

Brownsville Independent School District
Martin Elementary
2016-2017 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

Needs Assessment Overview

Martin Elementary School Campus Narrative

R. L. Martin Elementary School, “Where all of our Students are Super Stars,” is located in the heart of Brownsville, Texas, in the Lower Rio Grande Valley. R. L. Martin Elementary was first opened in 1953 as Ebony Heights Elementary School; and, in the late 1970’s, the name was changed to R.L. Martin Elementary to honor the long-time principal, Mr. Robert L. Martin. The staff at Martin is composed of 50 certified staff, 21 support staff, 4 custodians, 5 food service employees and 3 administrators. The staff is diverse, with varied specialties and experiences that institute an academic environment serving the individual needs of each learner.

Our campus goals and objectives play an important role in the success of our school. Some of our goals include having 5% increases in STAAR scores annually for our 3rd, 4th, and 5th grade students in all areas. Our goals for grades PK-3rd include receiving “developed” status/75%+ on the TCPALLS/TPRI/Tejas Lee assessments. We also have a goal of 98.5% daily student attendance. The Martin Elementary School faculty and staff are committed to the following goals: maintaining a positive learning environment, maintaining a safe and orderly campus, continue with an open door policy for faculty, parents, students and community members, and improvement in the areas of Reading & Writing and ELL performance in all state assessments.

Presently, R. L. Martin Elementary serves approximately 570 students. The grade levels begin with a full day Pre-K Program and continue through the Fifth Grade. In an effort to meet the needs of its diverse student population, Martin Elementary offers both regular education and special education programs, including one PPCD unit and two Life Skills units. Within its educational program, Martin offers such programs as visual arts, music, computer labs, mobile wireless labs, extensive library collection, three self-contained special education classrooms, and dyslexia reading program. At Martin Elementary, students are encouraged to participate in a variety of academic and physical extracurricular activities which have enriched their educational experience and have earned them academic recognition. Students are encouraged to participate in various enrichment activities such as the Accelerated Reader program, Ballroom Dance, Brainsville, CATCH Fitness Events, Chess, Cub Scout Toop 956, 5th Gr. Choir, Destination Imagination, DanceTeam, Football Team, Science Fair, Spelling Bee, Track Team, and UIL. Martin Elementary School has received numerous awards and recognitions, most recently receiving the National Excellence in Urban Education (NCUST) Honor Roll Award, 2015 TEA 5 Distinction Designations for overall achievement, and House Bill 5 CASE EXEMPLARY Campus Overall Rating.

Martin Elementary students in PK-4th Grade in addition to PPCD, Life Skills 1 and Life Skills 2 participate in “Moving on Up Day”. The campus activity gives students the opportunity to experience the upcoming grade level and allows teachers to detail expectations in preparation for the next school year. Other campus activities include Grade Level Performance Programs as PK & Kinder “Martin Mini-Fiesta” and "Dia de los Ninos" Celebration, 1st Gr

“Winter Wonderland Program,” 2nd Gr. “Meet the Presidents”, 3rd Gr. “Halloween Songs of Celebration”, 4th Gr. “Christmas Musical” and 5th Gr. “Constitution Day” and “Talent Show.”

Martin Elementary has an active parent volunteer group. Our parents participate in scheduled Parental Involvement activities in the classroom every six weeks and attend our Perfect Attendance and Honor Roll Assemblies. Parents are offered weekly Parental Involvement sessions weekly covering a variety of campus and district-wide topics. Speakers include community program representatives, BISSD personnel, and campus staff who inform parents on relevant topics. As an extension of our Parent Involvement program, Texas Workforce Commission and the Texas School Ready Program offer monthly sessions for parents of PK students to assist them with cognitive strategies and reading readiness.

Aside from addressing the academic needs of our students, the educational program at Martin addresses the emotional and affective needs of its students. The campus has two school counselors who work closely with students to promote academic and emotional success. The counselors sponsor activities during Red Ribbon Week and host "Career on Wheels Day" for PK-2nd Gr. Students and "Career Day" for 3rd-5th grade students. The counselors also coordinate our Six Weeks Perfect Attendance and Honor Roll Assemblies and End-of-Year Awards Ceremony in which students receive recognition from the principal, Mrs. Gilda Jo Pena, in the form of trophies, certificates and ribbons. I

The educational program at Martin Elementary is enhanced by its positive school climate. Teachers, parents, community members, and administrators collaborate often to encourage a constructive learning community. Every week a university or college is showcased during morning announcements and students get the opportunity to research specific universities/colleges assigned to each class and display their findings on the bulletin boards located throughout the walk-ways and Cafeteria stage. Students and Staff continue to showcase the importance of higher education by wearing university/college t-shirts on Wednesdays. In addition, students and teachers are encouraged to wear the Martin school-colors (purple, black & teal) every day to solidify school spirit. Martin teachers and students are the epitome of their symbol, the “Super Star.” Martin Elementary is "The Place Where Great Minds are Created!"

Martin Elementary School’s campus initiatives include the following:

1. Team Teaching in Grades 4 and 5
2. Vertical Planning
3. Reflex Math Fact Fluency Pilot in Gr. 2 and 3
4. District/Campus Initiative Implementation of Reading Fluency & Vocabulary Development and Write for Success
5. FASCT Project for Literary Text Feature Comprehension in Grades 3, 4, and 5

School Namesake: Robert L. Martin

School Colors: Purple, Teal & Black

School Mascot: Super Stars

School Motto: The Place where Great Minds are Created

Annual Campus Goals: 5%+ increase in all STAAR assessments for Grades 3-5; Developed/75+% on CPALLS/TPRI/Tejas LEE for PK-3rd Gr.; Attendance Rate of 98.5%

Martin Elementary STAAR 2015-2016 Comparison:

Level II	Reading/ELA					Mathematics					Writing					Science				
Phase-in 2																				
INDEX	2012	2013	2014	2015	2016	2012	2013	2014	20015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1 - 2																				
All Students	76%	72%	74%	80%	82%	78%	79%	80%	TAPR	81%	75%	67%	72%	67%	73%	76%	82%	76%	70%	86%
*SPED	56%	70%	59%	30%	44%	72%	80%	70%	TAPR	36%	67%	50%	*	25%	29%	60%	73%	64%	29%	71%
**ELL	39%	48%	58%	72%	75%	54%	60%	72%	TAPR	77%	52%	42%	50%	56%	80%	63%	50%	57%	48%	79%

***Demographics of Concern**

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 Home Visitor 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/Saturday tutorial.

The student population at Martin Elementary School is approximately 570 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

Demographics 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

Student Achievement

Student Achievement Summary

Martin Elementary disaggregates data in various ways. Grade levels analyze data of BOY/MOY/EOY for TPRI/Tejas LEE along with Benchmark tests, classroom assessments, and STAAR results. Grade level meetings are held weekly 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. 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 Achievement Strengths

- *Overall improvement in PK for EOY phonological awareness, math, and science to 100%
- *Overall improvement in Kinder for EOY Blending Phonemes, Blending Word Parts, Letter to Sound Linking, Listening Comprehension (Recalling Details), and Math Counting
- *1st Grade strengths include Phonemic Awareness, Graphophonemic Knowledge, and Writing
- *2nd Gr. strengths include improvement in poetry awareness, math, awareness of TLI strategies and MIP- in text/in my head
- *4th Gr. improvement in STAAR Reading to 85% (+7)
- *5th Gr. improvement in STAAR Reading to 80% (+4), Math to 95% (+18), and Science to 86% (+19)
- *Increase in LEP achievement in all content areas

Student Achievement Needs

- *Need for improvement for PK students in skills of Rapid Letter Naming and Rapid Vocabulary in Spanish
- *Need for improvement for Kinder students in skills of Deleting Final Sounds, Deleting Initial Sounds, Rhyming, Listening Comprehension (Inferring Word

Meaning & Linking Details), Addition & Subtraction, Money Skills

*1st Gr. areas that need improvement include math, comprehension/strategies, fluency, and poem comprehension

*2nd Gr areas that need improvement include Graphophonemic Knowledge EOY 57%; Word Recognition EOY 53 %, Reading comprehension and endurance, GK patterns and rules, and increase enjoyment of reading

*3rd Gr. areas that need improvement include TPRI EOY Spelling 50%, Word Reading 64%, Comprehension 47%, Fluency and in Tejas Lee EOY Dictado, Comprehension, and fluidez; in the area of math needs include Computation & algebraic relationships, geometry & measurement; in the area of Reading areas needing improvement include Understanding/Analysis of informational text, Understanding/analysis of literary texts.

Overall 3rd Gr. STAAR scores decreased in Reading to 64% (-16) and Math to 71% (-1)

*4th Gr. area that needs improvement are STAAR Math that decreased to 73% (-4). Although STAAR Writing showed an increase to 73%, our goal is to improve 4th Gr. Writing by a minimum of 5 points.

*4th Gr. targeted instructional focus of Reading/SS with non-fiction literary text (ex. Scholastic: America's Presidential Election)

*5th Gr. showed tremendous progress on STAAR Science with 86%, an increase of +19, our campus goal is to continue to improve Science scores with the continued use of Living with Science

*Continue with district/campus-wide writing initiative from PK-5th to support need to increase 4th Gr. STAAR Writing achievement through implementation of Write for Success

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

School Culture and Climate

School Culture and Climate Summary

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, Cub Scouts Troop 956, Chess Club, Dance Team, Destination Imaginization, 5th Gr. Choir, Football, Science Fair, Spelling Bee, 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.

School Culture and Climate Strengths

- *Variety of presenters at Parent Weekly meetings and Grade Level Parental Involvement activities, in addition to PK Parent Trainings provided each six weeks by Texas Workforce Commission Parent Trainer.
- *Addition of student participation in campus activities as Art Competitions, Ballroom Dance, Brainsville, CATCH Fitness Events, Chess, Cub Scout Toop 956, 5th Gr. Choir, Destination Imagination, Dance Team, Football Team, Science Fair, Spelling Bee, Track Team, and UIL.

School Culture and Climate Needs

- *Increase in attendance at weekly parent involvement meetings and monthly PK/Texas Workforce Commission Parent Training sessions
- *Increase in student participation in Ballroom Dance
- *Increase in student participation in After school Extended Day Enrichment Program (EDEP) to increase our campus enrollment

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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.

Staff Quality, Recruitment, and Retention Strengths

*All district and campus professional development requirements were met.

*HB5 overall campus rating of Exemplary and Exemplary ratings in areas of Fine Arts, Wellness Program, 21st Century Workforce Development, Second Language Acquisition, and Dropout Prevention Strategies.

Staff Quality, Recruitment, and Retention Needs

*Staff development for incorporating Math TEKS and Envision in instruction

*Staff development for campus Writing initiative to meet goal of improving 4th gr. STAAR Writing scores to address expository writing and revise & editing skills

*Staff development for Living with Science, EduSMART to address low performing areas in STAAR through the use of technology

*Staff development to target Reading instruction

*Staff development for data analysis using TANGO and Aware

*Continue funding for 1 Library Aide and 4 PK/Kinder Paraprofessionals to support instruction

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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.

Curriculum, Instruction, and Assessment Strengths

- *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
- *Improvement of PK/Kinder teacher attendance at Fall & Spring Early Childhood Symposium

Curriculum, Instruction, and Assessment Needs

- *Campus Writing Initiative following the BISD Write for Success Program for PK-5th Gr. to improve 4th Gr. STAAR Writing scores in expository writing and revise & editing skills
- *Incorporate weekly computer lab schedule for 3rd-5th Gr. math/reading assessments and Living with Science program.
- *Participation of 3rd-4th-5th Grade teachers in FASCT Project to address need for improvement in Reading and text structures across content areas
- *5th Gr. Science instruction incorporates Living With Science and EduSmart Science to improve STAAR Science results, including LWS Lab for Gr. K-5th
- *Pilot Reflex Math in Gr. 2-3 in order to improve Math Fact Fluency
- *Instructional Resources/supplies from BISD Warehouse and Gateway to support instruction
- *Build text structure reading and comprehension skills through non-fiction sources as Scholastic Election Skills Books - American Presidential Election
- *Media Center Printing to support ELA/Math/Science/Writing instruction

*Instructional Resources for Bilingual Students and supplies for Bilingual instruction

*Resources for STAAR preparation as ECS Learning System - 4th & 5th Gr. STAAR Master Student Practice Books (Math -Revised TEKS); Mentoring Minds - 5th Gr. Motivation Science Student Books, 4th Gr - Total Motivation ELA Student Edition - Level 4, 3rd Gr. Motivation Math & Reading; Math Warm-ups.com - 3rd Gr. Countdown to Reading STAAR; Ford-Ferrier - 4th Gr. STAAR Write Writing Editing & Revision

*Instructional Resources to supplement the core reading program as library books & dictionaries ordered from Follett, Other Supplies and Materials (Gateway) as card stock, colored paper, construction paper for the making of reading intervention resources and (WalMart) supplies of composition notebooks, poster boards, erasers, and pencils to support Write for Success ELA Writing Program.

*Empowering Writers resources to enhance instruction for Bilingual students in support of the Write for Success district/campus writing initiative to improve 4th Gr. STAAR writing achievement/TELPAS Writing; use of Empowering Writers "A Sentence A Day" resource for Kinder - 1st in support of building foundation for writing skills in support of STAAR Writing

*Student laptops (Dell), printers & projectors (NetSync), license for student computer use, and supplies (BISD Warehouse) are needed for student use to enhance education in the content areas.

Family and Community Involvement

Family and Community Involvement Summary

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 in addition to our campus partnership with Golden Corral. 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 Wednesday'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.

Family and Community Involvement Strengths

- *Parents of ELL students participated in at least five program events or activities to learn strategies for assisting their children to learn English and meet the same academic standards as all students.
- *Parent attendance at grade level presentations increased to at least 11% to receive Exemplary Rating in HB 5 Community and Parent Involvement All Level #2 Category
- *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.

Family and Community Involvement Needs

- *To receive an Exemplary rating in HB 5 Community and Parental Involvement All Level #1 Categories, we need to increase parent activities to more than 15 activities with emphasis on all content areas and provide strategies to prepare students for the state assessment 6.1, 6.2, 6.6, 6.7
- * To receive an Exemplary rating in HB 5 Community and Parental Involvement All Level #4, we need to host/sponsor at least 10 Community Service Projects. In order to accomplish this goal, Gr. PK-5th, Spec. Ed., Spec. Pops. Depts. and our School Nurse, with Parent Liaison support will organize community service projects throughout the school year. 6.1, 6.2, 6.6, 6.7

*Increase student & parent participation in Campus & Community Events and maintain documentation for CATCH Program to maintain HB 5 rating of Exemplary in Wellness & Physical Education section 1.2.4, 1.2.5, 1.2.7, 6.6

*Increase campus provided parental involvement opportunities to share/discuss GT Program information to at least 3 oportunities 6.8

*Provide school supplies/clothing/hygiene products for PFS & Migrant students for school preparedness of essential items for daily living and school success. 7.1

School Context and Organization

School Context and Organization Summary

Martin Elementary maintains self-contained classes in grades PK through 3rd grade and grades 4-5 are 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.

School Context and Organization 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 management

School Context and Organization Needs

- *Restructuring of 4th 5th Gr. instructional teams for departmentalization /self-contained
- *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

Technology

Technology Summary

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, i-Station, Think Through Math, Living with Science, EduSmart Science, My Satori, Starfall, in addition to taking on-line assessments as District Benchmark Assessments, Envision Benchmarks, Think Central Reading Benchmarks, TELPAS, and the use of IPODS for TPRI/Tejas LEE assessments, and accessing BISS and Martin Elementary websites for information and resource links. The education programs of PPCD/LifeSkills/Resource/CMC/Inclusion have access to computers/Hatch Computers/MOBI/REDCAT/SmartBoard/SRA/Hatch Tablets/Teach Smart System/Unique Learning.

Technology Strengths

*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

*All Kinder-5th Gr. students attend the Living With Science computer lab one time per week throughout the school year to give them the opportunity to explore computer skills as they relate to science

Technology Needs

*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

*Increase teacher attendance at technology –based professional development as Martin Elementary rated Recognized on HB 5 CASE and has set a goal to be EXEMPLARY in Technology

*In order to support the increase in 5th Gr. STAAR Science results, Kinder-5th Gr. students need to attend the Living With Science lab 1 time per week

throughout the school year. To implement the LWS program, the annual site license purchase is required.

*In order to improve Math STAAR scores for 3rd-4th-5th Gr., our campus Math 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.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 ELL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or 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

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

Performance Objective 1: A minimum of 90% of our Martin Elementary students tested will demonstrate mastery on the STAAR Reading, Math, Science, and Writing tests. A minimum of 40% of our Martin Elementary students tested will demonstrate Level III Advanced Performance on the STAAR Reading, Math, Science, and Writing tests.

Summative Evaluation: Evaluation will be based on data analysis of STAAR 2017 Results in Reading, Math, Writing, and Science and the comparison to STAAR 2016 Results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices through professional development (Reading, Writing, Math, Science, Social Studies, etc.) Funds will be allocated to cover registration/travel for professional development and substitutes for teachers while at Prof. Dev.</p> <p>Population: TI, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Aug. 15, 2016 - Jun. 7, 2017</p> <p>CNA: Curriculum, Instruction, and Assessment pg 13-14</p> <p>10 Schoolwide Components: #4 pg. 70, #6 pg. 71</p>	4, 6	C&I Specialists District Lead Teachers Principal Dean of Instruction TLI Teacher Specialist Gr. Lev./Dept. Chairs Teachers	F: Agendas, Sign-in Sheets, Walkthroughs with Strategies implemented S: Evaluations				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) Utilize research-based instructional resources and targeted interventions to</p>	2	Principal Dean of Instruction TLI Teacher Specialist PK-5th Teachers	F: Lesson Plans with use of Resources documented S: Evaluations, STAAR Scores				

ensure that all students are prepared to meet the demands of standardized assessment. Resources include

- Mentoring Minds Motivation Rdg/Math/Wrtng/Sci;
- ecs STAAR Masters Rdg/Math/Wrtng/Sci
- Reading warm-ups.com
- Fast Focus
- Math warm-ups.com
- Fast Focus
- Countdowns to Math STAAR
- Lone STAR Daily Rigor 2016
- Lone STAR Daily Graph 2016
- Lone STAAR Learning - TEKSas Target Practice Digital
- Triumph Learning
- Texas Coach STAAR Rdg-ELA /Math/Sci
- Forde-Ferrier STAAR Write Writing Editing and Revising
- RTI Reading, STAAR Writing
- GF Educators
- Step Up to the TEKS
- Scholastic Election Skills Books of American Presidential Election
- Various resource/supplies (ex. Lakeshore/Gateway/LD Products/Media Center/Warehouse) will be ordered/printed; Media Center printing includes:

5th Gr. EduSmart Science Assessments, Soc. St. Reading Comprehension, Science Pearson Realize Assessments, Countdown to Math STAAR, EduSmart and Science Note-Taking Guide, Science Study Guide, Drops in a Bucket, Journeys Weekly Assessments, ELAR Unit Tests; 3rd Gr. Journey's Reading, Fluency Books, Senderos Vol. 1 and Vol. 2 Reading, Countdown to the STAAR;

Empowering Writers resources for bilingual instruction will be ordered to support district writing initiative of Write for Success.

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

Timeframe:
Aug. 22, 2016 - Jun. 6, 2017

CNA: Student Achievement, Pg. 9-10; Curriculum, Instruction and Assessment Pg. 13-14, Technology , pg. 18-19

10 Schoolwide Components: #2 pg. 69-70

Funding Sources: Title I-A - \$0.00, Title I-A - \$0.00, Title I-A - \$0.00, State Bilingual - \$3975.00, State Bilingual - \$1000.00, State Compensatory - \$2000.00, State Bilingual - \$5975.00, State Compensatory - \$15716.00, Local - \$211.85

<p align="center">Critical Success Factors CSF 7</p> <p>3) 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.</p> <p>Population: PK-5th Gr. LEP Students</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA: Student Achievement pg. 9-11</p> <p>10 Schoolwide Components: #2, pg. 69-70; #10, pg. 72-73</p>	2, 10	Bil. Lead Teacher Principal Dean of Instruction TLI Teacher Specialist PK-5th Teachers	F: Agendas, Sign-in Sheets; Lesson Plan Reviews S: Evaluations, STAAR Results				
Funding Sources: Title III-A - \$281.00, Title III-A - \$2700.00							
<p>4) Federal Programs will continue to fund highly qualified teachers and paraprofessionals to supplement allotted campus position so that so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Population: PK (3) Kinder (1)</p> <p>Population: All Students</p> <p>Timeline: Aug. 22, 2016-Jun.6, 2017</p> <p>CNA: Staff Quality , Recruitment, & Retention Needs pg. 12-13</p> <p>10 Schoolwide Components: #3, pg. 70, #4, pg. 72-73</p>	3	Special Programs Administrator Federal Programs Administrator Principal Assistant Principal	F: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports S: EOY Student Passing Rates EOY Assessment Scores				
Funding Sources: Title I-A - \$27129.00, Title I-A - \$130433.00							

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>5) DEIC Approved DIP Prof. Dev.: PK-5th Gr. Teachers will receive the following TLI Trainings: Cognitive strategy routines, Think-Turn-Talk, Comprehension Purpose Questions (CPQ); Making Inferences & Predictions, Making Connections, Fluency, Listening Comprehension, Vocabulary, Creating Mental Images, Determining Importance & Summarizing, Asking & Answering Questions, Monitoring & Clarifying, Graphophonemic Knowledge</p> <p>Population: PK-5th Gr. Students TI, TIM, LEP, AR, SE,GT</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017 CNA #2, pg. 69-70; #4, pg. 70</p>	2, 4	Administration TLI Teacher Specialist PK-5th Gr. Teachers	<p>Formative Evaluation: Class Visitation/Walk-Through Forms Sign-In Sheets, Agendas</p> <p>Summative Evaluation: BOY/MOY/EOY Data Analysis for CPALLS, TPRI/Tejas LEE, NRT tests and the ELA STAAR test</p>				
Funding Sources: TLI							
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>6) Provide Language Arts Professional Development: For new and existing Reading, Bilingual, Special Ed, 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)</p> <ul style="list-style-type: none"> -Administrator Sheltered Instr. Trng. -District Staff Development for Adm. -Bilingual District Staff Development for Bilingual Paraprofessional Staff - TELPAS Trng. -ELPS -BOY LPAC -REACH Trng. 	3, 4, 10	PK-5 Teachers Spec. Ed. Dyslexia Lead Teachers Principal Dean of Instruction LA Specialist Bil. Lead Teacher Adm. For Curriculum & Instruction TLI Specialist	<p>Formative Evaluation: CIRCLE Phonological Awareness, Language Literacy System (C-PALLS) TPRI/Tejas LEE, Classroom Observations for implementation, Fluency Monitoring, Progress Reports, Sign-in Sheets, Agendas, Walk-throughs, ELPS Rdg/Wtg. Checklists Reduction of Referrals to Dyslexia & Spec. Ed.</p> <p>Summative Evaluation: TELPAS, STAAR, APRENDA, SAT 10, TPRI/Tejas LEE</p> <p>Summative Evaluation: Improved scores on Campus and District Benchmarks, NRT tests and STAAR ELA tests, CPALLS, TELPAS/TPRI/Tejas LEE</p>				

- 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 Grant /CIP Supporting PD
- 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
- Classroom Mgmt (Review 360)

Population:
 PK-5th Gr. Students
 LEP, MI, SE, GT, DYS, AR, T1

Timeline: Aug. 22, 2016 -Jun. 6, 2017

CNA # 3 pg. 70, #4 pg. 70, #10 pg.72-73

Funding Sources: TLI

<p align="center">Critical Success Factors CSF 1</p> <p>7) 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #10 pg. 72-73</p>	10	PK-5th Bilingual Teachers Special Education Teachers Dyslexia Teacher Principal Dean of Instruction	Formative Evaluation: TPRI/Tejas Lee Benchmark testing, Reading Fluency Teacher Observations, Progress Reports Summative Evaluation: TELPAS, SAT 10, APRENDA, CPALLS, SELP/SSLP,				
<p align="center">Critical Success Factors CSF 1</p> <p>8) 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.</p> <p>Population: All students PK-5th Gr. TI, TIM, LEP, AR, SE, GT</p> <p>Timeline: Daily Aug. 22, 2016 - Jun. 6, 2017</p> <p>CNA #10 pg.72-73</p>	10	Administration Classroom Teachers ELA/SLA Specialists Bilingual Specialists TLI Teacher Specialist	Formative Evaluation: On-going teacher observation Summative Evaluation: TELPAS Writing, STAAR Writing, other district sponsored writing assessments				Funding Sources: No Funds Required

<p align="center">Critical Success Factors CSF 1</p> <p>9) Kidspeak - Students will practice the writing process regularly and submit entries to Herald and any other district/state sponsored writing activities</p> <p>Population: Kinder - 5th Gr. Students TI, TIM, LEP, AR, SE, GT</p> <p>Journals- To enhance writing skills, students will practice writing skills through Daily journal writing (Quick Writes) in across disciplines and entries in student planners.</p> <p>Population: K-5th Gr. Students TI, TIM, LEP, AR, SE, GT</p> <p>Timeline: Daily Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA #2 pg. 69-70</p>		PK - 5th grade teachers Librarian	Formative Evaluation: Classroom grade/Journals Summative Evaluation: Kidspeak entries and publishings, TELPAS Writing, STAAR Writing results at 90/higher				
Funding Sources: TLI							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) TLI Grant: Professional development for teachers and staff on all modules of Texas State Literacy Plan in order to establish a working campus plan to include grade level data analysis of assessments in order to monitor/adjust instruction and report student achievement in literacy. Provide teachers with student -centered coaching support through the Coaching Model.</p> <p>Funding will cover TLI Conference, and Assessment analysis training for BOY/MOY/EOY</p> <p>Population: PK-5th Gr. Students TI, TIM, LEP, AR, SE, GT</p> <p>Timeline: Aug. 2016-Jun. 2017</p> <p>CNA #4 pg. 70, # 8 pg. 71, #10, pg. 72-73</p>	8, 10	Principal Dean of Instruction TLI Teacher Specialist PK-5th Gr. Teachers Parent Liaison	Formative Evaluation: PK CPALLS, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Data Informed Plan (DIP) LASERS Modules Completion Summative Evaluation: Improved scores on Rdg. TELPAS & STAAR EOY Data mtg. documentation				
Funding Sources: TLI							

<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>11) Vertical Planning/Make-n-Takes: Teachers will participate in Vertical Planning and Make-n-Takes for curriculum/Literacy focus/assessment, data analysis, and TLI strategy resources</p> <p>Population: PK-5th Gr. Teachers</p> <p>Timeline: Fall Semester 2016, Spring Semester 2017</p> <p>CNA #2 pg. 69-70, #4 pg. 70</p>	2, 4	TLI Teacher Specialist Dean of Instruction Principal PK-5th Gr. Teachers	Formative Evaluation: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Summative Evaluation: Improved scores on Rdg. TELPAS & STAAR				
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>12) 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</p> <p>Population: PK-5th Gr. Bilingual Teachers</p> <p>Timeline: Monthly LPAC Sept. 2016-Jun. 2017</p> <p>CNA #2 pg. 69-70, #4 pg. 70, #8 pg. 71</p>	2, 4	Principal Assistant Principal Bilingual Teachers LPAC Representatives	Formative Evaluation: Bilingual Substitute Form, ERO, Agendas Summative Evaluation: Improved scores on NRT tests and STAAR ELA tests, TELPAS/TPRI/Tejas LEE				
Funding Sources: State Bilingual - \$1249.00							
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>13) 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 needs school. Administration and Mentor Teacher will meet with New Teachers in assisting with their professional development through mentoring of teaching strategies, classroom mgmt., lesson planning, campus and assessment procedures, disaggregation of data, etc.</p> <p>Population: Grade Level Lead Teachers</p> <p>Timeline: Aug. 2016-Jun. 2017</p> <p>CNA #3 pg. 70, #5 pg. 70</p>	3, 5	Principal Assistant Principal Dean of Instruction Mentor Teachers	F: Position Control Reports; Meeting agendas, Lesson Plans, Professional Development Transcript S: PDAS				
Funding Sources: Local							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>14) PK Orientation: An orientation for incoming preschool children and parents will be held annually to assist with a smooth transition to our campus.</p> <p>5th Gr. -Middle School Orientation: An orientation for 5th Gr. students will be held annually to assist with a smooth transition from Elem. to Middle School. An Orientation for parents of 5th Gr. Parents will be held in Fall Semester prior to Middle School Choice Slip submission.</p> <p>Population: All in-coming PK students All 5th Gr. Students</p> <p>Timeline: 5th Gr:Dec/Jan. 2016 PK: May 2017</p> <p>CNA: # 6 pg. 71, #7 pg. 71</p>	6, 7	PK Teachers 5th Gr. Teachers Counselors Dean of Instruction Parent Liaison TLI Teacher Specialist	F: Announcements, Agendas, Participants lists S: PK Enrollment,5th Gr. to Middle School Rosters, After Action Plan Evaluation				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>15) RtI: 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 PK-5th Gr. Students LEP, MI, SE, GT, DYS, AR, TI</p> <p>Timeline: Daily Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA # 2 pg. 69-70, #8 pg. 71, # 9 pg 71-72</p>	2, 8, 9	Pk-5th Gr. Teachers -Lead Teachers -Principal -RTI Coordinator/Counselor -Dean of Instruction -TLI Specialist	F: Agendas, Sign-In Sheets, Pre/Post Tests S: Results of Texas Primary Reading Inventory (TPRI) and Tejas Lee CIRCLE Phonological Awareness Language Learning System (C-PALLS) Progress Monitoring Benchmark Results, STAAR				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>16) Grade Level Meetings: Teachers will meet bi-weekly 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: PK-5th Gr. Teachers T1 TIM, LEP, AR, SE, GT</p> <p>Timeline: Bi-Weekly on Tuesdays Aug. 22, 2016 - Jun. 6, 2017</p> <p>CNA # 2 pg. 69-70, #4 pg. 70, #8 pg. 71</p>	2, 4, 8	Dean of Instruction Grade PK-5 Teachers Spec. Pops. Teachers TLI Teacher Specialist	<p>Formative Evaluation: 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>Summative Evaluation: Results from Criterion/Norm Referenced Tests; STAAR Results; TELPAS, CPALLS/TPRI/Tejas LEE</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>17) Professional Development: will support C&I Curriculum Frameworks in Reading/Math/Sci/SS so that teachers will have all updates of the in order to impact student achievement as requested -Teachers will attend the BISD Curriculum Mini-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.</p> <p>Population: PK-5th Gr. Teachers T1, TIM, LEP, AR, SE, GT</p> <p>Timeline: Throughout the 2016-2017 school year</p> <p>CNA # 4 pg. 70, #10 pg. 72-73</p>	4, 10	K-5th Gr. Teachers Principal Dean of Instruction Special Ed. Teachers Math Specialists	<p>Formative Evaluation: Agendas, Sign-in Sheets, Teacher Observation Norm/Criterion Referenced Tests</p> <p>Summative Evaluation: Results of STAAR, CPALLS, TPRI/Tejas LEE, LION</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>18) Constitution Day: Students will be exposed to elements of social studies objectives geared to patriotism and the US Constitution with Patriots Week Celebrations and 5th Gr. Constitution presentation in order to increase student achievement in Social Studies.</p> <p>All Students K - 5th Gr. T1, T1M, BIL, AR, SE, GT</p> <p>Timeline: Sept. 12-16, 2016</p> <p>CNA #10 pg. 72-73</p>	10	Kinder-5th Grade Teachers Principal Dean of Instruction	Formative Evaluation: On-going Teacher Observation; Summative Evaluation: written summaries, oral presentations, research projects criterion & norm referenced test results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>19) KidsVote: Students will be exposed to the importance of the right to vote and experience the election process during KidsVote activities in order to increase comprehension of Social Studies concepts..</p> <p>Population: Kinder - 5th Gr. Students T1, T1M, BIL, AR, SE, GT</p> <p>Timeline: Oct. 24-28, 2016</p> <p>CNA: #2 pg. 69-70, #10 pg. 72-73</p>	2, 10	Kinder-5th Grade Teachers Dean of Instruction Social Studies POC Representative	Formative Evaluation: On-going Teacher Observation; criterion & norm referenced test results Summative Evaluation: written summaries, oral presentations, research projects				
Funding Sources: No Funds Required							
<p>20) Resources will be purchased to target writing for GT students in Gr. K-5th in order to improve GT student achievement of STAAR Lev. III Performance. Population: GT Students in Kinder -5th Gr. Timeline: Seot. 2016-Jun. 2017 CNA: #2 pg. 69-70</p>	9	Principal, Dean of Instruction, GT Teachers	Formative Evaluation: Grade Level Writing Samples Summative Evaluation: TELPAS Writing Scores, 4th Gr. STAAR Writing Results				

<p>21) Texas Literacy Initiative funds are being provided to purchase library books, supplies and materials that will be used to supplement the core reading program materials. Various library books/dictionaries will be ordered from Follett for student enrichment and supplies will be ordered from Gateway (card stock, colored paper, construction paper) and WalMart (Composition notebooks, Poster boards, erasers, pencils) as resources to support campus and district initiatives</p> <p>Populations: PK-5th Gr. Students T1, T1M, BIL, AR, SE, GT</p> <p>Timeline: Aug. 22, 2016 - Jun. 6, 2017</p> <p>CNA: Curriculum & Instruction and Assessment, pg. 13-14</p>	10	Principal, TLI Specialist, Dean of Instruction, Librarian	F: Lesson Plans with use of Resources documented S: Evaluations, STAAR Scores				
<p>Funding Sources: TLI - \$6162.75, TLI - \$399.37, TLI - \$600.63, TLI - \$1000.00, TLI - \$400.00</p>							

 = Accomplished
  = Considerable
  = Some Progress
  = 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

Performance Objective 2: Improve in the overall wellness of the students, staff as well as community members by promoting awareness of healthy lifestyles






Summative Evaluation: Program summative evaluation will consist of results of School Health Index, CATCH Documentation, Compliance with Senate Bill 530 and 892, integration of content areas with Health and Physical Education curriculum and House Bill 5

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 6</p> <p>1) 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #2 pg. 69-70, #3 pg. 70</p>	2, 3	Principal Assistant Principal Dean of Instruction Physical Ed. Teachers	F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills S-School Health Index Physical Fitness Assessment				
Funding Sources: Local							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: # 9 pg. 71-72</p>	9, 10	-Physical Ed. Teachers	F-Updated District Policy Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up				
Funding Sources: Local							
<p align="center">Critical Success Factors CSF 1</p> <p>3) Monitor and emphasize the integrated math, reading, and writing 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: # 9 pg. 71-72</p>	9	-Physical Ed. Teachers -Dean of Instruction	F-Curriculum Frameworks Staff Development Agendas Lesson Plans S-Monthly Campus Visitation Doc.				
Funding Sources: Local							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</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. 2016- May 2017</p> <p>CNA: #6 pg. 71, #10 pg. 72-73</p>	<p>6, 10</p>	<p>-CATCH Champions -CATCH Teams</p>	<p>F-Implementation Doc. Lesson Plans Fitness Assessment Obs. Student Grades Attendance Rates</p> <p>S-SHAC Recommendations CATCH Activities CATCH Visitation Reports School Health Index Improvement Plan Standardized Tests Results</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 5 CSF 7</p> <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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #4 pg. 70, #6 pg. 71, #10 pg. 72-73</p>	4, 6, 10	CATCH Team Members Administration	F: Campus Visitation Observations Updated District Policy, Agendas, Sign-In Sheets S: House Bill 5 Documentation, CATCH Binder				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) 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. 2016 - Jun. 2017</p> <p>CNA: #10 pg. 72-73</p>	10	Health Services Administrator Special Programs Administrator Federal Programs Administrator	F: Time and Effort Logs Referrals Supply Requests S: EOY Attendance Rates				
Funding Sources: Title I-A - \$29719.00							






<p align="center">Critical Success Factors CSF 5</p> <p>7) 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.</p> <p>Population: PK-5th Gr. Students TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA: #6 pg. 71</p>	6	Principal Assistant Principal Dean of Instruction PE Teachers	F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills S-School Health Index Physical Fitness Assessment				
	Funding Sources: No Funds Required						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting Level III Advanced Performance

Summative Evaluation: Data from State/District/Campus Assessments will be disaggregated to ensure objective is met

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) All students will attend art & music on a weekly basis to increase their knowledge of history 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #9 pg. 71-72</p>	9	Art & Music Teacher Classroom Teacher Principal Assistant Principal Dean of Instruction	Formative Evaluation: Master Schedule Summative Evaluation: Grade Books/Works displayed				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 6</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> <p>-Fire prevention -Red Ribbon -BISD Art Show -International Children Art Show</p> <p>Population: PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA #2 pg. 69-70</p>	2	Art & Music Teachers Contest Sponsors Classroom Teacher	Formative Evaluation: Contest Fliers/Lesson Plans Summative Evaluation: Contest Winners/End of Year Awards Ceremony				
Funding Sources: Local							

<p align="center">Critical Success Factors CSF 6</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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #6 pg. 71</p>	6	Art Teacher	Formative Evaluation: Sign-in sheets Summative Evaluation: Work on Display				
<p align="center">Critical Success Factors CSF 7</p> <p>4) Fine art and music teachers will attend professional development sessions when available District/State Conferences</p> <p>Timeline: Aug. 15, 2016-Jun. 7, 2017</p> <p>CNA: #4 pg. 70</p>	4	Art & Music Teacher Dean of Instruction	Formative Evaluation: Sign-in sheet Summative Evaluation: In-Service ERO record				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.


Performance Objective 1: Martin Elementary School will develop prevention and intervention strategies that will improve At-Risk student achievement by 10% on all areas of STAAR and increase the At-Risk Student Attendance Rate by 10%.

Summative Evaluation: STAAR, At-Risk Student Attendance Rate, and the Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Martin Elementary School will implement tutorial and remediation strategies in core-area subjects for low-performing 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: Students in Kinder and Gr. 3-5 TI, AR, LEP</p> <p>Timeline: Sept. 19, 2016 - May 4, 2017</p> <p>CNA: Curriculum and Instruction and Assessment pg. 13-14 19 Schoolwide Components #2 pg. 69-70, #3 pg. 70, #9 pg. 71-72</p>	2, 3, 9	Dean on Instruction Tutorial Teachers Principal Administrator for State Compensatory Education	<p>Formative Evaluation: Weekly assessments eSchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>Summative Evaluation: STAAR, Retention Rate</p>				
			Funding Sources: State Compensatory - \$8144.00, State Compensatory - \$22169.00, State Compensatory - \$2000.00, State Compensatory - \$2000.00, State Compensatory - \$5552.00				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Highly qualified PK teachers will implement the PK program. Students will be provided full day instruction in order to build a strong academic foundation.</p> <p>Population: Students who meet PK Criteria; AR, LEP TI</p> <p>Timeline: Aug. 22, 2016-June 6, 2017 (Daily)</p> <p>CNA: #3 pg. 70, #10 pg. 72-73</p>	3, 10	PK Teachers Administration Administrator for State Compensatory Education	<p>F - Classroom observations, student progress reports, lesson plans, CPALLS (BOY & MOY)</p> <p>S- CPALLS (EOY)</p>				
			Funding Sources: State Compensatory - \$85478.00				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) 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. 15, 2016 -June 7, 2017</p> <p>CNA: #10 pg. 72-73</p>	4, 10	Principal Administrator for State Compensatory Education	F: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: STAAR				
Funding Sources: State Compensatory - \$77749.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) A highly qualified Fifth Grade Class Size Reduction Teacher will be funded to teach students using instructional strategies in order to build strong academic foundation.</p> <p>Population: 5th Gr. students; TI, AR</p> <p>Timeline: Aug. 22, 2016-Jun. 6. 2017 (Daily)</p> <p>CNA: #3 pg. 70</p>	3	Principal Assistant Principal	F: Classroom observations, lesson plans, student progress reports S: STAAR				
Funding Sources: Title II-A (TPTR) - \$60538.00							

<p align="center">Critical Success Factors CSF 7</p> <p>5) Professional development opportunities will be provided to campus and district 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 15, 2016 - June 6, 2017 (As needed) CNA: #4 pg. 70</p>	4	Administrator for State Compensatory Education, Administrator for Special Programs Principal Dean of Instruction	F: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Student Progress Reports S: CPALLS, TPRI/Tejas LEE, LION, STAAR Results				
Funding Sources: State Compensatory							
<p align="center">Critical Success Factors CSF 1</p> <p>6) 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. Population: Elementary AR Students Timeline: July 1, 2016 - June 30, 2017 (As needed) CNA: #6 pg 71. #10 pg. 72-73</p>	6, 10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	F: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, S: Benchmark Scores, Student Progress Reports, CPALLS, TPRI/Tejas LEE, LION, STAAR Results				
Funding Sources: State Compensatory							
<p>7) Afterschool 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. Population: Elementary AR Students Timeline: Aug. 22, 2016 - Jun. 6, 2017 CNA: School Context and Organization pg. 16 10 Schoolwide Components: #2 pg. 69-70, # 3 pg. 70, #9 pg. 71-72, #10 pg. 72-73</p>	2, 3, 9, 10	Dean on Instruction, Enrichment Program Teachers & Staff, Principal, Administrator for State Compensatory Education	Formative Evaluation: Weekly assessments eSchoolPLUS generated Enrichment Program Schedule, Attendance Report, Enrichment Program Lesson Plans, Enrichment Program Teacher/Staff Observation, Benchmark Scores, and Student Progress Reports Summative Evaluation: STAAR, Attendance Rate, Retention Rate				
Funding Sources: State Compensatory - \$277730.00, Title I-A - \$31330.00							

<p>8) Living with Science (LWS) program will be implemented in core areas of Science and Math in order to improve student achievement.</p> <p>Population: Gr. K-5 AR, TI, MI, LEP</p> <p>Timeline: Aug. 22. 2016 -June 6, 2017</p> <p>CNA: Curriculum, Instruction, and Assessment pg. 13-14</p>	1	Principal Dean of Instruction Teachers Administrator for State Compensatory Educaiton	Formative Evaluation: LWS usage reports, Computer Lab Schedule, Lesson Plans, Adm. Observations/Walk-throughs, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR Results				
Funding Sources: State Compensatory - \$2800.00							
<p>9) Student laptops, printers, and projectors, license for student computer use, and supplies will be ordered for student use to enhance At-Risk educational opportunities in content areas:</p> <p>Population: At-Risk Students</p> <p>Timeline: Aug. 22. 2016 - Jun.6 2017</p> <p>CNA: Curriculum , Instruction , and Assessment pg. 13-14 10 Schoolwide Components: #2 pg. 69-70, #9 pg. 71-72</p>	2, 9	Principal, Dean of Instruction, Teachers, Administrator for State Compensatory Education	Formative Evaluation: Computer use annotated on Lesson Plans, Computer lab schedules, Adm. Observations/Walk-throughs, Benchmark Scores, Student Progress Reports Summative Evalutaion: STAAR Results, TELPAS Results, TPRI/Tejas LEE Results				
Funding Sources: State Compensatory - \$965.34, State Compensatory - \$12388.91, State Compensatory - \$18142.75, State Compensatory - \$1375.00							
							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase the student attendance rate to 98.5% for Martin Elementary

Summative Evaluation: Weekly attendance rates will be reported by grade level and individual teacher to monitor student attendance rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #1 pg. 69, # 2 pg. 69-70, #6 pg. 71, #9 pg. 71-72</p>	1, 2, 6, 9	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Parent Liaison Data Entry Clerk Pupil Services	<p>F: 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>				
				Funding Sources: No Funds Required			
<p align="center">Critical Success Factors CSF 1</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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #1 pg. 69, # 2 pg. 69-70</p>	1, 2	Principal PEIMS Supervisor Attendance Clerk Computer Services	<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>				
				Funding Sources: No Funds Required			

<p align="center">Critical Success Factors CSF 1 CSF 7</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>Population: All Students</p> <p>Timeline: Aug. 2016-Oct.20156 Attn. Clerk Trng.</p> <p>CNA: #2 pg. 69-70, #4 pg. 70</p>	2, 4	Pupil Services Student Accounting School Messenger Notification System eSchool plus	F: Agenda Sign-in sheets Six weeks Attn. Report School Messenger Notification System				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>4) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction</p> <p>Population: All Students</p> <p>Timeline: Training for Adm. and Parent Liaison Aug. - Sept. 2016</p> <p>CNA: #4 pg. 70</p>	4	School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk	F: Agenda Sign-in sheets S: Training Evaluations				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) 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. 22, 2016-Jun. 6, 2017</p> <p>CNA: #2 pg. 69-70, #10 pg. 72-73</p>	2, 10	Counselor Homeless Youth Dept.	F-Monthly eSchoolPLUS at-Risk campus contact to ensure support services provided to students classified as homeless				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Careers on Wheels: Counselors will organize a fair in which representatives from various careers will make presentations to students as a motivation to attain a higher education.</p> <p>Population: All PK-2nd Gr. Students</p> <p>Timeline: Fall 2016</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Counselors	Formative: Event Pictures Summative: Lesson Plans				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Career Day: Counselors will organize a fair in which representatives from various careers will make presentations to students as a motivation to attain a higher education.</p> <p>Population: All 3rd - 5th Gr. Students</p> <p>Timeline: Spring 2017</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9	Counselors	Formative: Event Pictures Summative: Lesson Plans				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>8) 8) College/University Awareness Presentations: Counselors will organize college/university presentations to expose students to opportunities through higher education and motivate them to aspire beyond a high school diploma. Counselors will coordinate University/College Showcase to be presented every Wednesday during Morning Announcements along with promoting higher education with Wednesday University/College T-Shirt Days.</p> <p>Population: All Students</p> <p>Timeline: Aug. 22, 2016 - June 6, 2016</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Counselors	Formative: Event Pictures Summative: Lesson Plans, Documentation in HB5 Binder				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.






Performance Objective 1: Discipline referrals (Office Referrals, ISS, and OSS assignments) will decrease by 5%

Summative Evaluation: Discipline referral comparison data will be analyzed from 2015-2016 and 2016-2017 school year to document decrease in discipline referrals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Provide training for teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) 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. - Sept. 2016 Review 360 Trng.</p> <p>CNA: #4 pg. 70</p>	4	Principal Assistant Principal Counselors Professional Development RTI Specialist	F: Agendas S: Sign-in sheets				
Funding Sources: Local							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide professional development based on level of expertise and need in the following areas: Bullying 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. 22, 2016-Jun. 2, 2017</p> <p>CNA: #4 pg. 70</p>	4	Guidance & Counseling, Community Professionals, Review 360	Attendance Roster Prof. Dev. Eval. PEIMS Disc. Reports				
Funding Sources: No Funds Required							
<p>3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. 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>Population: All Students</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA: #4 pg. 70</p>	4	Principal Assistant Principal Counselors Faculty & Staff BISD Police & Security Services	After Action Reviews Sign-In Sheets Evaluations Audits				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds Visitors must present an identification at Sign-In and be escorted at all times Office staff must conduct sex offender search for all visitors</p> <p>Population: All Students Timeline: Aug. 22, 2016-Jun. 6, 2017 CNA: # 4 pg. 70</p>	4	Principal Assistant Principal Counselors Faculty & Staff BISD Police & Security Services	F: Campus Sign-in Logs S: Audits, Evaluation Sheets				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year on campus. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff -Gang Awareness -Bullying -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Truancy -Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: All Students Timeline: Aug. 22, 2016-Jun. 6, 2017 CNA: # 4 pg. 70; #6 pg. 71</p>	4, 6	Principal Assistant Principal Counselors Faculty & Staff BISD Police & Security Services	Evaluations Sign-In Sheets PEIMS Disc. Reports				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Parent Presentations will be made periodically at campuses</p> <ul style="list-style-type: none"> -Gang Awareness -Bullying -Dating Violence -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Truancy -EOP-Safety Procedures <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: All Students, Parents</p> <p>Timeline: Weekly Parent Involvement Mtgs. Aug. 2016-Jun. 2017</p> <p>CNA: # 6 pg. 71</p>	<p align="center">6</p>	<p>Principal Assistant Principal BISD Police & Security Services Parent Liaison</p>	<p>Evaluations Sign-In Sheets</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Performance Objective 1: There will be a 10% increase of parents involved at Martin Elementary parental involvement activities.


Summative Evaluation: There will be data analysis of comparison data of parental involvement attendance logs from 2015-2016 to 2016-2017

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Funding will be allocated for campus Parent Liaison 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.</p> <p>Population: Parents</p> <p>Timeline: Aug. 2016 -Jun. 2017 Weekly Parent Involvement Mtgs.</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #4 pg. 70, #6 pg. 71</p>	4, 6	Parent Liaison BISD Parental Involvement Dept. Principal	F: Agendas, Sign-in Sheets, Home Visit Logs, Purchase Receipts S: Evaluations, HB5 Binder Documentation				
Funding Sources: Title I-A - \$25071.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents</p> <p>Timeline: Sept. 2016</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71</p>	6	Principal Parent Liaison	Formative: Agendas Sign-in sheets Minutes Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Complete and disseminate a Parental Involvement Policy to delineate how parents will be actively involved at the campus level with the intention to increase participation. Parental Involvement Policy will be available to parents in both English & Spanish.</p> <p>Population: Parents</p> <p>Timeline: Aug.-Sept. 2016 and through 2016 upon arrival of new students</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components #6 pg. 71</p>	6	Parent Liaison Principal	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>4) 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 English & Spanish.</p> <p>Population: Parents, Staff, Students</p> <p>Timeline: Aug-Sept. 2016 and through 2017 school year upon arrival of new students</p> <p>CNA: Family and Community Invovlement pg. 15 10 Schoolwide Components: #6 pg. 71</p>	6	Principal Parent Liaison Teachers	<p>Formative: School-Parent- Student Compacts</p> <p>Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Conduct an annual Title I Parent Survey to evaluate the effectiveness of the Campus Parental Involvement efforts. Parent Survey will be available to parents in both English & Spanish.</p> <p>Population: Parents</p> <p>Timeline: Spring. 2017</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #1 pg. 69-70, #6 pg. 71</p>	1, 6	Principal Parent Liaison	<p>Formative: Survey Results</p> <p>Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate on campus committees, review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy, School-Parent-Student Compact, Campus Improvement Plan, CATCH Team, SBDM.</p> <p>Population: Parents</p> <p>Timeline: Aug. 2016-Jun. 2017 attn. at Monthly Committee Mtgs.</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71</p>	6	Principal Parent Liaison	<p>Formative: Calendar Agendas Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative List</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>7) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement 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. 2016</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71</p>	6	Principal Parent Liaison	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Authority to Volunteer Form</p> <p>Summative: Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>8) Capitalize on District and Community resources by creating partnership agreements with agencies and organizations. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Invite representative from BISD Advanced Academics Dept. to inform parents of GT opportunities.</p> <p>Population: Parents, Community</p> <p>Timeline: Aug. 2016-Jun. 2017</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71</p>	6	Principal Parent Liaison	Formative: Agendas Sign-in Sheets MOUs Summative: Increased partnerships				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5 CSF 7</p> <p>9) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Population: Faculty, Staff, Administration</p> <p>Timeline: Aug. 2016-Jun. 2017 during Faculty/Grade Level mtgs.</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #4 pg. 70, #6 pg. 71</p>	4, 6	Principal Parent Liaison	Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklists STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) Funding will be provided for Dia de los Ninos program and book supplies to be distributed to students.</p> <p>Population: All students PK-Kinder</p> <p>Timeline: Apr. 26-28, 2017</p> <p>CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71, # 10 pg. 72-73</p>	6, 10	Librarian Pk-1st gr. Teachers Bilingual Dept. Library/Media Services	Formative: Parent Literacy Day signature forms Summative: Pk-1st Gr. Student Enrollment Report, Distribution Log				

<p align="center">Critical Success Factors CSF 5</p> <p>11) 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 children in the transition from early childhood programs to elementary PK Program Population: PK Students Timeline: Sept. 2016 - May 2017. CNA: Family and Community Involvement pg. 15 10 Schoolwide Components: #6 pg. 71, #7 pg. 71</p>	6, 7	Cameron County Workforce Solutions Parental Involvement Coordinator Principal Dean of Instruction PK Teachers Parent Liaison	F: Agendas, Sign-in Sheets S: Program Evaluations				
Funding Sources: No Funds Required							
							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: 90% of Martin Elementary migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Summative Evaluation: Review of migrant student enrollment reports to ensure that migrant students are receiving MEP services


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) PFS and migrant students at Martin Elementary will receive supplemental support services such as school supplies/hygiene products/clothing before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed</p> <p>Population: Migrant Students Timeline: Aug. 22, 2016-Jun. 6, 2017 upon arrival of Migrant Students</p> <p>CNA: Family ad Community Involvement Needs pg. 16 10 Schoolwide Components: #10 pg. 72</p>	10	Administrator, Teachers, Parent Liaison	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/ student NGS Number and Parents - Students signature</p>				
Funding Sources: Title I-C (Migrant) - \$330.00							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</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 Timeline: Aug. 22, 2016- Jun.6, 2017 upon arrival of Migrant Students</p> <p>CNA: # 10 pg. 72-73</p>	10	Principal Parent Liaison	Formative: NGS Campus Reports Summative: Distribution of Materials with Students\00c3\00a2\00c2\0080\00c2\0099 NGS number and signature				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, 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 Timeline: Aug. 22, 2016-Jun. 6, 2017 upon arrival of Migrant Students</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Teachers Dean of Instruction Principal	Formative: Pre-Assessment Results Campus Composites Summative: CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</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 Timeline: Aug. 2016-Oct. 2016 and throughout 2016-2017 school year upon arrival of Migrant Students</p> <p>CNA: #6 pg. 71, #10 pg. 72-73</p>	6, 10	Parent Liaison Teachers Principal	Formative: Sign-in Sheets Visitation Logs Summative: Session Evaluations and Participants Surveys				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) The academic progress of 1st grade 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 Timeline: Aug. 22, 2016-Jun. 6, 2017 upon the arrival of Migrant Students</p> <p>CNA: #8 pg. 71, # 9 pg. 71-72, #10 pg. 72-73</p>	8, 9, 10	Principal Teachers	Formative: Three Week Progress Reports Summative: Six Week Report Cards TPRI and Tejas LEE Assessment Results				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>6) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Population: Migrant Students (PK-5th Gr.)</p> <p>Timeline: Jun-July 2017</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Principal Teachers Parent Liaison	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				
Funding Sources: Title I-C (Migrant)							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>7) Migrant students 3rd through 5th 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 2017</p> <p>CNA: #8 pg. 71, #9 pg. 71-72, # 10 pg. 72-73</p>	8, 9, 10	Principal Dean of Instruction Counselors Teachers Parent Liaison	<p>Formative: STAAR Remediation Enrollment Lists NGS TAKS Report Benchmark Results</p> <p>Summative: Current State Assessment Test Results</p>				
Funding Sources: State Compensatory							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</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 Migrant Parents School Districts Nationwide</p> <p>Timeline: Aug. 22, 2016 - Jun. 6, 2017 upon arrival of Migrant Students</p> <p>CNA: # 10 pg. 72-73</p>	10	Principal Parent Liaison District Migrant/NGS Clerk	Formative: Student Information Summative: Completed NGS Student Transfer Document				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Extended day Enrichment Program will be held for Migrant PFS and Migrant students to participate in as there is a documented need for supplemental academic support in the core subjects; these sessions will ensure 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. 22, 2016- Jun. 6, 2017</p> <p>CNA: Student Achievement pg. 10</p> <p>10 Schoolwide Components:# 9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Principal Dean of Instruction Teachers MIGRANT FUNDED Tutorial Teacher MSC	Formative: Bench Mark Results Three Week Progress Reports Summative: Completed PFS Plan of Action				
<p>10) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2016 - Jun. 6, 2017</p> <p>CNA: #4 pg. 70</p>	4	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	F: Migrant Rosters, Timely placement into Interventions S: CPALLS, TPRI/Tejas LEE, LION, STAAR Results				
Funding Sources: Title I-C (Migrant)							

<p align="center">Critical Success Factors CSF 2</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 2017</p> <p>CNA: #1 pg. 69, #6 pg. 71</p>	1, 6	Campus Administration Migrant Funded: Migrant Teachers MEP Secretary	Increase on- time graduation				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1</p> <p>12) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare themacademically for the STAARS assessment.</p> <p>Population: Elementary PFS Migrant Students</p> <p>Timeline: March 2017</p> <p>CNA: #10 pg. 72-73</p>	10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				
Funding Sources: Title I-C (Migrant)							
							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.


Performance Objective 1: Martin Elementary will be at Advanced Tech Level in all four key areas of the STAR Chart

Summative Evaluation: Review of STAR Chart in May 2017 to document achievement of Advanced Tech Level in all four Key areas of the STAR Chart

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Parental Involvement/Technology: Parents will have access to eSchool Home Access Center to check on students academic progress.</p> <p>Population: Parents</p> <p>Timeline: Aug. 22, 2016- Jun. 6, 2017</p> <p>CNA: Family and Community Involvement Needs pg. 16 10 Schoolwide Components #10 pg.72</p>	6, 9	Teachers Administrators Parents	<p>Formative Evaluation: Application requests</p> <p>Summative Evaluation: Parental access logs/conferences, HB5 Binder Documentation</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Content Area Technology: Classroom computers and printers will be available for students in PK through 5th Gr. to use as a tool for developing skills in the content areas through instructional software and other multi-media resources</p> <p>My Satori - Gr. 1-5 i-Station - Gr. 3-5 Think Central - Gr. 3-5 Living with Science - Gr. 5 Starfall - PK-1st</p> <p>The following Spec. Ed. Programs of instruction will be equipped with: 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</p> <p>Population: All PK-5th Gr. students</p> <p>Timeline: Aug. 22, 2016-Jun.6, 2017</p> <p>CNA: #9 pg. 71-72, #10 pg. 72-73</p>	9, 10	Principal Teachers TST	Formative Evaluation: Computer Lab Reports Diagnostic Tests Summative Evaluation: Improved scores on NRT Reading and STAAR				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>3) 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. 2016-Apr. 2017</p> <p>CNA: #8 pg. 71, #9 pg. 71-72, #10 pg. 72-73</p>	8, 9, 10	Principal Assistant Principal Teachers	Formative Evaluation: Test NAV for TELPAS Rdg Summative Evaluation: Improved scores on Rdg. TELPAS				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>4) 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 (5th) My Satori (1-5) Think Through Math (3-5)</p> <p>Population: All students</p> <p>Timeline: Aug. 22, 2016 - Jun. 6, 2017</p> <p>CNA: #9 pg. 71-72</p>	<p>9</p> <p>Principal Assistant Principal Facilitator K-5th Gr. Teachers</p>	<p>Formative Evaluation: Teacher Observation Report Card Print-out scores Oral Responses End of Unit Assessment Summative Evaluation: Results from Campus and District Benchmarks Criterion/Norm Reference Tests Math STAAR test</p>				
<p>Funding Sources: No Funds Required</p>						
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>5) EduSmart: Kinder-Fifth Grade Science Teachers will use this program as a means of facilitating the instruction of science and study skills to increase assessment results in Science.</p> <p>Population: Kinder-5th Gr. Science Teachers T1, T1M, LEP, AR, SE, GT</p> <p>Timeline: Aug. 22, 2016-Jun. 6, 2017 Daily instruction</p> <p>CNA: #8 pg. 71, #9 pg. 71-72, #10 pg. 72-73</p>	<p>8, 9, 10</p> <p>Teacher Dean of Instruction Principal Science Specialist</p>	<p>Formative Evaluation: Teacher Observation; Report Card; Results from Print-out scores & oral responses Summative Evaluation: Improved scores on Science benchmarks and STAAR Science</p>				
<p>Funding Sources: No Funds Required</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>6) 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>Population: PK-5th Gr. Students T1, T1M, LEP, AR, SE, GT</p> <p>Timeline: Daily Aug. 22, 2016-Jun. 6, 2017</p> <p>CNA: #10 pg. 72-73</p>	10	PK-5th Gr. Teachers Principal Dean of Instruction Social Studies Specialist	Formative Evaluation: On-going Teacher Observation; Summative Evaluation: written summaries, oral presentations, research projects criterion & norm referenced test results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>7) On-line Computer Assessments: Students will take on-line assessment to evaluate academic progress using Etazo for District/Campus Benchmarks, TELPAS and STAAR assessment.</p> <p>Population: Kinder-5th Gr. Students T1, T1M, LEP, AR, SE, GT</p> <p>Timeline: Sept. 2016 - May 2017</p> <p>CNA #: #8 pg. 71, #9 pg. 71-72, #10 pg. 72-73</p>	8, 9, 10	District Assessment & C&I Dept Principal Dean of Instruction Teachers	Formative Evaluation: On-going Teacher Data Analysis, District/Campus Benchmarks Summative: Results of STAAR, TELPAS				
							

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-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$21,202.00
162-11-6118-00-104-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$32,642.00
162-11-6119-00-104-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$85,478.00
162-13-6119-31-104-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,749.00
6100 Subtotal:		\$217,071.00
6200 Professional and Contracted Services		
162-11-6249-62-104-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$1,400.00
6200 Subtotal:		\$1,400.00
6300 Supplies and Services		
162-11-6395-62-104-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$1,375.00
162-11-6396--00-104-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6396-00-104-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$965.34
162-11-6399-00-104-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$22,169.00
162-11-6398-62-104-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$12,388.91
161-11-6396-00-104-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-13-6399-00-104-Y-30-000-Y	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$42,898.25
6600 Capital Outlay Accounts		

162-11-6649-62-104-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$18,142.75
		6600 Subtotal: \$18,142.75

Personnel for Martin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Garza	PK Teacher	State Compensatory	.50
Melba L. Longoria	Dean of Instruction	State Compensatory	1.0
Oscar Vera	PK Teacher	State Compensatory	.50
Yurytzy Ruiz	PK Teacher	State Compensatory	.50

Title I

Schoolwide Program Plan

Martin Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

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 10% percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 school year and to increase the commended performance level in all content areas. Results of HB 5 ratings, Martin Elementary has set a goal of increasing Parent Involvement attendance, Technology Training for Teachers, and attendance/participation of At-Risk students in Tutorial/Enrichment Programs. (4.1, 4.2, 6.5, 7.11)

2: Schoolwide Reform Strategies

1.

To accomplish these objectives, the 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 an after-school tutorial and Saturday Tutorials enrichment program, 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 and Saturday Tutorial 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. (1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.11, 1.1.12, 1.1.15, 1.1.16, 1.1.19, 1.1.20, 1.2.1,2.2, 3.1, 3.7, 3.9, 4.1, 4.2, 4.3, 4.5)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include the selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. (1.1.3, 1.1.4, 1.1.6, 1.1.13, 1.2.1, 3.1, 3.2, 3.4, 3.7)

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school, district trainings and workshops, and the education service center. Professional development in the areas of core content curriculum, classroom management and discipline management, along with STAAR updates, will be a priority. (1.1.1, 1.1.5, 1.1.6, 1.1.10, 1.1.11, 1.1.12, 1.1.16, 1.1.17, 1.2.5, 2.4, 3.5, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.9, 7.10)

5: Strategies to attract highly qualified teachers

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. New teachers on campus are provided a grade-level mentor and an administrative mentor to ensure success in their profession. (1.1.13)

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent meeting room and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. (1.1.14, 1.2.4, 1.2.5, 1.2.7, 2.3, 3.6, 4.1, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 7.11, 8.1, 8.4, 9.1)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start or previously non-schooled entering PK students will be held during May to assist with the transition to R. L. Martin Elementary. Our campus will collaborate with Cameron County Workforce Solutions to provide parents of in-coming and current PK students parent involvement training that focuses on instructional and developmental strategies in order to assist preschool children in the transition from early childhood programs to our PK program. (1.1.14, 6.11)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

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 but not limited to the SELP, TELPAS, and campus and district benchmark tests, results from LION, i-Station, Think Through Math, Living with Science, TPRI/Tejas LEE, CPALLS, 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. (1.1.10, 1.1.12, 1.1.15, 1.1.16, 7.5, 7.7, 8.3, 8.5, 8.7)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

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 and Saturday tutorial program based on his/her individual needs. Data analysis plays an important role. Through the use of 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. (1.1.15, 1.2.2, 1.2.3, 2.1, 3.1, 3.7, 3.9, 4.1, 4.6, 4.7, 4.8, 6.1, 7.3, 7.5, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.7)

10: Coordination and integration of federal, state and local services and programs

Martin Elementary will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school and Saturday tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. State Comp. funds are used toward the operation of the afterschool and Saturday tutorial. (1.1.3, 1.1.10, 1.1.17, 1.2.4, 1.2.5, 1.2.6, 3.6, 3.7, 8.2, 8.3, 8.6, 8.7)

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. As a campus, we work with district initiatives in providing student supplies for migrant students, parenting classes in coordination with of Parental Involvement, and community resources for our migrant families. PFS migrant students will receive supplemental support services (supplies/hygiene products/clothing) before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Migrant students performing below grade level will receive additional support through RTI Tier II/III interventions, monitoring academic progress for promotion, in addition to afterschool and summer school enrichment program. (1.1.10, 1.1.11, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Program implementation includes afterschool/Saturday tutorials to meet the specific needs of ELLs in the areas of Reading, Math, Writing, and Science. Also classroom instruction includes Sheltered English strategies, ELL Reading & Writing Checklists, and the use of technology in the Reading i-station and the Writing Throughout the Day for PK through First Grades and instructional resources for Bilingual Students with Ford-Ferrier and Math Warm-ups for Gr. 3-5. (1.1.3, 1.1.6, 1.1.7, 1.1.8, 2.2, 6.10, 9.3)

Martin Elementary will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded

initiatives. Program implementation includes afterschool/Saturday tutorials to meet the specific needs of At-Risk students in the areas of Reading, Math, Writing, and Science. Students identified as needing additional intensive instruction receive Tier 2 /Tier 3 instruction adding 30 minutes of instruction to each level of Tier. Pre-K program will be provided the full day in order to better qualified students academically. State Comp. funds will also be allocated for the Dean of Instruction and PK Teachers and the ordering of instructional materials to enhance tutorial instruction. (3.2, 3.3, 3.7, 4.5, 4.6, 4.7, 4.8)

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Special Education students receive afterschool/Saturday Tutorials to meet their needs in the areas of Reading, Math, Writing, and Science. Strategies include collaboration with grade level, SRA program, inclusion setting as well as resource, and individualized instruction as needed. (1.1.17, 1.1.18, 1.1.19, 2.2, 9.2)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Agripino Olbera	CSR 5th Grade	255-11-6119-01-104-Y24-0D0-Y	1.0
Christina Hernandez	Title 1-A Pre-K Aide	211-11-6129-06-104-Y-30-0F2-Y	1.0
Hilda Hinojosa	Nurse	211-33-6119-00-104-Y-30-0F2-Y	.40
Juanita Ayala	Title 1-A Teacher Aide	211-11-6129-06-104-Y-30-0F2-Y	1.0
Laura Krause	Parent Liaison	211-61-6129-00-104-Y-30-0F2-Y	1.0
Margarita De Leon	Title 1-A Pre-K Aide	211-11-6129-06-104-Y-30-0F2-Y	1.0
Mary E. Bujanos	Title 1-A Pre-K Aide	211-11-6129-06-104-Y-30-0F2-Y	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Gilda Jo Pena	Principal
Administrator	Melba Linda Longoria	Dean of Instruction
Business Representative	Rolando Ramirez	Amigo Loan Co.
Business Representative	Leticia Scheiber	John Scheiber Photography
Classroom Teacher	Diana Aguilar	4th Gr. Teacher
Classroom Teacher	Michelle Flores	3rd Gr. Teacher
Classroom Teacher	Minerva Guzman	2nd Gr. Teacher
Classroom Teacher	Claudia Harrison	5th Gr. Teacher
Classroom Teacher	Maria T. Lerma	Special Ed. Representative
Classroom Teacher	Maria C. Palomo	1st Gr. Teacher
Classroom Teacher	Mayra E. Parada	Kinder Teacher
Classroom Teacher	Yurytzy Ruiz	PK Teacher
Community Representative	VACANCY	Community Volunteer
Community Representative	Juan Palomo	Community Volunteer
District-level Professional	Dahlia Castro	BISD C&I Math Specialist
Non-classroom Professional	Jami Kiphen	Special Populations Representative
Paraprofessional	Maria D. Bochas	Paraprofessional Representative
Paraprofessional	Juanita Collazo	Paraprofessional Representative
Parent	Karla Pariente	Parent Representative
Parent	Belia Velazquez	Parent Representative
Parent Liaison	Laura Krause	Parent Liaison
Student	Marco Garza	4th Gr. Student Representative
Student	Sergio Rios	5th Gr. Student Representative

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional resources - Scholastic Election Skills Books	199-11-6399-00-104-Y-11	\$211.85
1	1	13	Local Funds		\$0.00
1	2	1	2 PE Teachers		\$0.00
1	2	2	Local Funding for supplies needed subject to funding		\$0.00
1	2	3	TAHPERD Activity Resource Guides; TEKS; Content Area Frameworks		\$0.00
2	1	2	Fine Arts and School Budget		\$0.00
2	1	3	Fine Arts and School Budget		\$0.00
2	1	4	Fine Arts Budget and School Budget CNA #4		\$0.00
4	1	6	Funds for Event Pamphlets and Flyers - Career on Wheels		\$0.00
4	1	7	Event Pamphlets and Flyers	Career Day Event	\$0.00
5	1	1	Local Funding for Printing Cost and Supplies		\$0.00
Sub-Total					\$211.85
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional resources/supplies - Paper from BISD Warehouse	211-11-6396-00-104-Y-30-0F2	\$0.00
1	1	2	Instructional resources - Media Center Printing	211-11-6399-16-104-Y-30-0F2	\$0.00
1	1	2	Instructional resources/supplies -	211-11-6399-00-104-Y-30-0F2	\$0.00
1	1	4	TI-A Paraprofessionals: Library (1)	211-12-6129-06-104-Y-30-0F2-Y	\$27,129.00
1	1	4	TI-A Paraprofessionals: PK (3) Kinder (1) 1st Gr. (1)	211-11-6129-06-104-y-30-0F2-Y	\$130,433.00
1	2	6	Campus Nurse (40% Salary)	211-33-6119-00-104-Y-30-0F2-Y	\$29,719.00
3	1	7	Enrichment Program Salaries and Wages	211-11-6118-00-104-Y-24-ASP-Y	\$31,330.00
6	1	1	Parent Liaison Salary & Fringe for 1FTE	211-61-6129-00-104-Y-30-0F2-Y	\$25,071.00
Sub-Total					\$243,682.00

Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources for Bilingual Students-	263-11-6399-00-104-Y25-000-Y	\$281.00
1	1	3	Duplicating Paper for Bilingual Students-	263-11-6396-00-104-Y25-000-Y	\$2,700.00
Sub-Total					\$2,981.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional resources/supplies - Paper from BISD Warehouse	162-11-6396-00-104-Y-30-000-Y	\$2,000.00
1	1	2	Instructional resources -Lone Star Learning	162-11-6399-00-104-Y-30-000-Y	\$15,716.00
3	1	1	At Risk 3rd-4th Gr. Tutorial Certified Extra Duty Pay + Fringes	162-11-6118-00-104-Y-30-000-Y	\$8,144.00
3	1	1	General Supplies - Supplemental Instructional Workbooks	162-11-6399-00-104-Y-30-000-Y	\$22,169.00
3	1	1	Duplicating Paper	161-11-6396-00-104-Y-30-000-Y	\$2,000.00
3	1	1	Staff Development Supplies	162-13-6399-00-104-Y-30-000-Y	\$2,000.00
3	1	1	SSI 5th Gr. Tutorial Certified Extra Duty Pay + Finges	162-11-6118-00-104-Y-24-SSI-Y	\$5,552.00
3	1	2	Certified Instructional Salary including Fringe for 3 PK Teachers at .5 = 1.5 FTEs	162-11-6119-00-104-Y-30-000-Y	\$85,478.00
3	1	3	Dean of Instruction Salary + Fringe for 1 FTE	162-13-6119-31-104-Y-30-000-Y	\$77,749.00
3	1	5	Presentation Resources		\$0.00
3	1	6	Hygiene products, school supplies, clothes as needed		\$0.00
3	1	7	Enrichment Program Salaries and Wages	162-11-6118-00-104-Y-30-ASP-Y	\$277,730.00
3	1	8	Technical Laboratory Systems - Living With Science annual site license	162-11-6249-62-104-Y-30-LWS-Y	\$2,800.00
3	1	9	Copy Paper - BISD Warehouse	162-11-6396-00-104-Y-30-000-Y	\$965.34
3	1	9	9 projectors and 9 printers - NetSync	162-11-6398-62-104-Y-30-000-Y	\$12,388.91
3	1	9	25 student laptops - Dell	162-11-6649-62-104-Y-30-000-Y	\$18,142.75
3	1	9	License for student computer use	162-11-6395-62-104-Y-30-000-Y	\$1,375.00
7	1	7	Tutorial, Summer School Recommendation		\$0.00
Sub-Total					\$534,210.00

State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional resources/supplies for Bilingual Students -	163-11-6399-00-104-Y25-000-Y	\$3,975.00
1	1	2	Instructional resources/supplies for Bilingual Students - duplicating paper	163-11-6396-00-104-Y25-000-Y	\$1,000.00
1	1	2	Instructional resources/supplies for Bilingual Students	263-11-6399-00-104-Y-25-000-Y	\$5,975.00
1	1	12	LPAC Substitute/Staff Development	163-11-6112-11-104-Y25-000-Y	\$1,249.00
Sub-Total					\$12,199.00
TLI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	UTHC Resources; DEIC Prof. Dev. through TLI		\$0.00
1	1	6	-Center for Improving the Readiness of Children for Learning and Education (CIRCLE)		\$0.00
1	1	9	No funding needed; composition journals		\$0.00
1	1	10			\$0.00
1	1	21	Various Library books ordered from Follet	289-12-6329-00-104-Y-24-TL2-4	\$6,162.75
1	1	21	Gateway: Supplies - Card Stock, Colored paper, Construction Paper	289-13-6399-00-104-Y-24-TL2-5	\$399.37
1	1	21	WalMart: Supplies - Composition notebooks, Poster boards, Erasers, Pencils	289-11-6399-00-104-Y-24-TL2-4	\$600.63
1	1	21	Various dictionaries ordered from Follet	289-11-6399-11-104-Y-24-TL2-4	\$1,000.00
1	1	21	TLI Supplies -	289-13-6399-00-104-Y-24-TL2-5	\$400.00
Sub-Total					\$8,562.75
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies for Migrant Students	212-11-6399-00-104-Y-24-0F2-Y	\$330.00
7	1	6	Summger School for Migrant Students		\$0.00
7	1	10	Progress Reports, Assessment Results		\$0.00
7	1	11	Migrant Survey NO FUNDS ALLOCATED		\$0.00

7	1	12	NO FUNDS ALLOCATED		\$0.00
Sub-Total					\$330.00
Title II-A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	1 5th Gr. Class Size Reduction Teacher - FUND SOURCE & AMT TO BE UPDATED	255-11-6119-01-104-Y-24-0D0-Y	\$60,538.00
Sub-Total					\$60,538.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Writing Process handouts; 6+1 Writing Traits Workshop Resources; Empowering Writers Narrative & Expository Resources		\$0.00
1	1	14	Middle School Choice Slips, Middle School Projection Rosters, incoming PK student info		\$0.00
1	1	15	RTI Forms and Research Based Intervention Strategies; TLI Strategies;		\$0.00
1	1	16	Curricular Frameworks, Lesson Plans, TEKS, ELARS/SLAR		\$0.00
1	1	17	Math POC, Math Frameworks, Envision materials; Conference Resources		\$0.00
1	1	18	Poster projects, classroom presentations ; 5th Gr. Production		\$0.00
1	1	19	Poster Projects, Classroom Presentations; Classroom Elections		\$0.00
1	2	4			\$0.00
1	2	5	Wellness Policy Reference Manual, Square Meals.org (Tex. Dept. of Agriculture)		\$0.00
1	2	7	Flyers announcing Community Events		\$0.00
2	1	1	Fine Arts and School Budget		\$0.00
4	1	1	Attendance Mgmt System Developed by Pupil Services		\$0.00
4	1	2	ISS Procedures, PEIMS Action Reason Report, OSS Report		\$0.00
4	1	3	Pupil Services, Student Accounting, School Messenger Notification System, eSchools PLUS		\$0.00

4	1	4	School Messenger Notification System; Computer Services , Technical Support		\$0.00
4	1	5	Homeless Documentation		\$0.00
4	1	8	Event flyers and handouts		\$0.00
5	1	2	Guidance & Counseling, Community Professionals, Review 360		\$0.00
5	1	3	Campus Emergency Mgmt Plan		\$0.00
5	1	4	Identification Security System, ID Cards, Visitor Logs		\$0.00
5	1	5	Safety Pamphlets		\$0.00
5	1	6	Safety Pamphlets		\$0.00
6	1	2	Title 1 Mtg. resources		\$0.00
6	1	3	Parental Involvement Policy pamphlet		\$0.00
6	1	4	School-Parent-Student Compact letters and flyers		\$0.00
6	1	5	Title 1 Parent Survey materials		\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
6	1	8	Community Resource Pamphlets and Flyers		\$0.00
6	1	9	Parent Involvement flyers		\$0.00
6	1	11	Resources provided by Cameron County Workforce Solutions		\$0.00
7	1	2	School supplies as needed - NO MIGRANT FUNDS ALLOCATED		\$0.00
7	1	3	Pre-Post Test assessments		\$0.00
7	1	4	Parent Involvement Mtg., Campus and Community Resource Info - NO FUNDS ALLOCATED		\$0.00
7	1	5	Student progress reports, TPRI-Tejas LEE results		\$0.00
7	1	8			\$0.00
8	1	1	Application for Access, Acceptable Use Policy Forms, File System for Forms		\$0.00
8	1	2	Computers, Printers		\$0.00
8	1	3	Computer Lab, Test Administrator Manuals		\$0.00

8	1	4	Computer Lab		\$0.00
8	1	5	Computers		\$0.00
8	1	6	Computers		\$0.00
Sub-Total					\$0.00
Grand Total					\$862,714.60