sept. 2018-May 2019</p> <p>CNA: Student Academic Achievement; School Process and Program</p>		<p>Principal Assistant Principal Dean of Instruction Bilingual Teachers LPAC Representatives</p>	<p>F: Bilingual Substitute Form, Agendas & Sign-in Sheets</p> <p>S: Improved scores on C-PM/TPRI/Tejas LEE, NRT tests and STAAR ELA tests,</p>			

<p>6) Grade Level Meetings: PK-5th Gr. Teachers, Dyslexia, Sp.Ed. Resource Teachers will meet during Grade Level Planning Periods to review content area curriculum and data analysis for each grade level to implement vertical alignment in order to improve student achievement.</p> <p>Population: PK3--5th Gr. Teachers T1 TIM, LEP, AR, SE, GT</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement; School Process and Program</p>		<p>Dean of Instruction Grade PK-5 Teachers Spec. Ed Teachers Dyslexia Teacher</p>	<p>F: Agendas, Sign-in Sheets, Administrative observation Report Card Review of Binders Content Area Unit Tests District Benchmarks Lesson Plans Classroom/Grade Level Assessments</p> <p>S: Results C-PM/TPRI/Tejas LEE, LION, NRT, TELPAS, STAAR</p>				
<p>7) Professional Development: will support C&I Curriculum Frameworks in Reading, Math, Sci STREAM, Soc. St. and the BISD Plan of Action for ELA and Reading so that teachers will have all updates of the in order to impact student achievement as requested</p> <ul style="list-style-type: none"> -Teachers will attend the BISD Curriculum Fall-Spring Literacy Symposium Conf. -Provide strategies to motivate students -Supports the Content Area curriculum -Supports Journeys & Envision -Promote vertical and horizontal articulation -Provide researched-based strategies for improving student academic literacy. -3rd & 4th Gr. Writing Teachers will attend Empowering Writers Expository Workshop on Sept 25 and Editing, Revising, and More Workshop on Sept. 26 <p>Population: PK-5th Gr. Teachers T1, TIM, LEP, AR, SE, GT</p> <p>Timeline: Aug. 2018- May 2019 school year</p> <p>CNA: Student Academic Achievement; School Process and Program</p>		<p>Principal Dean of Instruction PK-5th Gr. Teachers Special Ed. Teachers Dyslexia Teacher C-I Specialists</p>	<p>F: Agendas, Sign-in Sheets, Teacher Observation</p> <p>S: Results C-PM, TPRI-Tejas LEE, LION, NRT, TELPAS, STAAR</p>				

<p>8) Fine art and music teachers will attend professional development sessions when available District-State Conferences</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: School Process & Program</p>		<p>Art & Music Teacher Dean of Instruction Principal Fine Arts Dept. Specialists</p>	<p>F: Sign-in sheet, Flyers, Prof. Leave Request</p> <p>S: PDS Transcript</p>				
<p>9) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: Elementary AR Students</p> <p>Timeline: August 13, 2017 - May 31, 2019 as needed</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Administrator for State Compensatory Education, Administrator for Special Programs Principal Dean of Instruction</p>	<p>F: PDS Session Evaluation Report, PDS Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Student Progress Reports</p> <p>S: EOY results of C-PM TPRI, Tejas LEE, NRT, LION, TELPAS, STAAR</p>				

<p>10) Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Suicide Prevention Violence, conflict resolution Recent drug use trends Resiliency, Developmental Assets Dating Violence Signs of Child Abuse Response to Intervention -RtI Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: All Students</p> <p>Timeline: Aug. 13, 2018 -May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		Guidance and Counseling Community Resource Professionals Counselor Principal Dean of Instruction Assistant Principal	F: Attendance Roster Prof. Dev. Eval. PEIMS Disc. Reports S: PDS documentation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading Root Cause 1: There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing.and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading
School Processes & Programs
Problem Statement 1: Martin Elementary has not demonstrated continuity of Math,Reading and Writing instruction across the grade levels 3-4-5 Root Cause 1: Administrator monitoring of use of content area resources as TEKSas Target Practice and instructional practices

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)





Performance Objective 1: Martin Elem. will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Classroom computers and printers will be available for PK-5th Gr. students to use a a tool for developing skills in the content areas through instructional software and other multi-media resources as: My Satori - Gr. 1-5 Learning A-Z - Gr. 2-3 Think Central Gr. 3-5 STEMScopes - Gr. 5 Starfall- PK-1st The following Sp.Ed. Programs of instruction will be equipped: PPCD: Computers-HATCH Computers- SmartBoard-Hatch Tablets-Teach Smart System LifeSkills: Computers - HATCH Computers, SmartBoard-Teach Smart System-Unique Learning Resource Computers - MOBI -REDCAT -SmartBoard Populations: All PK-5th Gr. students Timeline: Aug. 2018-May 2019 CNA: School Process and Programs		Principal Assistant Principal Dean of Instruction Teachers TST	F: Computer Usage Reports Diagnostic Tests Computer Program Usage Reports S: Results of C-PM, TPRI, Tejas LEE, LION, TELPAS, NRT, STAAR				

<p>2) To increase math proficiency, there will be implemented integrated challenging standard-based, inquiry-centered math technology so that students will increase their conceptual knowledge at their appropriate grade level as demonstrated through extension of C&I Math Frameworks K-5 Envision Realize K-5 Kahoot Gr. 5 My Satori Gr. 1-5 Prodigy Math Gr. 3-5</p> <p>Population: All students</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Assistant Principal Dean of Instruction K-5th Gr. Teachers</p>	<p>F: Teacher Observation Report Card Print-out scores Oral responses End of Unit Assessment C&I Mini-Marks Usage Reports</p> <p>S: Results from Campus assessments & District Benchmarks, Math STAAR Test</p>				
<p>3) EduSmart: Kinder-5th Gr. Science Teachers will use this program to facilitate the instruction of science and study skills to increase assessment results in Science.</p> <p>Population: Kinder-5th Gr. students, T1, T1-M, LEP, AR, SE, GT</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Teachers Dean of Instruction Principal Assistant Principal C&I Science Specialist</p>	<p>F: Teacher Observations, Report Card, Results from C&I Mini-marks and campus assessments, Print-out scores & oral responses</p> <p>S: Results of District Science Benchmarks and STAAR Science</p>				
<p>4) Discovery Education: Students will be exposed to various social topics that correlate with curriculum objectives through the use of video clips through Discovery Education in order to enhance instruction of social studies</p> <p>Populations: PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>PK-5th Gr. Teachers Principal Dean of Instruction Assistant Principal C&I Social Studies Specialist</p>	<p>F: On-going Teacher Observation, written summaries, oral presentations, research projects</p> <p>S: Campus Assessments Results</p>				

<p>5) On-Line Computer Assessments: Students will take on-line assessments to evaluate academic progress using ETAZO for District-Campus Benchmarks, LION, TELPAS, STAAR, Use of IPODs/Computers for C-PM, TPRI, Tejas LEE</p> <p>Populations: PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		<p>PK-5th Gr. Teachers Principal Dean of Instruction Assistant Principal C&I Specialists ARE Specialists</p>	<p>F: On-going Teacher Data Analysis, District/Campus Benchmarks</p> <p>S: Results of LION, TELPAS, STAAR, C-PM/TPRI/Tejas LEE</p>				
<p>6) Test NAV Reading: On-Line assessment practice site to prepare students for TELPAS on-line Reading Test & STAAR on-line assessment</p> <p>Population: 2nd-5th Gr. LEP students</p> <p>Timeline: Sept. 2018-Apr. 2019</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Assistant Principal Dean of Instruction 2nd-5th Gr. Teachers</p>	<p>F: Test NAV for TELPAS Rdg</p> <p>S: Results of Rdg. TELPAS, STAAR</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Martin Elem. will increase the overall attendance rate to 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) A food pantry and clothes closet will be implemented in campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary AR Students</p> <p>Timeline: August 2018 - June 2019 as needed</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Principal Homeless Youth Coordinator Administrator for State Compensatory Education Administrator for Special Programs Parent Liaison Dean of Instruction</p>	<p>F: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log,</p> <p>S: District Benchmark Scores, Student Progress Reports, EOY C-PM, TPRI, Tejas LEE, LION, NRTTELPAS, STAAR Results</p>				

<p>2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring - management included in Campus Improvement Plan; Ensure that campus student attendance meets District and State rates so that students meet their full educational potential; Establish communication with parents ,teachers,students to inform of attendance issues</p> <p>Population: All Students</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement; School Process & Program</p>		<p>Principal Asst. Principal PEIMS Supervisor Attendance Clerk Parent Liaison Data Entry Clerk Pupil Services</p>	<p>F: Daily monitoring of yellow Attn. Folder, Weekly review of campus attendance rates, Monitor campus Attendance Mgmt. plans as needed by campus visitations by Pupil Services</p> <p>S: Semester Attn. Rates</p>				
<p>3) Train attendance clerk and Parent Liaison to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students</p> <p>Train Adm. and Parent Liaison on effective implementation and ue of the School Messenger Notification Systems for effective monitoring of student attendance and maximize instruction.</p> <p>Population: All Students</p> <p>Timeline: Aug - Oct. 2018 District Pupil Services and PEIMS Training for Attn. Clerks</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		<p>Pupil Services Student Accounting Principal Assistant Principal Dean of Instruction Parent Liaison School Messenger Notification System eSchoolPLUS</p>	<p>F: Flyers, Agenda, Sign-in sheets Six weeks Attn. Report School Messenger Notification System eSchoolPLUS</p> <p>S: EOY Attn. Report</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Martin Elem. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Martin Elementary School will implement 5th Gr. SSI and Gr. 3-4 At-Risk Tutorial that focuses on remediation strategies in core-area subjects for low-performing students and Bilingual students in order to decrease the retention rate and improve student achievement. Resources and materials will be ordered to support Tutorial instruction from Gateway.</p> <p>Population: Gr. 3-5 TI, AR, LEP</p> <p>Timeline: Sept. 17, 2018 - May 8, 2019</p> <p>CNA: Student Academic Achievement, School Process and program</p>	2.6	Dean on Instruction Tutorial Teachers Principal Administrator for State Compensatory Education	<p>F: Weekly assessments eSchoolPLUS and generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, District Benchmark Scores, and Student Progress Reports</p> <p>S: STAAR Results, Retention Rate</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 162 State Compensatory - 17309.00</p>							
<p>2) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.</p> <p>Population: AR, TI, LEP, MI</p> <p>Timeline: Aug. 20, 2018 - May 30, 2019</p> <p>CNA: Student Academic Achievement</p>		Principal Dean of Instruction Administrator for State Compensatory Education	<p>F: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>S: EOY results of STAAR , C-PM, TPRI, Tejas LEE, NRT, TELPAS, LION</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: 162 State Compensatory - 77015.00</p>							

<p>3) After school Extended Day Enrichment Program will be held daily to provide enrichment activities that are academic and extra-curricular to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.</p> <p>Population: Elementary AR Students</p> <p>Timeline: Aug. 20, 2018 - May 29, 2019</p> <p>CNA: Demographics, Student Academic Achievement, School Process & Program, Perceptions</p>	2.5	Principal Dean on Instruction EDEP Teachers Administrator for State Compensatory Education	<p>F: Weekly assessments eSchoolPLUS and generated EDEP Schedule, Attendance Report, EDEP Lesson Plans, District Benchmark Scores, and Student Progress Reports</p> <p>S: STAAR Results , Attendance Rate, Retention Rate</p>				
<p>4) Student tablets, laptops, printers, and projectors, license for student computer use, apps, and supplies will be used to enhance At-Risk educational opportunities in content areas:</p> <p>Population: At-Risk Students</p> <p>Timeline: Aug. 20, 2018 - May 30 2019</p> <p>CNA: Student Academic Achievement</p>		Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education	<p>F: Computer use annotated on Lesson Plans, Computer lab schedules, Adm. Observations-Walk-throughs, District Benchmark Scores, C&I Mini-Marks, Student Progress Reports</p> <p>S: Results of C-PM/TPRI/Tejas LEE, LION, NRT, TELPAS, STAAR</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Martin Elementary has demonstrated lower scores on STAAR Writing and Reading Root Cause 1: There has not been continuity of composition writing, revising and editing in grades 2-3 in preparation for STAAR Writing and fidelity of FASCT Project text structures strategies in grades 3-4 to target STAAR Reading
School Processes & Programs
Problem Statement 1: Martin Elementary has not demonstrated continuity of Math, Reading and Writing instruction across the grade levels 3-4-5 Root Cause 1: Administrator monitoring of use of content area resources as TEKSas Target Practice and instructional practices
Perceptions
Problem Statement 1: Martin Elementary's enrollment has had a steady decline Root Cause 1: Although Martin Elementary is an older campus within an established community, there has not been enough showcasing of the many educational benefits and opportunities for students

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Martin Elem. will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Federal Programs will continue to fund campus nurse at 40% and supplies to assist with the execution of the health program aimed at monitoring and assisting low-performing students at schoolwide campuses improve overall health in order to improve student attendance-performance.</p> <p>Population: Campus Nurse</p> <p>Timeline: Aug. 2018 - Jun. 2019</p> <p>CNA: Student Academic Achievement, School Process and Program</p>		<p>Health Services Administrator Special Programs Administrator Federal Programs Administrator Principal</p>	<p>F: Time and Effort Logs Referrals Supply Requests</p> <p>S: EOY Attendance Rates</p>				

<p>2) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530 effective 09-01-2007.</p> <p>Population: All PK-5th Gr. Students TI,MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Daily Aug. 20, 2018-May 30, 2019</p> <p>CNA: Student Academic Achievement, School Process and Program</p>		<p>Principal Assistant Principal Dean of Instruction Physical Ed. Teachers</p>	<p>F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills</p> <p>S-School Health Index Physical Fitness Assessment</p>				
<p>3) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population: All Students Gr. 3-5</p> <p>Timeline: Daily Aug. 20, 2018- May 30, 2018</p> <p>CNA: Student Academic Achievement, School Process and Program</p>		<p>Principal Assistant Principal Dean of Instruction Physical Ed. Teachers C&I PE Specialist</p>	<p>F-Updated District Policy Classroom Observations</p> <p>S-TEA required report for Fitness Assessment Results & Student Follow-up</p>				

<p>4) Maintain and improve Coordinated Approach to Child Health-CATCH Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity -MVPA, and any other indicator recommended by School Health Advisory Council -SHAC in order to comply with Senate Bill 19 and Senate Bill 892 effective 09-01-2009.</p> <p>Population: PK-5th Gr. CATCH Team Reps Safety Coordinator PE Coaches School Nurse Counselor Food Service Mgr Parent Liaison Parent CATCH Rep CATCH Champion Student Reps.</p> <p>Timeline: 3rd Thurs. of each month Sept. 2018- May 2019</p> <p>CNA: Student Academic Achievement, School Process & Program</p>		Principal Assistant Principal CATCH Champion CATCH Team	F-Implementation Doc. Lesson Plans Fitness Assessment Obs. Student Grades Attendance Rates S-SHAC Recommendations CATCH Activities CATCH Visitation Reports School Health Index Improvement Plan Standardized Tests Results				
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<p>5) Provide information on the Wellness-Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08-01-2004 and revisions 08-01-2007.</p> <p>Population: PK-5th Gr. Students TI, MI, LEP, SE AR, GT, DYS Teachers, Parents, Adm.</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: School Process and Program</p>		<p>CATCH Team Members Administration</p>	<p>F: Campus Visitation Observations Updated District Policy, Agendas, Sign-In Sheets</p> <p>S: CATCH Binder</p>				
<p>6) To promote and ensure physical fitness and awareness of the importance of health & wellness, students in grades Pre K-5 will be provided with opportunities to participate in Community Fun Runs, Jump Rope for Heart, BISD Elementary Track and Field Day, Congenital Heart Disease and Diabetes Awareness events. The home/school connection will be extended to parent/family involvement in campus & community health & wellness activities/events. Participation will also be activity for the Martin Elem. SuperStar Sprinters Fun Run Team.</p> <p>Population: PK-5th Gr. Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug. 20, 2018-May 30, 2019</p> <p>CNA: School Process & Program</p>		<p>Principal Assistant Principal Dean of Instruction PE Coaches Martin Elem. SuperStar Sprinters Sponsor</p>	<p>F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills</p> <p>S-School Health Index Physical Fitness Assessment</p>				

<p>7) The Homeless Dept. will ensure support services for students identified as homeless. Teachers, Parent Liaisons will coordinate with counselors to help students in need and to maintain consistent attendance</p> <p>Population: Homeless Elementary Students</p> <p>Timeline: Daily Aug. 20, 2018 - May 30, 2018</p> <p>CNA: Student Academic Achievement</p>		<p>Principal Parent Liaison Counselor Homeless Youth Dept.</p>	<p>F: Monthly eSchoolPLUS at-Risk campus contact to ensure support services provided to students classified as homeless</p> <p>S: EOY Homeless Youth roster of students served throughout</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

State Compensatory

Budget for Martin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-104-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,054.00
162-11-6118-00-104-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$9,255.00
162-11-6118-00-104-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$28,200.00
6100 Subtotal:		\$45,509.00
6300 Supplies and Services		
162-11-6396-00-104-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6399-00-104-Y-30-000-Y	6399 General Supplies	\$7,160.00
162-13-6399-00-104-Y-30-000-Y	6399 General Supplies	\$500.00
6300 Subtotal:		\$9,660.00

Personnel for Martin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Garza	PK Teacher	State Comp	.50
Melba Linda Longoria	Dean of Instruction	State Comp	1.0
Yurytzy Ruiz	PK Teacher	State Comp	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Martin Elementary Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have a 5 point increase of all students and all student groups passing all parts of state mandated assessments for the 2018-2019 school year, in addition to increasing the number of students achieving at the Mastered performance level in all tested content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Martin Elem. SBDM Committee gave input on the development of the CIP and made revisions as to setting goals and developing activities using data from CNA from students, staff, parents and community along with teacher input for staff development needs.

2.2: Regular monitoring and revision

The Martin Elem. SBDM Committee will meet on the first Wednesday of each month throughout the 2018-2019 school year to review the CIP for revisions, budget updates, and formative reviews to be made in November, January, April and June.

2.3: Available to parents and community in an understandable format and language

The Martin Elem. CIP is uploaded onto the campus website with the most current plan's revision date noted. The SBDM Committee has membership of two bilingual parents and the Dean of Instruction presents at Parent Involvement meetings bilingually over the topic of CIP.

2.4: Opportunities for all children to meet State standards

1. Martin Elementary Staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of After

School Tutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. State Comp. allocations will be used toward Afterschool Tutorial and Extended Day Enrichment Program to improve student achievement. Tier instruction will be used during daily instruction with pull out of small group being used for Tier II and Tier III instruction.

2.5: Increased learning time and well-rounded education

In order to increase learning time and well-rounded education, Grades 3-5 will provide departmentalized instruction in the content areas. This will allow teachers to focus instruction on the assigned content area and assist with focused planning for targeted objectives. Teachers in Grades 3-5 will also have vertical planning sessions in order to collaborate regarding instructional strategies and resources and to develop continuity of instruction. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including the TELPAS, campus and district benchmark tests & C&I Mini-Marks, results from LION, Learning A-Z, Prodigy Math, STEMscopes, FASCT Project data, TPRI/Tejas LEE/C-PM, etc. to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

2.6: Address needs of all students, particularly at-risk

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program based on his/her individual needs. Data analysis plays an important role. Through the use of Grade Level/Vertical Planning and data analysis meetings, in conjunction with tutorials and staff development, students will become better prepared because their teachers will be better prepared. RTI meetings will be held every six weeks to analyze the progress of students and to review the effectiveness of the Tier II/III instruction, in addition to making recommendations for further assessment for special programs as Special Education, Dyslexia, and 504.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Martin Elementary will develop and distribute the Parent and Family Engagement Policy at the beginning of the 2018-2017 school year and have it available for new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy throughout the school year.

3.2: Offer flexible number of parent involvement meetings

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent trainings will focus on how to help students achieve in the content areas, state assessments, ELL services that support college readiness, digital citizenship, GALAXY-GT Program information, and the importance of parent involvement, in addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills. As an extension of the PK Program, in collaboration with the Texas Workforce Commission, a Parent Trainer will hold sessions for PK parents once a month with alternating meeting times in order to offer flexible parent involvement meeting times.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graciela Arrona	Title I-A Pre-K 3 Aide	211 Federal	1.0
Hilda Hinojosa	Nurse	211 Federal	.40
Juanita Ayala	Title 1-A Teacher Aide	211 Federal	1.0
Laura Krause	Parent Liaison	211 Federal	1.0
Margarita De Leon	Title 1-A Pre-K 4 Aide	211 Federal	1.0
Mary Elizabeth Bujanos	Title 1-A Pre-K 4 Aide	211 Federal	1.0

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Gilda Jo	Principal
Meeting Facilitator	Melba Longoria	Dean of Instruction
Classroom Teacher	Yurytzy Ruiz	PK Teacher
Classroom Teacher	Luz Marshall	Kinder Teacher
Classroom Teacher	Maria Palomo	1st Gr. Teacher
Classroom Teacher	Josefa Miles	2nd Gr. Teacher
Classroom Teacher	Mary Guerrero	3rd Gr. Teacher
Classroom Teacher	Michelle Flores	4th Gr. Teacher
Classroom Teacher	Zandra Fernandez	5th Gr. Teacher
Classroom Teacher	Laura Silguero	Resource Teacher
Non-classroom Professional	Hilda Hinojosa	Nurse
Paraprofessional	Maria Bochas	PE Paraprofessional
Paraprofessional	Juanita Collazo	Sp.Ed. Resource Paraprofessional
Parent Liaison	Laura Krause	Parent Liaison
Business Representative	Rolando Ramirez	Amigo Loan Company
Business Representative	Leticia Scheiber	John Scheiber Photography
Parent	Sunni Fitzwater	Sunni's Muffins
Community Representative	Juan Palomo	US Navy Retired
District-level Professional	Dahlia Castro	BISD C&I Math Specialist
Parent	Lina Hilario	Parent
Student	Melanie Lerma	5th Gr. Student
Community Representative	Karla Pariente	Community Representative
Student	Ruben Leo	4th Gr. Student

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies for Art instruction	199-11-6399-50-104-Y-11-000-Y	\$489.00
1	4	1	Supplies for Music instruction	199-11-6399-57-104-Y-11-000-Y	\$489.00
3	1	1	BISD Warehouse - miscellaneous maintenance supplies	199-51-6315-00-104-Y-99-000-Y	\$3,565.00
3	1	1	HEB - miscellaneous supplies for staff dev	199-13-6499-53-104-Y-99-000-Y	\$500.00
3	1	1	Elite Promotions - Teacher Planners for use during Prof. Dev.	199-23-6498-00-104-Y-99-000-Y	\$2,000.00
3	1	1	Gateway - colored paper and supplies	199-11-6399-00-104-Y-11-000-Y	\$6,431.00
3	1	1	Warehouse - copy paper	199-11-6396-00-104-Y-11-000-Y	\$900.00
3	1	1	General supplies for PE Dept.	199-11-6399-51-104-Y-11-000-Y	\$900.00
3	1	1	General supplies for Teachers - cartridges	199-11-6399-62-104-Y-11-000-Y	\$2,000.00
3	1	1	Transportation - Field Trips	199-11-6494-00-104-Y-11-000-Y	\$4,000.00
3	1	1	Library Books and Awards	199-12-6329-42-104-Y-99-000-Y	\$2,000.00
3	1	1	Administrator Computer needs	199-23-6649-000-104-Y-99-000-Y	\$1,000.00
3	1	1	Counselor Supplies	199-31-6399-00-104-Y-99-000-Y	\$200.00
3	1	1	Nurse Supplies	199-33-6399-00-104-Y-99-000-Y	\$200.00
Sub-Total					\$24,674.00
Budgeted Fund Source Amount					\$22,946.00
+/- Difference					\$-1,728.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper for At-Risk Instructional Purposes	162-11-6396-00-104-Y-30-000-Y	\$2,000.00
1	1	1	General Supplies for At-Risk Instructional Purposes	162-11-6399-00-104-Y-30-000-Y	\$7,160.00
1	1	1	General Supplies for at-Risk Instructional Purposes	162-13-6399-00-104-Y-30-000-Y	\$500.00
1	1	2	General Supplies - Gateway and Lakeshore	162-11-6399-00-104-Y-30-000-Y	\$7,160.00
1	2	4	Salary for PK-4 Teachers (2 at .50 each)	162-11-6119-00-104-Y-34-PKK-Y	\$78,968.00

9	2	1	Professional Extra Duty Pay - 5th Gr. SSI Tutorial	162-11-6118-00-1-4-Y-24-SSI-Y	\$8,054.00
9	2	1	Professional Extra Duty Pay - Gr. 3-4 At-Risk Tutorial	162-11-6118-00-104-Y-30-000-Y	\$9,255.00
9	2	2	Dean of Instruction Salary	162-13-6119-31-104-Y-30-000-Y	\$77,015.00
9	2	3	Professional Extra Duty Pay - EDEP	162-11-6118-00-104-Y-30-ASP-Y	\$28,200.00
Sub-Total					\$218,312.00
Budgeted Fund Source Amount					\$55,169.00
+/- Difference					\$-163,143.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies - Bilingual Instruction	163-11-6399-00-104-Y-25-000-Y	\$3,301.00
Sub-Total					\$3,301.00
Budgeted Fund Source Amount					\$3,301.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,635.00
+/- Difference					\$3,635.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-11-6399-00-104-Y-30-0F2-Y	\$3,811.00
1	1	1	General Supplies - Printing	211-11-6399-16-104-Y-30-0F2-Y	\$3,000.00
6	1	1	Parent Liaison Mileage	211-61-6411-00-104-Y-30-0F2-Y	\$500.00
9	2	3	Professional Extra Duty Pay - EDEP After School Program	211-11-6118-11-104-Y-24-ASP-Y	\$28,200.00
Sub-Total					\$35,511.00
Budgeted Fund Source Amount					\$35,011.00
+/- Difference					\$-500.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,301.00
+/- Difference					\$4,301.00
Grand Total					\$281,798.00

Addendums

HIGH-QUALITY PREKINDER PROGRAM COMPONENTS' FEEDBACK

Campus: MARTIN Elementary

PK-3 & PK-4 Teachers

High-Quality Component	Component Implemented		Implementation In Progress		Follow-Up Feedback for Consideration
	Yes	No	Yes	No	
Check one					
Curriculum	✓		✓		Frameworks Pre-Kinder Guidelines
Student Progress Monitoring	✓		✓		C-PM's BOY/MOY/EOY OWL
Teacher Qualifications & Professional Development	✓		✓		Professional Development attended CLI-Engage On-Line Professional Development 4 th Annual Literacy Conference – Lopez ECHS – March 23-24, 2018 Early Childhood Conference – SPI Convention Center – June 19-20, 2018
Teacher to Student Ratio	✓		✓		Para-Professionals were assigned to assist in classroom
Family Engagement Plan	✓		✓		Parent/Teacher Conferences for C-PM BOY/MOY/EOY Texas Workforce Commission/ PK-3,PK-4 Family Workshops Family Engagement Activities each Six Weeks
Program Evaluation	✓		✓		C-PM BOY/MOY/EOY Data Analysis Meetings PK-3, PK-4 Grade Level Meeting Vertical Alignment Meeting
Data Reporting	✓		✓		CLI Engage TANGO

Dean (Print Name): Melba Linda Longoria

Date: 6-5-18

Principal's Signature: Gilda Jo Pena

