Brownsville Independent School District

Martin Elementary

2021-2022 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

Our instructional strategies will increase technological knowledge, cultural awareness, social growth, and individuals who can compete in a global, multicultural society.

Value Statement

We believe that our students, parents, community, and staff are empowered by accelerated instruction to achieve academic excellence.

Table of Contents

Martin Elementary
Generated by Plan4Learning.com
     4 of 108
Campus #031-901-104
June 15, 2021 2:56 PM

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

The student population at Martin Elementary School is approximately 494 (PEIMS Snapshot date of 10/25/19) and serves students in grades Pre-Kinder- 3 through Fifth. According to the PEIMS Data Review of our campus profile, the student population includes: (Hispanic - 94.3%, White - 5.5%, Economically Disadvantaged - 92,1%, English Language Learners (ELL) 37.4%, At-Risk 74.3%, Bilingual - 36.1%, Gifted & Talented - 5.3%, Special Ed. - 14.6%. The mobility rate for the 2017-2018 school year was 17%. As per PEIMS EOY Data Review for 2019-2020 the Attendance Rate was 96.4% and the Attendance Rate for At-Risk students was 96.16%.)

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase student attendance in order to meet the attendance goal of 98.5% **Data Analysis/Root Cause:** Attendance rate data shows a decline to 96.4% (-2.1%) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

Need Statement 2: Need to increase enrollment and retention of students at all grade levels by offering after school enrichment programs and tutorials **Data Analysis/Root Cause:** Martin Elementary is an older campus within an established community now in competition with charter schools and the perception that the campus is an outside older facility.

Need Statement 3: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

Need Statement 4: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Data from state requirements, district and campus needs assessments show additional support would be beneficial for student achievement due to academic gaps from COVID-19.

Student Learning

Student Learning Summary

Martin Elementary disaggregated data in various ways. Grade levels analyze data of BOY/MOY with no EOY data due to COVID-19 for C-PALLS TPRI/Tejas LEE along with District Benchmark tests, C&I Checkpoints, classroom assessments, fluency, TELPAS and STAAR 2019 results. Grade level meetings were held twice a month for this task and plans for student improvement were developed. Campus personnel also analyzed Accelerated Reader rates for improvement of reading levels and fluency. Data was discussed during RTI meetings held each six weeks to check on student progress in Tier instruction. Special Ed-General Ed Co-Planning was held each six weeks to review Sp.Ed/Dysleixa/504 student progress and review accommodations. BISD Specialists were also available during grade level meetings to assist in the disaggregation of data specifically in the areas of ELA/Math/Science/Social Studies/Bilingual/GT/At-Risk.

Grade Levels MET or SURPASSED the District Goal in the following: (Data results for C-PALLS/TPRI/Tejas LEE as of MOY and STAAR 2019 ONLY as STAAR 2020 not administered due to COVID-19)

*PK-3 MOY C-PALLS (EN) Phonological Awareness 70% (+0), Rapid Vocabulary Naming 100% (+30), Math Screener 70% (+0), Science Assessment 100% (+30) and C-PALLS (SP) in Science Assessment 86% (+16%)

*PK-4 MOY C-PALLS (EN) Phonological Awareness 85% (+15), Rapid Letter Naming 90% (+20), Math Screener 95% (+25), and Science Assessment 97% (+27) and C-PALLS (SP) Phonological Awareness 74% (+4), Math Screener 91% (+21), Science Assessment 100% (+30)

*Kinder MOY TPRI Phonics 82% (+12)

*2nd Gr. MOY Tejas LEE Word Reading 100% (+30)

*3rd Gr. STAAR 2019 Math 94% (+7), Rdg 84% (+7)

*4th Gr. STAAR 2019 Math 88% (+9), Rdg 81% (+16)

*5th Gr. STAAR 2019 Math 100% (=), Rdg 100% (+2)

OVERALL CAMPUS STAAR 2019: Math 94% (+6), Rdg 88%(+8)

Grade Levels DID NOT MEET District Goal in the following: (Data results for C-PALLs/TPRI/Tejas LEE as of MOY and STAAR 2019 ONLY as STAAR 2020 not administered due to COVID-19)

*PK-3 MOY C-PALLS (EN) Rapid Letter Naming 40% (-30) and C-PALLS-(SP) Phonological Awareness 43% (-27), Rapid Letter Naming 14% (-56), Rapid Vocabulary Naming 43% (-66), Math Screener 14% (-56)

*PK-4 MOY C-PALLS (EN) Rapid Vocabulary Naming 69% (-1)and C-PALLS- (SP) Rapid Letter Naming 48% (-22), Rapid Vocabulary Naming 13% (-57)

*Kinder MOY TPRI Phonological Awareness 27% (-43) and Tejas LEE Phonological Awareness 0% (-70), Phonics 17% (-53), Listening Comprehension 17% (-53)

*1st Gr. MOY TPRI Phonological Awareness 64% (-6), Phonics 66% (-4),Word Reading 30% (-40); Fluency 33% (-37), Reading Comprehension 41% (-29) and Tejas LEE Phonological Awareness 0% (-70), Phonics 0% (-70), Word Reading 0% (-70), Fluency 0% (-70), Reading Comp. 0% (-70)

*2nd G. MOY TPRI Phonics 18% (-52), Word Reading 60% (-10), Fluency 56% (-14), Reading Comprehension 35% (-35%)and Tejas LEE Phonics 50% (-20), Fluency 0% (-70), Reading Comprehension 50% (-20)

*4th Gr.   Although 4th Gr. had great gains in Math, Reading and Writing, the content area of Writing was at 72% on the 2019 STAAR wil the goal for the upcoming year to increase the overall STAAR Writing score to 80%+

*5th Gr.   The content area of Science was the lowest performing area in all grade level STAAR 2019 testing with 65% (-21). Our campus goal is to improve Science scores with a goal of 88% (+23) to meet/surpass the previous STAAR Science 2018 result of 86%, Reading to 100% (+2), Math maintain 100% (=)

 *Sp.Ed.   Sp.Ed. fell below 60% (53% -7pts) on 2016 System Safeguards in Math. Overall perfomance rates for Sp.Ed. include Rdg (60% Met System Safeguard), Writing (42% -18 pts.) and Science (75% +15 pts Met Goal)

Student Learning Strengths

Although the EOY for 2020 included numerous challenges, Martin Elementary celebrated numerous strengths:

1. Collaboration of campus staff both in Grade Levels and vertically in analyzing assessment data to plan to targeted instruction

2. Co-curricular and extra-curricular activities as Science Fair, Destination Imagination, Brainsville, STEM activities, Coding, Chess, UIL, SuperStar Sprinters Running Club, Spelling Bee and Fine Arts Music and Art activities kept students engaged and exposed them to experiences beyond the classroom

3. Students had the opportunity to develop technology skills during COVID-19 for distant learning through the platforms of Seesaw, Google Classroom, Zoom, Class Dojo including Art, PE, Music, Library and Counselor collaboration with grade levels

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause:** Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

Need Statement 2: Need to increase availability of quality technology, software, and internet access along with personalized professional learning to support technology integration, instructional models and platforms for online, at-home, hybrid, blended, and/or fact-to-face instruction for students, faculty, staff and parents **Data Analysis/Root Cause:** Staff, parent and student survey results show availability and access issues with technology and support for training and implementation

Need Statement 3: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements **Data Analysis/Root Cause:** Data from Teacher Needs Surveys shows the use of content area supplemental instructional supplies and resources are effective in addressing student achievement gaps

Need Statement 4: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education,

grant based, and other areas). **Data Analysis/Root Cause:** Data from staffing reports reflect additional staff would allow for meeting programmatic requirements and improved student performance

Need Statement 5: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Data from state requirements, district and campus needs assessments show additional support would be beneficial for student achievement due to academic gaps from COVID-19.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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, platforms and updates on curriculum/assessment through webinars and distant learning. Both students and teachers make use of technology through SmartBoard instruction, Prodigy Math, STEMscopes, EduSmart Science, My Satori, Starfall, TEKSas Target Math, Target Reading and Writing, Education Galaxy, in addition to taking on-line assessments as District Benchmark Assessments, C&I Checkpoint Mini-Mark Assessments, TELPAS, and the use of IPODS for TPRI/Tejas LEE assessments, IPADS for 2nd Gr instruction through technology, and accessing BISD and Martin Elementary websites for information and resource links. The education programs of ECSE/LifeSkills/Resource/CMC/Inclusion/Dyslexia have access to computers/Hatch Computers/MOBI/REDCAT/SmartBoard/SRA/Hatch Tablets/Teach Smart System/Unique Learning.

School Processes & Programs Strengths

*Maintaining of staff with loss of only Dean of Instruction, one 2nd Gr. Teacher, one Life Skills I Teacher, one PK-4 Paraprofessional, and one ECSE Paraprofessional due to retirement

*Representation of grade level at District POC/Committees

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

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

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause:** Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

Need Statement 2: Need to increase availability of quality technology, software, and internet access along with personalized professional learning to support technology integration, instructional models and platforms for online, at-home, hybrid, blended, and/or fact-to-face instruction for students, faculty, staff and parents **Data Analysis/Root Cause:** Staff, parent and student survey results show availability and access issues with technology and support for training and implementation

Need Statement 3: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements **Data Analysis/Root Cause:** Data from Teacher Needs Surveys shows the use of content area supplemental instructional supplies and resources are effective in addressing student achievement gaps

Need Statement 4: Need to increase enrollment and retention of students at all grade levels by offering after school enrichment programs and tutorials **Data Analysis/Root Cause:** Martin Elementary is an older campus within an established community now in competition with charter schools and the perception that the campus is an outside older facility.

Need Statement 5: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Data from state requirements, district and campus needs assessments show additional support would be beneficial for student achievement due to academic gaps from COVID-19.

Need Statement 6: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

Need Statement 7: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant based, and other areas). **Data Analysis/Root Cause:** Data from staffing reports reflect additional staff would allow for meeting programmatic requirements and improved student performance

Perceptions

Perceptions Summary

Martin Elementary maintains self-contained classes in grades PK through 2nd Gr. with 3rd through 5th Gr being departmentalized. Programs include Block classes of PE, Library, and Art. PK-5th Gr. students also attend Counselors/Library on alternating weeks. Martin Elementary has an EOP in place along with a detailed discipline plan that detail set steps to follow according to specific incidents. In order to meet the needs of students, specialized instruction is provided through Special Education, Dyslexia, Speech, GT, Bilingual. Faculty and staff follow their assigned master schedule and duty rosters and receive appropriate staff development that focuses on various aspects of the school context and organization.

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

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

Perceptions Strengths

*Grade level meetings for planning and data analysis

*Maintaining Campus EOP

*Grade level representation on ALL campus/district committees

*School uniform policy followed district initiative

*Campus-wide use of eSchoolPlus for discipline mananagement

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

 PERCEPTION NEEDS:

1. Maintain campus-wide communication through Grade Level/Various Campus Committee Mtgs/RTI Team/GenEd-Spec.Ed Co-planning/Vertical TEAM Mtgs for Math, Rdg. & Writing.

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

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

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

5. Increase campus provided parental involvement opportunities to increase participation by 5% by offering sessions on alternating days and times in order to give parents an opportunity to attend at a convenient time for them

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

7. Increase in attendance at weekly parent involvement meetings

8. Continue with Martin Elem. SuperStar Sprinters Running Club to motivate students for health and community fun run participation

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase student attendance in order to meet the attendance goal of 98.5% **Data Analysis/Root Cause:** Attendance rate data shows a decline to 96.4% (-2.1%) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

Priority Need Statements

Need Statement 1: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels

Data Analysis/Root Cause 1: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 3: Need to increase student attendance in order to meet the attendance goal of 98.5%

Data Analysis/Root Cause 3: Attendance rate data shows a decline to 96.4% (-2.1%) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

Need Statement 3 Areas: Demographics - Perceptions

Goals

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

Performance Objective 1: Martin Elem. student performance for all students, all grades, all subjects will exceed 2019 STAAR Meets and Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

Martin Elem. El desempeno estudiantil para todos los estudiantes, todos los grados, todas las materias superara el desempeno del nivel de grado STAAR Meets y Masters 2019 en lectura, escritura, matematicas y ciencias en 3 puntos porcentuales.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** STAAR Performance Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessment and aid in the sustainability of TLI through curricular supports in all content areas. Resources include	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
2nd Gr. Reading-Mentoring Minds Think Up ELAR 2nd Gr. Language Arts - TX Write Source Skills Book and Texas Assessment Preparation Gr. 2, Vocabulary Spelling City Digital Resource Gr 2 2nd Gr. Math-Mentoring Minds Think Up Math 3rd Gr. Reading-Teacher Created Materials Practicing for Success: Gr. 3 STAAR Reading; ECS Learning Systems STAAR Master Gr. 3; Mathwarmups.com 3rd Gr. Countdown to Reading STAAR 2019 Eng-Span plus Gauntlet 2020 Eng-Span; Mathwarmupscom 3rd Gr. Fast Focus Updated 2019 Eng only; Education Galaxy Gr 3 online test preparation 3rd Gr Language Arts - Vocabulary Spelling City Gr 3 Digital resource 3rd Gr. Math- Mathwarmups.com 3rd Gr Countdown to Math STAAR plus Gauntlet 2018 Lone Star Learning TEKSas Target Practice Math Digital Gr.3 3rd Gr Writing - Forde Ferrier Master Write: Writing 3rd Gr 4th Gr. Reading-Math Warm-ups 4th Gr Reading STAAR Gauntlet Eng-Span; Education Galaxy Digital Resource for Reading-Writing-Math 4th Gr. Math - Lone Star Learning TEKSas Target Practice Digital Gr.4 Math 4th Gr. Writing-Forde Ferrier GAEP: Writing Revision and Editing Gr 4 Eng-Span 5th Gr Reading- Teacher Created Materials Practicing for Success STAAR Reading Eng-Span Gr. 5; GF Educators Step Up to the TEKS Reading Student Practice Book Eng-Span and Span TE; Time for Kids Rdg; Lone Star Learning TEKSas Target Practice Rdg Digital; ECS Learning Systems STAAR Master Reading 5th Gr. Eng-Span; Lone Star Learning TEKSas Target Practice Digital 5th Gr. Reading; Education Galaxy Digital Resource for Reading-Math-Science				

5th Gr. Math-Teacher Created Materials Practicing for Success STAAR Math 5th Gr Eng-Span; ECS Learning Systems STAAR Master Quick Review 5th Gr. Eng-Span; STAAR Master Math 5th Gr Eng-Span; Lone Star Learning TEKSas Target Practice Digital Gr.5

5th Gr. Science-Mentoring Minds Think Up Science Gr 5 Eng-Span; Teacher Created Materials Practicing for Success STAAR Science Gr. 5 Eng-Span; ECS Learning Systems STAAR Master Science Gr. 5 Eng-Span , Accelerate Learning STEMScope TX Gr. 5 Online

Gateway - Teacher supplies

Utilizar recursos instructivos basados   en la investigacion e intervenciones especificas para garantizar que todos los estudiantes esten preparados para cumplir con las demandas de evaluacion estandarizada y ayudar en la sostenibilidad de TLI a traves de apoyos curriculares en todas las areas de contenido. Los recursos incluyen

2do Gr. Las mentes de lectura y tutoria piensan en ELAR

2do Gr. Artes del lenguaje - TX Write Source Skills Book y Texas Assessment Preparation Gr. 2, Recurso digital de la ciudad de ortografia de vocabulario Gr 2

2do Gr. Las mentes que orientan las matematicas piensan en las matematicas

3er Gr. Lectura-Materiales creados por el maestro Practicando para el exito: Gr. 3 Lectura STAAR; Sistemas de aprendizaje ECS STAAR Master Gr. 3; Mathwarmups.com 3er Gr. Cuenta regresiva para leer STAAR 2019 Eng-Span mas Gauntlet 2020 Eng-Span; Mathwarmupscom 3er Gr. Fast Focus actualizado 2019 solo en ingles; Educacion preparacion para el examen en linea Galaxy Gr 3

3er grado Artes del lenguaje - Vocabulario Spelling City Gr 3 recurso digital

3er Gr. Math- Mathwarmups.com Cuenta regresiva de tercer grado para matematicas STAAR plus Gauntlet 2018 Lone Star Learning TEKSas Target Practice Math Digital Gr.3

Escritura de tercer grado - Escritura maestra de Forde Ferrier: Escritura de tercer grado

4o Gr. Calentamientos de Lectura-Matematicas 4to Gr Lectura STAAR Gauntlet Eng-Span; Education Galaxy Recurso digital para lectura-escritura-matematicas

4o Gr. Matematicas - Lone Star Learning TEKSas Target Practice Matematicas digitales Gr.4

4o Gr. Writing-Forde Ferrier GAEP: Revision de escritura y edicion Gr 4 Eng-Span

Lectura de quinto grado: materiales creados por el maestro Practicando para el exito Lectura STAAR en ingles Gr. 5; Los educadores de GF avanzan hacia el libro de practica para estudiantes de lectura de TEKS en ingles y en espanol TE; Tiempo para los ninos Rdg; Lone Star Learning TEKSas Target Practice Rdg Digital; Sistemas de aprendizaje ECS STAAR Master Reading 5th Gr. Eng-Span; Lone Star Learning TEKSas Target Practice Digital 5th Gr. Leer; Education Galaxy Recurso digital para lectura-matematicas-ciencia

5o Gr. Materiales creados por maestros de matematicas Practicando para el exito Matematicas STAAR de 5o grado en ingles; ECS Learning Systems STAAR Master Quick Review 5to Gr. Eng-Span; STAAR Master Math 5th Gr Eng-Span; Lone Star Learning TEKSas Target Practice Digital Gr.5

5o Gr. Mentes mentoras cientificas Piensan en ciencia Gr 5 Eng-Span; Materiales creados por el maestro Practicando para el exito STAAR Science Gr. 5 Eng-Span; Sistemas de aprendizaje ECS STAAR Master Science Gr. 5 Eng-Span, Aprendizaje acelerado STEMScope TX Gr. 5 en linea

Gateway - Suministros para maestros

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

-Varios recursos / suministros educativos ej. Lakeshore / Gateway / LD Products / Media Center / Warehouse / Office Depot / Los materiales creados por maestros se ordenaran / imprimiran para respaldar

instruccion bilingue de lectura y matematicas.

Milestone's/Strategy's Expected Results/Impact: F: Lesson Plans with use of Resources documented

S: Evaluations, STAAR Scores

Staff Responsible for Monitoring: Principal

Dean of Instruction

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Population:** TI, TIM, ELL, SE, AR, GT, DYS, All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Certified Extra Duty Pay - 211 Title I-A - 211-61-6118-00-009-Y-30-0F2-y, General Supplies - 211 Title I-A - 211-13-6399-00-104-Y-30-AYP-Y - $2,000, General Supplies - 211 Title I-A - 211-11-6399-00-104-Y-30-0F2-Y - $56,589, General Supplies - Printing - 211 Title I-A - 211-11-6399-16-104-Y-30-0F2-Y - $6,000, Copy Paper for At-Risk Instructional Purposes - 162 State Compensatory - 162-11-6396-00-104-Y-30-000-Y - $2,000, General Supplies for At-Risk Instructional Purposes - 162 State Compensatory - 162-11-6399-00-104-Y-30-000-Y - $10,640, Lonestar Learning - TEKASas Target Practice Gr. 3-4-5 online resources PR420361 - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y, Accerlerate Learning Inc - STEMscopes 5th Gr. online resource PR 420299 - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y, Equipment under $5000 - 211 Title I-A - 211-23-6398-65-104-Y-30-OF2-Y

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Improve instruction for all students including ELL, Spec. Ed, At-Risk, and Economically Disadvantaged	**Oct**	**Jan**	**Mar**	**June**

Strategy 2: Improve instruction for all students including ELL, Spec. Ed, At-Risk, and Economically Disadvantaged students by providing resources for Bilingual students and teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking/reading/writing proficiencies) , intervention strategies based on student performance data to close the achievement gap and demonstrate progress, and resources to enhance instruction. Use of academic vocabulary and Word of the Week campus initiative to support sustainability of TLI and improve fluency; journal writing across content areas in PK-5th gr.; participation in FASCT Project to support Text Structures to improve literacy. Teaching supplies will be ordered from Gateway and Lakeshore for instructional purposes in order to meet our academic goals; Instructional supplies and general supplies will be ordered for ECSE- Life Skills 1-2 student use.

Mejorar la instruccion para todos los estudiantes, incluidos ELL, Spec. Estudiantes en educacion, en riesgo y en desventaja economica al proporcionar recursos para estudiantes bilingues y oportunidades de aprendizaje centradas en el maestro, como reuniones basadas en estrategias de colaboracion, desarrollo profesional basado en la investigacion que respalda la comprension de lectura (habilidades del lenguaje oral que aumentan la comprension auditiva / habla / lectura / competencias en escritura), estrategias de intervencion basadas en datos de desempeno estudiantil para cerrar la brecha de rendimiento y demostrar progreso, y recursos para mejorar la instruccion. Uso de vocabulario academico y la iniciativa del campus Word of the Week para apoyar la sostenibilidad de TLI y mejorar la fluidez; escritura de diarios en todas las areas de contenido en PK-5th gr .; participacion en el proyecto FASCT para apoyar las estructuras de texto para mejorar la alfabetizacion. Los materiales didacticos se pediran a Gateway y Lakeshore con fines educativos a fin de cumplir con nuestras metas academicas; Se pediran suministros de instruccion y suministros generales para ECSE- Habilidades para la vida 1-2 uso de los estudiantes

Milestone's/Strategy's Expected Results/Impact: F: Lesson Plans, Sp.Ed. Instructional Logs, RtI Documentation, TELPAS Writing Samples, Writing Journals, C&I Mini-Marks, District Benchmarks

S: Teacher Observation, C-PALLS/TPRI/Tejas LEE Results,
STAAR Results

Staff Responsible for Monitoring: Principal
Dean of Instruction

Population: PK-5th Gr. LEP Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: General Supplies - Gateway and Lakeshore - 162 State Compensatory -
162-11-6399-00-104-Y-30-000-Y

Strategy 3 Details	Reviews			
Strategy 3: Develop oral language skills: increase listening/speaking and reading/writing proficiency through the use of Sheltered Instruction Strategies, ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS. Desarrollar las habilidades del lenguaje oral: aumentar la competencia en escuchar / hablar y leer / escribir mediante el uso de Estrategias de Instruccion Protegida, estrategias ELPS y ELAR en el salon de clases para aumentar el numero de estudiantes con calificaciones Avanzadas Alto en TELPAS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: CPALLS, TPRI-Tejas Lee, Benchmark testing, Reading Fluency Teacher Observations, Progress Reports S: CPALLS, TPRI, Tejas LEE, NRT, TELPAS, STAAR **Staff Responsible for Monitoring:** Dean of Instruction PK-5th Bilingual Teachers **Population:** PK-5th Gr. Students LEP - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr, teachers will monitor writing process through the collection of weekly writing samples and record in the TELPAS Writing Portfolio and online TELPAS rating system. Implement District's Plan of Action for ELA and Reading including journal writing in content areas during the school day and EDEP. Los estudiantes aprenderan el proceso de escritura y los rasgos de escritura para componer de manera efectiva un ensayo narrativo y expositivo personal escribiendo a lo largo del ano con andamios a lo largo de K-5to grado, los maestros monitorearan el proceso de escritura a traves de la recopilacion de muestras de escritura semanales y registraran en el Portafolio de escritura TELPAS y sistema de clasificacion TELPAS en linea. Implementar el Plan de accion del distrito para ELA y lectura, incluida la escritura de diarios en las areas de contenido durante el dia escolar y EDEP.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: On-going teacher observation S: TELPAS Writing, STAAR Writing, other district sponsored writing assessment **Staff Responsible for Monitoring:** Dean of Instruction Classroom Teachers **Population:** All students PK-5th Gr. TI, TIM, LEP, AR, SE, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: RtI: Martin Elementary will implement intervention through the Response to Intervention RtI Tier Model in order to support student academic growth and success	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 5: RtI: Martin Elementary will implement intervention through the Response to Intervention RtI Tier Model in order to support student academic growth and success
-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
-eSchools

RtI: La Primaria Martin implementara la intervencion a traves del Modelo de Nivel de Respuesta a la Intervencion RtI para apoyar el crecimiento academico y el exito de los estudiantes.
-Programa de deteccion universal
-Todas las intervenciones deben basarse en investigaciones cientificas
-Documentacion de intervenciones y seguimiento de avances
-Utilizar datos para identificar areas de necesidad
-Monitorear el progreso de los estudiantes con dificultades
-Ajustar instruccion / intervenciones
-Revisar los datos de los resultados de los estudiantes para evaluar la instruccion
-eEscuelas

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

Nivel I un minimo de 90 minutos dedicados a la instruccion ELA
Nivel II 30 minutos por dia en grupos pequenos ademas de la instruccion basica
Nivel III 30 minutos por dia en instruccion individual o en grupos pequenos ademas de la instruccion basica

Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-In Sheets, Pre/Post Tests, RtI forms

S: Results of C-PM TPRI -Tejas Lee, Results of Progress Monitoring, Results of District Benchmarks and C&I Mini-Mark Assessments, STAAR Results

Staff Responsible for Monitoring: Principal
-RTI Coordinator/Counselor

Population: PK3-4-5th Gr. Students LEP, MI, SE, GT, DYS, AR, TI - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 6 Details	Reviews			

Strategy 6: Resources will be purchased to target assessed content areas for GT students in Gr. K-5th in order to improve GT student achievement of STAAR Masters Performance. Supplies will be purchased to target GT Art students' use for GT Projects and DI Team supplies.
 	
Se compraran recursos para apuntar a las areas de contenido evaluadas para los estudiantes de GT en Gr. K-5to con el fin de mejorar el rendimiento de los estudiantes GT de STAAR Masters Performance. Se compraran suministros para el uso de los estudiantes de GT Art para proyectos GT y suministros del Equipo DI.
    Milestone's/Strategy's Expected Results/Impact: F: Grade Level Writing Samples
 	
    S: TELPAS Writing Scores, 4th Gr. STAAR Writing Results
    Staff Responsible for Monitoring: Dean of Instruction
    GT Teachers
    Population: GT Students in Kinder -5th Gr. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			

Strategy 7: Monitor and emphasize the integrated math, reading, writing, and STREAM academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.
 	
Monitorear y enfatizar los conceptos academicos integrados de matematicas, lectura, escritura y STREAM inherentes a los programas del plan de estudios de Salud y Educacion Fisica para mejorar las habilidades de los estudiantes y prepararlos para las pruebas.
    Milestone's/Strategy's Expected Results/Impact: F-Curriculum Frameworks Staff Development Agendas
    Lesson Plans
 	
    S-Monthly Campus Visitation Doc.
    Staff Responsible for Monitoring: Dean of Instruction
    Physical Ed. Teachers
    Population: All PK-5th Gr. Students Ti, MI, LEP, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: Accelerate Learning Inc - STEMscopes 5th Gr. on-line resource - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y, Lonestar Learning - TEKSas Target Practice Gr-3,4,5 online resources - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			
Strategy 8: STEMscopes program will be implemented in core areas of Science in order to improve student achievement and STREAM foundation.	Formative			Summative
	Oct	Jan	Mar	June
El programa STEMscopes se implementara en areas basicas de ciencia para mejorar el rendimiento estudiantil y la base STREAM. **Milestone's/Strategy's Expected Results/Impact:** F: STEMscopes usage reports, Computer Lab Schedule, Lesson Plans, Adm. Observations, Walk-throughs, District Benchmark Scores, Student C&I Science Mini-Marks, Progress Reports Summative Evaluation: STAAR Results **Staff Responsible for Monitoring:** Dean of Instruction 5th Gr. Science Teacher **Population:** Gr. 5 AR, TI, MI, LEP - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 2: Martin Elem. early childhood (PK-2) performance will increase by 5 percentage points over end-of-year 2019 results.

Martin Elem. El rendimiento de la primera infancia (PK-2) aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2019.

Targeted or ESF High Priority

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CIRCLE and CPALLS+ Performance Reports for BOY and MOY only. EOY data not available due to COVID-19.

Strategy 1 Details	Reviews			
Strategy 1: PK Texas School Readiness program will present Parent Involvement sessions to parents on instructional and developmental strategies in order to assist PK-3 and PK-4 children in the transition from early childhood programs to elementary PK-3 and PK-4 Program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
El programa PK Texas School Readiness presentara sesiones de participacion de los padres a los padres sobre estrategias de instruccion y desarrollo para ayudar a los ninos de PK-3 y PK-4 en la transicion de los programas de la primera infancia a los programas de PK-3 y PK-4 de las escuelas primarias. **Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Flyers S: Program Evaluations **Staff Responsible for Monitoring:** Dean of Instruction PK-3 and PK-4 Teachers **Population:** PK-3 and PK-4 Students, Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: HB 4 High Quality PK Grant includes the Family Engagement Plan. A parent representative will serve on the PAL Team, in addition to PK-3 and PK-4 Teachers, Parent Liaison, and Librarian hosting Family Engagement PK Parent Involvement activities throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
La subvencion de PK 4 de alta calidad incluye el Plan de participacion familiar. Un representante de padres servira en el equipo PAL, ademas de los maestros de PK-3 y PK-4, el enlace de padres y el bibliotecario que organizan las actividades de participacion de los padres de PK de participacion familiar durante todo el ano escolar. **Milestone's/Strategy's Expected Results/Impact:** F: PK Family Engagement agendas and Sign-In Forms, Flyers S: Program Evaluations **Staff Responsible for Monitoring:** Parent Liaison PK-3 and PK-4 Teachers **Population:** PK-3 and PK-4 Students, Parents - **Start Date:** September 1, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: PK-3 and PK-4 Summer Bridge Program will be held as an orientation for incoming preschool children prior to the start of the school year. El Programa Puente de Verano PK-3 y PK-4 se llevara a cabo como una orientacion para los ninos en edad preescolar que ingresan antes del comienzo del ano escolar. **Milestone's/Strategy's Expected Results/Impact:** F: Announcements, Agenda, Participants List S: PK-3 and PK-4 Enrollment, After Action Plan, Evaluation, **Staff Responsible for Monitoring:** Dean of Instruction PK-3 and PK-4 Teachers **Population:** PK-3 and PK-4 students - **Start Date:** August 17, 2021 - **End Date:** September 30, 2021	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Highly qualified PK teachers will implement the PK-3 and PK-4 programs. PK-3 students will be provided half-day instruction and PK-4 students will be provided full day instruction in order to build a strong academic foundation. Maestros de PK altamente calificados implementaran los programas PK-3 y PK-4. Los estudiantes de PK-3 recibiran instruccion de medio dia y los estudiantes de PK-4 recibiran instruccion de dia completo para construir una base academica solida. **Milestone's/Strategy's Expected Results/Impact:** F: Classroom observations, student progress reports, lesson plans, CPALLS BOY, MOY, EOY data S: EOY CPALLS results **Staff Responsible for Monitoring:** Principal PK-3, PK-4 Teachers **Population:** PK3 and PK-4 Students AR, LEP TI - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Salary for PK-4 Teachers (2 at .50 each) - 162 State Compensatory - 162-11-6119-00-104-Y-34-PKK-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase by 5% (rev. 10-21-2019)

El 50% de los estudiantes migrantes mostraran una mejora del 5% en todas las evaluaciones STAAR; el numero anual de estudiantes migrantes que reciben servicios suplementarios de lectura y matematicas aumentara en un 5% (rev. 10-21-2019)

Evaluation Data Sources: Results-based Data Analysis Report, STAAR Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: PFS and Migrant students at Martin Elem. will receive supplemental support services such as school supplies, hygiene products, clothing before other migrant students to ensure that they requirements delineated by NCLB Section 1304-d are addressed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
PFS y estudiantes migrantes en Martin Elem. Recibira servicios de apoyo suplementarios tales como utiles escolares, productos de higiene, ropa antes que otros estudiantes migrantes para asegurarse de que se abordan los requisitos delineados por la Seccion 1304-d de NCLB. **Milestone's/Strategy's Expected Results/Impact:** F: NGS Compliance Reports S: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form with Student NGS Number and Parents-Students Signature **Staff Responsible for Monitoring:** Dean of Instruction Parent Liaison **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Todos los estudiantes migrantes recibiran utiles escolares apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus asignaciones en el aula y las tareas. Los estudiantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** F: NGS Campus Reports S: Distribution of Materials with students NGS number and Parent-Student signature **Staff Responsible for Monitoring:** Dean of Instruction Parent Liaison **Population:** All Migrant, PFS Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 2nd grade Migrant students, pre-test and post-test results will be used by teachers and administrators to determine the Migrant students performing below grade level. Students performing below grade level will receive additional support through RtI Tier II-III interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Con el fin de asegurar los datos necesarios para acomodar la ubicacion en oportunidades educativas suplementarias apropiadas para estudiantes migrantes de PK, Kinder, 1er y 2do grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores para determinar el rendimiento de los estudiantes migrantes por debajo del grado. nivel. Los estudiantes que se desempenen por debajo del nivel de grado recibiran apoyo adicional a traves de intervenciones de RtI Tier II-III. **Milestone's/Strategy's Expected Results/Impact:** F: Pre-Assessment Results Campus Composites S: Results of C-PALLS, TPRI, Tejas LEE, NRT, TELPAS **Staff Responsible for Monitoring:** PK-2nd Gr. Teachers Dean of Instruction **Population:** All Migrant, PFS Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 4 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar a sus hijos academicamente de manera mas efectiva. **Milestone's/Strategy's Expected Results/Impact:** F: Sign-in sheets, Visitation Logs, Flyers S: Session Evaluations, Participants' Surveys, Migrant Parent CNA Results **Staff Responsible for Monitoring:** Parent Liaison Dean of Instruction **Population:** Migrant Parents, PK-2nd Gr. Migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: The academic progress of 1st Gr. Migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
El progreso academico de estudiantes migrantes de primer grado seran monitoreados para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al segundo grado. **Milestone's/Strategy's Expected Results/Impact:** F: Three Week Progress Reports S: Six Weeks Report Cards, TPRI, Tejas LEE Results, TELPAS results **Staff Responsible for Monitoring:** Principal 1st Gr. Teachers **Population:** 1st Gr. Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
Strategy 6: Martin Elem. Migrant students will have an equal opportunity to attend summer school program to ensure promotion if needed, or to participate in the Migrant Summer Enrichment Program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Martin Elem. Los estudiantes migrantes tendran la misma oportunidad de asistir al programa de la escuela de verano para garantizar la promocion si es necesario, o de participar en el Programa de enriquecimiento de verano para migrantes. **Milestone's/Strategy's Expected Results/Impact:** F: Summer School Eligibility Lists and Attendance Sheets S: Participants Surveys, Teacher Surveys, End-of-Summer School Program Documentation **Staff Responsible for Monitoring:** Principal Teachers **Population:** Migrant students PK-5th Gr. - **Start Date:** June 6, 2022 - **End Date:** June 25, 2021				

Strategy 7 Details	Reviews			
Strategy 7: Migrant students 3rd-5th Gr. STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Estudiantes migrantes 3er-5to Gr. Los resultados de STAAR seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal actual durante el ano escolar regular y la escuela de verano. **Milestone's/Strategy's Expected Results/Impact:** F: STAAR Remediation Enrollment Lists, NGS Report, District Benchmark results S: STAAR Results **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** Migrant students Gr. 3-4-5 - **Start Date:** May 2, 2022 - **End Date:** June 3, 2022				

Strategy 8 Details	Reviews			
Strategy 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. Martin Elem. se comunicara con el MEP para asegurar la informacion academica de la base de datos de NGS para los estudiantes migrantes y los distritos escolares de todo el pais tendran acceso a una persona de contacto del distrito de NGS durante el verano para garantizar una inscripcion precisa en los programas educativos. **Milestone's/Strategy's Expected Results/Impact:** F: Student information S: Completed NGS Student Transfer Document **Staff Responsible for Monitoring:** Parent Liaison District Migrant-NGS **Population:** Migrant students and parents, School Districts Nationwide - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Extended Day Enrichment Program will be available for Migrant PFS and Migrant students to participate in as there is a documented need for supplemental academic support in the core subjects ensuring that Migrant students have the same equal opportunity to meet academic challenges as non-migrant students. El Programa de Enriquecimiento de Dia Extendido estara disponible para que los estudiantes migrantes PFS y los estudiantes migrantes participen, ya que existe una necesidad documentada de apoyo academico complementario en las materias basicas, lo que garantiza que los estudiantes migrantes tengan la misma oportunidad de enfrentar los desafios academicos que los estudiantes no migrantes. **Milestone's/Strategy's Expected Results/Impact:** F: Benchmark Results, Three Week Progress Reports S: Completed PFS Plan of Action, EDEP Attn. Sheet **Staff Responsible for Monitoring:** Dean of Instruction EDEP Teachers **Population:** Migrant PFS Students, Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: In order to increase awareness of Migrant student needs, Martin Elem. Faculty and Staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Para aumentar la conciencia de las necesidades de los estudiantes migrantes, Martin Elem. La facultad y el personal recibiran la informacion migratoria apropiada para que se brinden intervenciones oportunas y apropiadas al estudiante migrante. **Milestone's/Strategy's Expected Results/Impact:** F: Migrant Rosters, Timely placement into Interventions S: Results of CPALLS, TPRI, Tejas Lee, TELPAS, NRT, STAAR **Staff Responsible for Monitoring:** District Migrant Adm Parent Liaison **Population:** Campus Administration, Faculty and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 11 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. **Milestone's/Strategy's Expected Results/Impact:** F: Migrant Parent Contact Log, Migrant Survey Parent info. letter S: Results of Migrant Survey **Staff Responsible for Monitoring:** District Migrant Adm Parent Liaison **Population:** Migrant Parents, Students and Teachers - **Start Date:** March 1, 2022 - **End Date:** April 1, 2022				

Strategy 12 Details		Reviews			
Strategy 12: A Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies, and Science will be held for all the PFS students in order to sharpen their skills and prepare the academically for the STAAR assessment.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Se llevara a cabo una Academia de Aprendizaje dirigida a las areas centrales de Lectura, Escritura, Matematicas, Estudios Sociales y Ciencias para todos los estudiantes de PFS con el fin de agudizar sus habilidades y preparar academicamente para la evaluacion STAAR.					
Milestone's/Strategy's Expected Results/Impact: F: Migrant Student Roster, Migrant Learning Academy schedule. Lesson Plans, Attendance Sheets					
S: STAAR Results					
Staff Responsible for Monitoring: District Migrant Adm Dean of Instruction					
Population: Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					
0% No Progress	100% Accomplished		Continue/Modify	Discontinue	

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2018-2019 participation.

Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes, educacion fisica y programas CTE en un 5% con respecto a la participacion de 2018-2019.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: All students will attend art & music on a weekly basis to increase their knowledge of history of the art form and expose the students to different art & music experiences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Todos los estudiantes asistiran a arte y musica semanalmente para aumentar su conocimiento de la historia de la forma de arte y exponer a los estudiantes a diferentes experiencias de arte y musica. **Milestone's/Strategy's Expected Results/Impact:** F: Master Schedule S: Grade Books/Works displayed **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All PK-5th Gr. Students T1, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Supplies for Art instruction - 199 Local funds - 199-11-6399-50-104-Y-11-000-Y, Supplies for Music instruction - 199 Local funds - 199-11-6399-57-104-Y-11-000-Y				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in Art -Music contests,events,performances and art shows throughout the year sponsored by various organizations local, state, and national.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews

Strategy 2: Students will participate in Art -Music contests,events,performances and art shows throughout the year sponsored by various organizations local, state, and national.
-Fire prevention
-Red Ribbon
-BISD Art Show
-International Children Art Show
-BISD Honors Choir Concert

Los estudiantes participaran en concursos de Arte-Musica, eventos, representaciones y espectaculos de arte durante todo el ano patrocinados por varias organizaciones locales, estatales y nacionales.
-Prevencion de fuego
-Liston rojo
-Exposicion de arte del BISD
-Exposicion Internacional de Arte Infantil
-Concierto de Coro de Honores de BISD

  Milestone's/Strategy's Expected Results/Impact: F: Contest Fliers/Lesson Plans

  S: Contest Winners/End of Year Awards Ceremony

  Staff Responsible for Monitoring: Art - Music Teachers
Dean of Instruction

  Population: PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 3 Details	Reviews

Strategy 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.

El trabajo de arte de los estudiantes se exhibira cada seis semanas en el New Bldg, en competencias de arte y en la exhibicion de arte anual que se lleva a cabo en el gimnasio. Las actividades de bellas artes, las presentaciones y la presentacion de premios del concurso se incluiran como una extension de la conexion entre el hogar y la escuela para aumentar la participacion de los padres.

  Milestone's/Strategy's Expected Results/Impact: F: Student participation letters to parents,

  S: Art Work on Display, Photos documenting displays, Awards presented at EOY Awards Ceremonies

  Staff Responsible for Monitoring: Art Teacher
Dean of Instruction

  Population: PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			
Strategy 4: Martin Elem. will promote the importance of higher education through the following activities:	**Formative**			**Summative**
	Oct	Jan	Mar	June
College-University Awareness Presentations will expose students to opportunities through higher education and motivate them to aspire beyond a high school diploma; University/College Showcase will be presented every Thursday during Morning Announcements along with promoting higher education with University/College T-Shirt Days. Career Day Fair (Fall Semester for 3rd-5th gr) and Career on Wheels (Spring Semester for PK-2nd Gr.) will give all students the opportunity to visit with community representatives from various professions that stress the importance of higher education. Martin Elem. promovera la importancia de la educacion superior a traves de las siguientes actividades: Las Presentaciones de Concientizacion de Colegio-Universidad expondran a los estudiantes a oportunidades a traves de la educacion superior y los motivaran a aspirar mas alla de un diploma de escuela secundaria; La exhibicion universitaria / universitaria se presentara todos los jueves durante los anuncios matutinos junto con la promocion de la educacion superior con los Dias de camisetas universitarias / universitarias. La Feria del Dia de Carreras (Semestre de Otono para 3o a 5o grado) y Carrera sobre Ruedas (Semestre de Primavera para PK-2o Grado) les dara a todos los estudiantes la oportunidad de visitar a representantes de la comunidad de diversas profesiones que enfatizan la importancia de la educacion superior. **Milestone's/Strategy's Expected Results/Impact:** F: Event flyers, pictures, Morning Announcements, Bulletin Board Displays S: Lesson Plan Documentation, Student CNA Responses **Staff Responsible for Monitoring:** Counselor Dean of Instruction **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

Performance Objective 1: Martin Elem. will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan, and review of completed Maintenance Requests

Strategy 1 Details	Reviews			
Strategy 1: Martin Elem. will purposely promote energy savings activities to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in the decreased energy usage compared to prior year. F: Monthly comparison of energy use S: Annual comparison of energy use **Staff Responsible for Monitoring:** District Facilities Adm Principal **Population:** Campus Facilities - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of Martin Elem.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Survey results from campus will indicate prioritization of renovation plans. F: Survey S: Evaluations/analysis survey data **Staff Responsible for Monitoring:** District Facilities Adm Principal **Population:** Campus Facilities - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

> **Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended.

Strategy 1 Details		Reviews			
Strategy 1: Martin Elem. will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Local funding source will be used to purchase copy paper, cartridges, general supplies for teachers, coaches, counselor and nurse, in addition to library books to the benefit of students and their achievement; purchasing maintenance supplies for campus operating needs; miscellaneous computer needs for Administrators
 	
Miscellaneous items will be purchased at HEB for use during staff development sessions;
 	
Teacher planners will be purchased from Elite Promotions for use during Staff Dev.; Teacher incentives will be purchased for Teacher Appreciation Week;
 	
Transportation will be covered for grade level field trips;
 	
Student incentives will be used to increase student attendance and student achievement.
    Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs.
 	
    F: Monthly expenditure reports compared to CIP
 	
    S: EOY expenditure reports
Staff Responsible for Monitoring: Principal
Dean of Instruction
Population: PK-5th Gr. Students, T1, T-1A, BIL, AR, SE, GT, faculty and staff - **Start Date:** July 1, 2021 - **End Date:** April 29, 2022
Funding Sources: Extra Duty - Overtime Sup PE - 199 Local funds - 199-11-6121-51-104-Y-11-000-Y - $50, Student Incentives - 211 Title I-A - 211-11-6498-00-104-y30-0f2-y - $1,500, Extra Duty Overtime - 199 Local funds - 199-51-6121-47-104-Y-99-000-Y - $50, BISD Warehouse - miscellaneous maintenance supplies - 199 Local funds - 199-51-6315-00-104-Y-99-000-Y - $4,500, HEB - miscellaneous supplies for staff dev - 199 Local funds - 199-13-6499-53-104-Y-99-000-Y - $800, Elite Promotions - Teacher Planners for use during Prof. Dev. - 199 Local funds - 199-23-6498-00-104-Y-99-000-Y - $2,000, Gateway - colored paper and supplies - 199 Local funds - 199-11-6399-00-104-Y-11-000-Y - $5,819, Warehouse - copy paper - 199 Local funds - 199-11-6396-00-104-Y-11-000-Y - $900, General supplies for PE Dept. - 199 Local funds - 199-11-6399-51-104-Y-11-000-Y - $900, General supplies for Teachers - cartridges - 199 Local funds - 199-11-6399-62-104-Y-11-000-Y - $2,000, Transportation - Field Trips - 199 Local funds - 199-11-6494-00-104-Y-11-000-Y - $4,000, Library Books and Awards - 199 Local funds - 199-12-6329-42-104-Y-99-000-Y - $1,500, Administrator Computer needs - 199 Local funds - 199-23-6649-000-104-Y-99-000-Y, Counselor Supplies - 199 Local funds - 199-31-6399-00-104-Y-99-000-Y - $200, Nurse Supplies - 199 Local funds - 199-33-6399-00-104-Y-99-000-Y - $200, Equipment under 5000 - 199 Local funds - 199-12-6398-62-104-Y-99-000-Y - $1,500, Salary Wages Subs - 199 Local funds - 199-11-6112-18-104-Y-11-000-Y - $600, Extra Duty Overtime - 199 Local funds - 199-23-6121-08-104-Y-99-000-Y - $50					

Strategy 2 Details		Reviews		
Strategy 2: Federal Programs will continue to fund Highly Qualified Staff to supplement allotted campus positions so that the needs of low performing students can be met. PK-4 Paraprofessional (1) Nurse (1) Parent Liaison (1) CCNA: School Process and Program **Milestone's/Strategy's Expected Results/Impact:** F: District and Campus Benchmark Results, Teacher Observations, Student Progress Reports S: EOY Student Passing Rates EOY Assessment Results **Staff Responsible for Monitoring:** Federal Prog. Adm Principal **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** May 26, 2021 - **Revision Date:** June 30, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews		
Strategy 3: Highly Qualified Teachers: Stipends will be paid to Grade Level Lead Teachers as a strategy to attract highly-qualified teachers to our campus which has been identified as a high need school. CCNA: School Process and Program **Milestone's/Strategy's Expected Results/Impact:** F: Position Control Reports, Meeting Agendas, Sign In Sheets, Professional Development Trnascript S: T-TESS documentation **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** Grade Level Lead Teachers - **Start Date:** July 30, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
Strategy 1: In order to encourage and support a positive campus climate, opportunities for faculty and staff to earn Jean Day coupons will be offered throughout the school year; Faculty and Staff will be recognized during various Appreciation Days throughout the school year	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
CCNA: School Process and Programs **Milestone's/Strategy's Expected Results/Impact:** F: Campus Newsletters, Daily Announcements, E-mails, Flyers promoting Jean Day and Staff Appreciation Days S: Staff Needs Assessment Results **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All Faculty and Staff - **Start Date:** August 12, 2020 - **End Date:** August 12, 2021 - **Revision Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: Media records with Public Information Office, enrollment data, documentation of campus/parent/community events included in weekly AA newsletter

Strategy 1 Details	Reviews			
Strategy 1: Campus contact will communicate with PIO contact to provide featured articles, current, and prior students-parent-staff recognitions, co-extra curricular activities, and parent-community events	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, alumni, and major events F: Submission of information for articles and showcases S: Staff Needs Assessment **Staff Responsible for Monitoring:** PIO Principal **Population:** All Students, Parents, Faculty, Staff - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Campus will update website at least monthly including showcasing student and community activities	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus-program activities and successes. F: Checklist of websites indicating postings are current S: Report at EOY for monthly checklist results **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All Students, Parents, Faculty, Staff, Community - **Start Date:** July 1, 2021 - **End Date:** June 10, 2022	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide training for teachers on the use of eSchoolsPlus software to document classroom discipline at the beginning of the school year so that ISS and OSS are used as a last resort; assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning; train teachers on how to prepare and monitor RtI Plans, intervention strategies and appropriate resources for Tier instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Prof. Dev. Agendas and Sign-in Sheets S: ISS/OSS Report **Staff Responsible for Monitoring:** Principal RtI Coordinator/Counselor **Population:** All Students - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and staff in discipline management and safe environments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Principal will analyze ISS and OSS report at end of each 6 wks to determine increase or decrease S: 6th Weeks Reports **Staff Responsible for Monitoring:** Principal PEIMS Supervisor **Population:** All Students - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Copies of Presentations, Sign-in Sheets and Agendas Summative Impact: Decrease in the number of student discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Principal Counselor **Population:** Students, Parents, Faculty, Staff - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Martin Elem. will develop and maintain an Emergency Operations Plan that will be multi-hazard in nature, reviewed and updated annually by the Campus Safety & Security Committee. The following drills must be practiced accordingly	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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: Fire Drills - 1x/p/month Lockdown Drills - 3x/p/yr Shelter-in-Place Reverse evacuation Drop & Cover Evacuation				
Milestone's/Strategy's Expected Results/Impact: F: After Action Reviews, EOP Binder S: EOP Campus Drill Documentation Form **Staff Responsible for Monitoring:** District Safety Coordinator Assistant Principal/Campus Safety Coordinator **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Martin Elem. will have an identification security system in place. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In at the Office and be escorted at all times. Office staff must conduct sex offender search for all visitors.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Campus Sign-In Logs S: Safety Audits, CNA Results **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All Students - **Start Date:** July 27, 2020 - **End Date:** June 4, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Security Officer will be placed and assigned throughout the school year at Martin Elem. Security Services Dept. when possible will address current trends with students, Parents, Campus Faculty and Staff in the areas of: Gang Awareness Bullying Internet Safety Drug, Alcohol, and Tobacco Awareness Gun Safety Truancy Emergency Operations Plan EOP Safety Procedures	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Evaluations, Sign-in Sheets S. PEIMS Discipline Reports **Staff Responsible for Monitoring:** BISD Police & Security Services Principal **Population:** All Students - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de padres involucrados en actividades de participacion de padres del campus / distrito desde 2020-2021 hasta 2021-2022.

> **Evaluation Data Sources:** Formative:
> Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
>
> Summative:
> Increase % parent participation
> Increase % student attendance
> Increase student STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Martin will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 1: Martin will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.
*Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.
*Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.
*Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.

Martin continuara financiando un enlace con los padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.
* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.
* Los enlaces de padres estableceran una estacion para padres con un toldo facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.
* Cargar y almacenar la documentacion de los Requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la Caja del Titulo I.

    Milestone's/Strategy's Expected Results/Impact: Formative:
Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

Summative:
Increase % parent participation
Increase % student attendance
Increase student STAAR scores

    Staff Responsible for Monitoring: BISD Parent Involvement Adm
Principal

    Population: Parents and Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

    Funding Sources: Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-104-Y-30-OF2-Y - $200, General Supplies - 211 Title I-A - 211-61-6399-00-104-Y-30-0F2-Y - $400, Parent Liaison Mileage - 211 Title I-A - 211-61-6411-00-104-Y-30-0F2-Y

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Parent Liaison will conduct Annual Title 1 meetings offered at flexible meeting dates and times in Eng. and Span. to inform parents of services provided through Title 1 funds.	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Parent Liaison will conduct Annual Title 1 meetings offered at flexible meeting dates and times in Eng. and Span. to inform parents of services provided through Title 1 funds.
El coordinador de padres llevara a cabo reuniones anuales de Titulo 1 que se ofrecen en fechas y horarios de reuniones flexibles en Ing. y Span. informar a los padres de los servicios prestados a traves de los fondos del Titulo 1.
 	
Title 1 Parent Survey will be conducted to evaluate the effectiveness of the Martin Elem. Parent Involvement efforts. Parent Survey will be available in both Eng. and Span.
Se llevara a cabo una encuesta para padres de Titulo 1 para evaluar la eficacia de Martin Elem. Esfuerzos de participacion de los padres. La encuesta para padres estara disponible tanto en ingles como en ingles. y Span.
    Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-in Sheets, Minutes, Survey Results
 	
    S: Composite of EOY survey, Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Discipline Referrals
    Staff Responsible for Monitoring: Principal
Parent Liaison
    Title I Schoolwide Elements: 3.2 - **Population:** Parents - **Start Date:** August 16, 2021 - **End Date:** May 6, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Martin Elem. shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement policy, to delineate how parents will be actively involved at Martin Elem. with the intention to increase participation	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

agreed upon by such parents, that shall describe the means for carrying out the detailed requirements. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in Eng. and Span. The policy shall be made available to local community and updated periodically to meet the changing needs of parents and Martin Elem.

Martin Elem. Desarrollara y distribuira conjuntamente con los padres y familiares de los ninos participantes una politica escrita de Participacion de los padres y la familia, para delinear como los padres participaran activamente en Martin Elem. con la intencion de incrementar la participacion
acordado por dichos padres, que describira los medios para llevar a cabo los requisitos detallados. Se notificara a los padres sobre la politica en un formato comprensible y uniforme y, en la medida de lo posible, segun lo dispuesto en Ing. y Span. La politica se pondra a disposicion de la comunidad local y se actualizara periodicamente para satisfacer las necesidades cambiantes de los padres y Martin Elem.

Parent Liaison will disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. School-Parent-Student Compact information will be available to parents in both Eng. and Span.

El coordinador de padres difundira los pactos entre la escuela, los padres y los estudiantes, indicando las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. La informacion del Pacto entre la escuela, los padres y los estudiantes estara disponible para los padres tanto en ingles como en ingles. y Span.

> **Milestone's/Strategy's Expected Results/Impact:** F: District and Martin Elem. Family Engagement Policy, School-Parent-Student Compacts
>
> S: Composite of EOY survey, Title 1-A Parent Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals
>
> **Staff Responsible for Monitoring:** Principal
> Parent Liaison
>
> **Title I Schoolwide Elements:** 3.1 - **Population:** Parents, Staff, Students - **Start Date:** August 16, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees.	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: * Politica de participacion de los padres y la familia * Acuerdo entre la escuela, los padres y los estudiantes * Plan de mejora del campus (meta 6) **Milestone's/Strategy's Expected Results/Impact:** F: Calendar, Agendas, Sign-in Sheets, Minutes, Flyers, Family Engagement Policy, School-Parent-Student Compact, Parent Representative List S: Composite of meeting minutes, Title 1-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:	**Oct**	**Jan**	**Mar**	**June**

Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:
* Building Capacity through training using appropriate equipment and materials for parent and community access to resources
* College Readiness
* Community agencies and organizations resources
* Drop-out and Violence Prevention
* Early Childhood Literacy Strategies
* Effective teaching strategies in content areas
* Health and Wellness Education
* Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life
* Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc.

Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o preocupaciones, pero no limitado a las siguientes areas:
* Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales adecuados para el acceso de los padres y la comunidad a los recursos
* Preparacion para la universidad
* Recursos de agencias y organizaciones comunitarias
* Prevencion de la desercion y la violencia
* Estrategias de alfabetizacion en la primera infancia
* Estrategias de ensenanza efectivas en areas de contenido.
* Educacion sobre salud y bienestar
* Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
* Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc.

Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-in Sheets, Flyers, Brochures, Handouts. Session Evaluations, Authority to Volunteer forms.

S: Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Disciipline Referrals

Staff Responsible for Monitoring: Principal
Parent Liaison

Population: Parents, Community - **Start Date:** August 16, 2021 - **End Date:** September 30, 2021

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Create partnerships through a campus volunteer program.
 	
Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.
 	
Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo asociaciones comunitarias solidas.
 	
Cree asociaciones a traves de un programa de voluntariado en el campus.
 	
Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.
    Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-In Sheets, Flyers, MOUs
 	
    S: Increased partnerships, results of Parent CNA
    Staff Responsible for Monitoring: Principal
    Parent Liaison
    Population: Parents, Community - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Parent Liaison will educate Administration and Staff during Faculty and Grade Level mtgs. as to the academic and non-academic benefits of a strong parent-school partnership, along with providing truancy documentation procedures.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-In Sheets, Flyers,
 	
    S: Increased parent participation, Title 1-A Parental Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals
    Staff Responsible for Monitoring: Principal
    Parent Liaison
    Population: Faculty, Staff, Adm. - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 8 Details	Reviews			
Strategy 8: Parent Liaison will provide information to parents in Eng. and Span. on accessing Home Access Center at flexible times and dates to best meet parent schedule in order to inform them on accessing students' academic progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
El coordinador de padres proporcionara informacion a los padres en ingles. y Span. sobre el acceso al Home Access Center en horarios y fechas flexibles para cumplir mejor con el horario de los padres con el fin de informarles sobre el acceso al progreso academico de los estudiante. **Milestone's/Strategy's Expected Results/Impact:** F: HAC Application Request S: Parent Access Logs, Parent Conferences **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents, students - **Start Date:** August 16, 2021 - **End Date:** June 2, 2022				

Strategy 9 Details	Reviews			
Strategy 9: Martin will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Martin will conduct a parent/teacher conference to review the S-P-S Compact.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Martin desarrollara y difundira la Politica de participacion de los padres y la familia y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol. Martin llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principal **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 10 Details		Reviews			
Strategy 10: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El coordinador de padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las ultimas practicas cientificas basadas en la investigacion para respaldar mejor la instruccion, mejorar la comprension y proporcionar asi un conocimiento mas completo. apoyo complementario a estudiantes y familias.		Formative			Summative
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Meeting Agendas, Logs Summative: Professional Development Transcript **Staff Responsible for Monitoring:** Principal **Population:** parent liaison, parents - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
Provide instructional support to Martin Elem. Staff that anchors the BISD District Frameworks on research-based	**Oct**	**Jan**	**Mar**	**June**
strategies and best practices through professional development (Reading, Writing, Math, Science, Social Studiens,etc.), provide instructional support for sustainability of TLI that focuses on explicit instruction; instructional support for PK-3 and PK-4 programs through Early Childhood researched practices; Support literacy improvement with FASCT Text Structures, Writers Workshop; Funds will be allocated to cover registration/travel for professional development and substitutes for teachers while at Prof. Dev.; Support journal writing opportunities throughout content areas and during EDEP; Prof. Dev. for Sp.Ed. Resource Teachers will be provided by C&I Dept. in areas of Data Analysis, Curriculum, Content Area and on-line resources Instruction, Data/Blue Prints, Frameworks/Curriculum Overview, TANGO Trends, Classroom Libraries/Units of Study, Writing Process-Literacy; TLI Instructional Routines, i3 Instructional Routines and Curriculum Strategies; PK-3 and PK-4 Teachers will receive training for Summer Bridge PK 3-4 Program for Early Childhood instructional gains; Teachers will receive FASCT Project refresher training and support for text structures implementation; professional development for data analysis of TANGO reports for literacy improvement, implement District's Plan of Action for ELA and Reading to focus on fluency, Early Childhood, content area journaling				
Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-in Sheets, Walkthroughs with Strategies implemented S: Evaluations				
Staff Responsible for Monitoring: Principal Dean of Instruction				
Population: TI, TIM, ELL, SE, AR, GT, DYS, All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Provide Language Arts Professional Development: For new and existing Reading, Bilingual, Special Ed,	**Formative**			**Summative**
and Dyslexia teachers in order to implement a comprehensive ELAR/SLAR instructional program and to increase	**Oct**	**Jan**	**Mar**	**June**
achievement of ELL students to ensure advancement/progress of bilingual category for the academic school year for improvement on PBMAS and AMOA (following BISD bilingual transitional model) -Implement District's Plan of Action for ELA and Reading through the school day and during EDEP -Administrator Sheltered Instr. Trng. -District Staff Development for Adm. -Bilingual District Staff Development for Bilingual Paraprofessional Staff - TELPAS Trng.				

-ELPS
-BOY-MOY-EOY LPAC
-REACH Trng.
-TELPAS Progress Trng.
-Sheltered Instruction Trng. for New Teachers on Campus and PK, Kinder, 1st, and 2nd Gr. Teachers
-Mind Play/RAPS 360 Trng.
-ELPS
- TLI /CIP Supporting and Sustaining PD
-BOY, MOY,EOY Data Analysis of TPRI-Tejas LEE-C-PALLS
-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
-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
-Comprehension Strategies
-Effective research-based Teaching Practices
-Classroom Mgmt (eSchoools)
-PK3 and PK4 Teacher Trng.

Milestone's/Strategy's Expected Results/Impact: F: 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/Wrg. Checklists, Reduction of referrals to Dyslexia & Sp.Ed.

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

Staff Responsible for Monitoring: Principal
Dean of Instruction

Population: PK3-5th Gr. Students LEP, MI, SE, GT, DYS, AR, T1 - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022

Strategy 3 Details	Reviews			
Strategy 3: TLI Grant Sustainability: Professional development for teachers and staff order to support sustainability in order to maintain a working campus plan to include grade level data analysis of assessments to monitor/adjust instruction and report student achievement in literacy; Assessment analysis training for BOY/MOY/EOY of C-PALLs, TPRI, Tejas LEE, District Benchmarks, Mini-Marks, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: PK C-PALLs, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th S: Results of Rdg. TELPAS & STAARm EOY Data mtg. documentation **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** PK-5th Gr. Students TI, TIM, LEP, AR, SE, GT - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Vertical Planning: Teachers will participate in Vertical Planning for curriculum,Literacy focus,assessment, data analysis, TLI strategy resources for sustainability, implementation of District's Plan of Action for ELA and Reading. 2nd-5th Gr. Teachers will meet as content specific teams to streamline instruction and resources; Math focus on implementation of TEKas Target Practice on-line resource for Gr. 3-5	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-in Sheets, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th S: Improved scores TPRI-Tejas LEE, TELPAS & STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** PK-5th Gr. Teachers - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

Strategy 5 Details	Reviews			
Strategy 5: LPAC SubstituteTeachers: Coverage of bilingual classrooms will be provided by LPAC substitute teachers in order for LPAC members to receive training and disaggregate data to make decisions on appropriate instructional settings for bilingual students Bilingual funding will also be used for substitutes for Bilingual Teachers during STAAR Testing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Bilingual Substitute Form, Agendas & Sign-in Sheets S: Improved scores on C-PALLs/TPRI/Tejas LEE, NRT tests and STAAR ELA tests, **Staff Responsible for Monitoring:** Principal LPAC Chair **Population:** PK-5th Gr. Bilingual Teachers - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 6 Details	Reviews			
Strategy 6: Grade Level Meetings: PK-5th Gr. Teachers, Dyslexia, Sp.Ed. Resource Teachers will meet during Grade Level Planning Periods to review content area curriculum and data analysis for each grade level to implement vertical alignment in order to improve student achievement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: Agendas, Sign-in Sheets, Administrative observation Report Card Review of Binders Content Area Unit Tests District Benchmarks Lesson Plans Classroom/Grade Level Assessments S: Results CPALLS/TPRI/Tejas LEE, NRT, TELPAS, STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** PK3-5th Gr. Teachers T1 TIM, LEP, AR, SE, GT - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Professional Development: will support C&I Curriculum Frameworks in Reading,Math,Sci STREAM,Soc. St. and the BISD Plan of Action for ELA and Reading so that teachers will have all updates of the in order to impact student achievement as requested	**Formative**			**Summative**
	Oct	Jan	Mar	June
-Teachers /administration will attend various conferences to enhance student achievement. -Provide strategies to motivate students -Supports the Content Area curriculum -Supports Pearson Reading and Math -Promote vertical and horizontal articulation -Provide researched-based strategies for improving student academic literacy. -3rd & 4th Gr. Writing Teachers will attend BISD Writing Workshops to target Revising and Editing and Expository Writing **Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Teacher Observation S: Results C-PALLs, TPRI-Tejas LEE, NRT, TELPAS, STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** PK-5th Gr. Teachers T1, T1M, LEP, AR, SE, GT - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Professional development for administrators - 211 Title I-A				

Strategy 8 Details	Reviews			
Strategy 8: Fine art and music teachers will attend professional development sessions and when available District-State Conferences	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Sign-in sheet, Flyers, Prof. Leave Request S: PDS Transcript **Staff Responsible for Monitoring:** Prinipal Dean of Instruction **Population:** Art and Music Teachers - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

Strategy 9 Details	Reviews			
Strategy 9: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: PDS Session Evaluation Report, PDS Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report,eSchoolPLUS At-Risk Progress Report, Benchmark Student Progress Reports S: EOY results of CPALLS, TPRI,Tejas LEE, NRT, TELPAS, STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** AR Students - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				

Strategy 10 Details	Reviews			
Strategy 10: Provide professional development based on level of expertise and need in the following areas: Bullying Prevention, Suicide Prevention, Violence, Conflict Resolution, Recent drug use trends, Resiliency, Developmental Assets, Dating Violence, Signs of Child Abuse, Response to Intervention -RtI Model for	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure

Milestone's/Strategy's Expected Results/Impact: F: Attendance Roster
Prof. Dev. Eval.
PEIMS Disc. Reports

S: PDS documentation

Staff Responsible for Monitoring: Counselor
Dean of Instruction

Population: All Students - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

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

Performance Objective 2: All Martin staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools. (DRAFT)

> **Evaluation Data Sources:** Training records for staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: All teachers, administration, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) (DRAFT)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff. Summative: End of Year reports.				
Staff Responsible for Monitoring: Administration Campus Threat Assessment Leaders				
Population: All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** August 12, 2021 - **Revision Date:** November 30, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Martin ES will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) (DRAFT)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff. Summative: End of Year reports.				
Staff Responsible for Monitoring: Administration Campus Threat Assessment Leaders				
Population: All staff - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022 - **Revision Date:** November 16, 2020				

Strategy 3 Details		Reviews			
Strategy 3: Martin ES will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus will provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) (DRAFT)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff. Summative: End of Year reports. **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Leaders **Population:** All faculty and staff - **Start Date:** August 12, 2021 - **End Date:** June 11, 2021 - **Revision Date:** June 3, 2022					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: To increase proficiency in the content areas there will be implemented integrated challenging standard- based, inquiry-centered technology so that students will increase their conceptual knowledge at their appropriate grade level as demonstrated through the use of digital resources:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Texas Target Practice by LoneStar Learning for 3-5 Math, 5th Gr. Rdg-Wrting; STEMscopes Texas by Accelerate Learning Inc for Gr. 5 Sci, Education Galaxy, Vocabulary Spelling City				
Milestone's/Strategy's Expected Results/Impact: F: Teacher Observation Report Card Print-out scores Oral responses End of Unit Assessment C&I Mini-Marks Usage Reports S: Results from Campus assessments & District Benchmarks, Math STAAR Test **Staff Responsible for Monitoring:** Principal Dean of Instruction **Title I Schoolwide Elements:** 2.5 - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Funding Sources:** Online Digital Resources - 211 Title I-A - 211-11-6395-62-Y-30-0F2-Y				
Strategy 2 Details	Reviews			
Strategy 2: On-Line Computer Assessments: Students will take on-line assessments to evaluate academic progress using ETAZO for District-Campus Benchmarks, use of IPODS/Computers for CPALLs, TPRI,Tejas LEE	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: On-going Teacher Data Analysis, District/Campus Benchmarks S: Results of TELPAS, STAAR, C-PALLs /TPRI/Tejas LEE **Staff Responsible for Monitoring:** Dean of Instruction PK-5th Gr. Teachers **Population:** PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Test NAV Reading: On-Line assessment practice site to prepare students for TELPAS on-line Reading Test & STAAR on-line assessment	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: Test NAV for TELPAS Rdg S: Results of Rdg. TELPAS, STAAR **Staff Responsible for Monitoring:** Assistant Principal 2nd-5th Gr. Teachers **Population:** 2nd-5th Gr. LEP students - **Start Date:** September 1, 2020 - **End Date:** April 30, 2021				

Strategy 4 Details	Reviews			
Strategy 4: EduSmart: Kinder-5th Gr. Science Teachers will use this program to facilitate the instruction of science and study skills to increase assessment results in Science.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: Teacher Observations, Report Card, Results from C&I Mini-marks and campus assessments, Print-out scores & oral responses S: Results of District Science Benchmarks and STAAR Science **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** Kinder-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Discovery Education: Students will be exposed to various social topics that correlate with curriculum objectives through the use of video clips through Studies Weekly in order to enhance instruction of social studies	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: On-going Teacher Observation, written summaries, oral presentations, research projects S: Campus Assessments Results **Staff Responsible for Monitoring:** Dean of Instruction PK-5th Gr. Teachers **Population:** PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: Martin E.S. will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Administration, Teachers **Population:** all students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Martin will monitor successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment **Staff Responsible for Monitoring:** Administration, TST **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Martin will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies **Staff Responsible for Monitoring:** Administration, TST **Population:** All students and programs - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Martin will create a database of leaders with expertise in technology integration to provide classroom level partnerships.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records **Staff Responsible for Monitoring:** Principal, Dean **Population:** All students and Staff - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details			Reviews		
Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Principal, Dean **Population:** All teachers - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: Technology hardware, software, supplies and materials will be ordered for instructional integration in the content areas and to increase the accessibility to technology for all students, teachers, and administrators and support staff. Purchases may include such items as computers, laptops, tablets, document cameras, projectors, televisions, interactive panels, and video equipment, as well as other equipment and peripherals needed to maintain and upgrade campus technology infrastructure.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Computer Usage Reports Diagnostic Tests Computer Program Usage Reports, Fixed Assets Reports S: Results of C-PALLs, TPRI, Tejas LEE, TELPAS, NRT, STAAR **Staff Responsible for Monitoring:** Principal Dean **Population:** PK-5th Gr. students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Funding Sources:** HATCH Warranty/License - 211 Title I-A - 211-11-6249-62-104-Y-30-0F2-Y, Document Cameras, Projectors, Head phones, HATCH Computers, Computers /printers for Adm. use, licenses - 211 Title I-A - 211-11-6398-00-104-Y-30-0F2-Y, Computers and tablets - 211 Title I-A - 211-11-6398-62-104-Y-30-0F2-Y - $34,000				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Classroom computers, tablets and printers will be available for PK-5th Gr. students to use as a tool for developing skills in the content areas through instructional software and other multi-media resources as:	**Oct**	**Jan**	**Mar**	**June**
My Satori - Gr. 1-5 SeeSaw - K-2 Pearson Easy Bridge -K-5 STEMScopes - Gr. 5 Studies Weekly 2-5 Starfall- PK-1st The following Sp.Ed. Programs of instruction will be equipped: ECSE: Computers-HATCH Computers- SmartBoard-Hatch Tablets-Teach Smart System LifeSkills: Computers - HATCH Computers, SmartBoard-Teach Smart System-Unique Learning Resource Computers - MOBI -REDCAT -SmartBoard				
Milestone's/Strategy's Expected Results/Impact: F: Computer Usage Reports Diagnostic Tests Computer Program Usage Reports S: Results of C-PALLs, TPRI, Tejas LEE, TELPAS, NRT, STAAR				
Staff Responsible for Monitoring: Assistant Principal TST				
Population: All PK-5th Gr. students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Identify who the agents of change at the school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Selection of Change Leaders				
Committee Agendas and Minutes				
Summative Results: Agendas				
Presentation to stakeholders				
Staff Responsible for Monitoring: Administration				
Population: All staff - **Start Date:** July 1, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

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

Martin Elem. aumentara la tasa de asistencia general al 97.5% y mejorara la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

Targeted or ESF High Priority

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance

Strategy 1 Details	Reviews			
Strategy 1: A food pantry and clothes closet will be implemented in campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Se implementara una despensa de alimentos y un armario de ropa en el campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia y la tasa de graduacion de los estudiantes en riesgo y disminuir la tasa de retencion y la tasa de abandono. **Milestone's/Strategy's Expected Results/Impact:** F: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, S: District Benchmark Scores, Student Progress Reports, EOY C-PM, TPRI, Tejas LEE, NRT, TELPAS, STAAR Results **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Homeless Youth - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring - management included in Campus Improvement Plan;	**Oct**	**Jan**	**Mar**	**June**

Strategy 2: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring - management included in Campus Improvement Plan;
Ensure that campus student attendance meets District and State rates so that students meet their full educational potential;
Establish communication with parents ,teachers,students to inform of attendance issues.

Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal por escrito para el monitoreo - administracion incluida en el Plan de mejora del campus;
Asegurar que la asistencia de los estudiantes del campus cumpla con las tasas del Distrito y del Estado para que los estudiantes alcancen su maximo potencial educativo; Establecer comunicacion con los padres, maestros y estudiantes para informar sobre problemas de asistencia.

Milestone's/Strategy's Expected Results/Impact: F: Daily monitoring of Attn. Folder, Weekly review of campus attendance rates,
Monitor campus Attendance Mgmt. plans as needed by campus visitations by Pupil Services

S: Semester Attn. Rates

Staff Responsible for Monitoring: Principal
Asst Principal-PEIMS Supervisor

Population: All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Train Adm. and Parent Liaison on effective implementation and ue of the School Messenger Notification Systems for effective monitoring of student attendance and maximize instruction. Capacitar al encargado de asistencia y al enlace de padres para monitorear y comunicar constantemente las ausencias y tardanzas diarias de los estudiantes a los padres y al personal para promover y garantizar un sistema rapido de comunicacion para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes. Capacitar al administrador y al enlace de padres sobre la implementacion efectiva y el uso de los sistemas de notificacion de mensajeria escolar para el monitoreo efectivo de la asistencia de los estudiantes y maximizar la instruccion. **Milestone's/Strategy's Expected Results/Impact:** F: Flyers, Agenda, Sign-in sheets Six weeks Attn. Report School Messenger Notification System eSchoolPlus S: EOY Attn. Report **Staff Responsible for Monitoring:** Pupil Services Adm. Asst. Principal-PEIMS Supervisor **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 2: Martin Elem. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%. Martin Elem. Desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR reports for At-Risk students

Strategy 1 Details	Reviews			
Strategy 1: Martin Elementary School will implement 5th Gr. SSI and Gr. 3-4 At-Risk Tutorial that focuses on remediation strategies in core-area subjects for low-performing students and Bilingual students in order to decrease the retention rate and improve student achievement. Resources and materials will be ordered to support Tutorial instruction from Gateway. La Escuela Primaria Martin implementara el quinto grado. SSI y Gr. 3-4 Tutoria en riesgo que se enfoca en estrategias de remediacion en materias de areas basicas para estudiantes de bajo rendimiento y estudiantes bilingues con el fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes. Se ordenaran recursos y materiales para apoyar la instruccion Tutorial de Gateway.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F: Weekly assessments eSchoolPLUS and generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, District Benchmark Scores, and Student Progress Reports S: STAAR Results, Retention Rate **Staff Responsible for Monitoring:** Dean on Instruction Tutorial Teachers **Title I Schoolwide Elements:** 2.6 - **Population:** Gr. 3-5 TI, AR, LEP - **Start Date:** September 13, 2021 - **End Date:** May 7, 2021 **Funding Sources:** Professional Extra Duty Pay - 5th Gr. SSI Tutorial - 162 State Compensatory - 162-11-6118-00-104-Y-24-SSI-Y - $4,396, Professional Extra Duty Pay - Gr. 3-4 At-Risk Tutorial - 162 State Compensatory - 162-11-6118-00-104-Y-30-000-Y - $69,000				

Strategy 2 Details		Reviews			
Strategy 2: The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students. La Decana de Instruccion llevara a cabo sesiones de desarrollo profesional sobre estrategias de instruccion y brindara apoyo a los maestros para satisfacer las necesidades educativas de los estudiantes en riesgo.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports S: EOY results of STAAR , C-PALLs, TPRI, Tejas LEE, NRT, TELPAS **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** AR, TI, LEP, MI - **Start Date:** August 12, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-31-104-Y-30-000-Y					

Strategy 3 Details		Reviews			
Strategy 3: After school Extended Day Enrichment Program will be held daily to provide enrichment activities that are academic and extra-curricular to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate. El Programa de Enriquecimiento de Dia Extendido despues de la escuela se llevara a cabo diariamente para proporcionar actividades de enriquecimiento que son academicas y extracurriculares para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo, y disminuir la tasa de retencion y desercion.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: Weekly assessments eSchoolPLUS and generated EDEP Schedule, Attendance Report, EDEP Lesson Plans, District Benchmark Scores, and Student Progress Reports S: STAAR Results , Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Principal Dean on Instruction **Population:** Elementary AR Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** ASP SS Med - 211 Title I-A - 211-11-6141-00-104-Y-30-ASP-Y - $365, ASP Tchr Retirement - 211 Title I-A - 211-11-6146-00-104-Y-30-ASP-Y - $2,246, ASP Emp. Benefits Local - 211 Title I-A - 211-11-6148-00-104-Y-30-ASP-Y - $59, ASP Emp. Benefits - 211 Title I-A - 211-11-6149-00-104-Y-30-ASP-Y - $377, Professional Extra Duty Pay - EDEP - 162 State Compensatory - 162-11-6118-00-104-Y-30-ASP-Y, Professional Extra Duty Pay - EDEP After School Program - 211 Title I-A - 211-11-6118-11-104-Y-24-ASP-Y, Professional Extra Duty Pay - EDEP After School - 211 Title I-A - 211-11-6118-00-104-Y-30-ASP-Y - $25,153					

Strategy 4 Details	Reviews			
Strategy 4: Student tablets, laptops, printers, and projectors, license for student computer use, apps, and supplies will be used to enhance At-Risk educational opportunities in content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Las tabletas, computadoras portatiles, impresoras y proyectores de los estudiantes, la licencia para el uso de computadoras de los estudiantes, las aplicaciones y los suministros se utilizaran para mejorar las oportunidades educativas en riesgo en las areas de contenido. **Milestone's/Strategy's Expected Results/Impact:** F: Computer use annotated on Lesson Plans, Computer lab schedules, Adm. Observations-Walk-throughs, District Benchmark Scores, C&I Mini-Marks, Student Progress Reports S: Results of CPALLS/TPRI/Tejas LEE, NRT, TELPAS, STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** AR Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Generated by Plan4Learning.com

76 of 10

Campus #031-901-104
June 15, 2021 2:56 PM

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

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

Martin Elem. implementara un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
Strategy 1: Federal Programs will continue to fund campus nurse at 40% and supplies to assist with the execution of the health program aimed at monitoring and assisting low-performing students at schoolwide campuses improve overall health in order to improve student attendance-performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los programas federales continuaran financiando a la enfermera del campus al 40% y suministros para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en los campus de toda la escuela a mejorar la salud general para mejorar la asistencia y el rendimiento de los estudiantes.				
Milestone's/Strategy's Expected Results/Impact: F: Time and Effort Logs Referrals Supply Requests S: EOY Attendance Rates **Staff Responsible for Monitoring:** Health Services Administrator Principal **Population:** Campus Nurse - **Start Date:** July 1, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530 effective 09-01-2007. Para promover y asegurar la aptitud fisica, los estudiantes de los grados Pre K-5 recibiran una actividad fisica de moderada a vigorosa todos los dias en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana, para que todos esten en cumplimiento del Proyecto de Ley del Senado 530 efectivo 09-01-2007.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills S-School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Principal Physical Ed. Teachers **Population:** All PK-5th Gr. Students TI,MI, LEP, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Evaluar el estado fisico de los estudiantes anualmente en los grados 3-5 para mejorar la salud y el bienestar de todos los estudiantes y cumplir con los requisitos del Proyecto de Ley del Senado 530 vigente el 01/09/2007. **Milestone's/Strategy's Expected Results/Impact:** F-Updated District Policy Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up **Staff Responsible for Monitoring:** Principal C&I PE Specialist **Population:** All Students Gr. 3-5 - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details		Reviews		
Strategy 4: Maintain and improve Coordinated Approach to Child Health-CATCH Teams that implement the Coordinated School Health Program PK-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. Mantener y mejorar el Enfoque Coordinado de la Salud Infantil-Equipos CATCH que implementan el Programa Coordinado de Salud Escolar PK-5 mediante el desarrollo de metas y objetivos basados en datos de evaluacion de aptitud fisica, rendimiento academico, tasas de asistencia, desventajas academicas y el uso exitoso de cualquier metodo en orden. para asegurar que los estudiantes esten alcanzando la actividad fisica requerida de moderada a vigorosa - MVPA, y cualquier otro indicador recomendado por el Consejo Asesor de Salud Escolar -SHAC para cumplir con el Proyecto de Ley del Senado 19 y el Proyecto de Ley del Senado 892 efectivo el 09-01-2009. **Milestone's/Strategy's Expected Results/Impact:** F-Implementation Doc. Lesson Plans Fitness Assessment Obs. Student Grades Attendance Rates S-SHAC Recommendations CATCH Activities CATCH Visitation Reports School Health Index Improvement Plan Standardized Tests Results **Staff Responsible for Monitoring:** Assistant Principal CATCH Champion **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. - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Brindar informacion sobre la Politica y pautas de nutricion y bienestar a padres, maestros y estudiantes a traves de reuniones de padres, desarrollo del personal docente, equipos CATCH e instruccion en el aula para garantizar el cumplimiento de las politicas y pautas respectivas y cumplir con la Politica de nutricion de las escuelas publicas de Texas a partir del 08- 01-2004 y revisiones 08-01-2007. **Milestone's/Strategy's Expected Results/Impact:** F: Campus Visitation Observations Updated District Policy, Agendas, Sign-In Sheets S: CATCH Binder **Staff Responsible for Monitoring:** Assistant Principal CATCH Champion **Population:** PK-5th Gr. Students TI, MI, LEP, SE AR, GT, DYS Teachers, Parents, Adm. - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 6 Details	Reviews			
Strategy 6: To promote and ensure physical fitness and awareness of the importance of health & wellness, students in grades Pre K-5 will be provided with opportunities to participate in Community Fun Runs, Jump Rope for Heart, BISD Elementary Track and Field Day, Congenital Heart Disease and Diabetes Awareness events. The home/school connection will be extended to parent/family involvement in campus & community health & wellness activities/events. Participation will also be activity for the Martin Elem. SuperStar Sprinters Fun Run Team.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Para promover y asegurar la aptitud fisica y la conciencia de la importancia de la salud y el bienestar, los estudiantes de los grados Pre K-5 tendran la oportunidad de participar en Community Fun Runs, Jump Rope for Heart, BISD Elementary Track and Field Day, Congenital Heart Disease y eventos de concienciacion sobre la diabetes. La conexion entre el hogar y la escuela se extendera a la participacion de los padres y la familia en las actividades / eventos de salud y bienestar del campus y la comunidad. La participacion tambien sera una actividad para Martin Elem. Equipo SuperStar Sprinters Fun Run. **Milestone's/Strategy's Expected Results/Impact:** F-Classroom Observations PE student attn. records Updated District Policy Evaluation of specific skills S-School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Principal PE Coaches **Population:** PK-5th Gr. Students TI, MI, LEP, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 7 Details	Reviews			
Strategy 7: The Youth Connection Project 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
El Departamento de Proyectos de Conexion Juvenil garantizara servicios de apoyo para los estudiantes identificados como personas sin hogar. Los maestros y los enlaces de padres se coordinaran con los consejeros para ayudar a los estudiantes que lo necesiten y para mantener una asistencia constante **Milestone's/Strategy's Expected Results/Impact:** F: Monthly eSchools at-Risk campus contact to ensure support services provided to students classified as homeless S: EOY Homeless Youth roster of students served throughout **Staff Responsible for Monitoring:** Youth Connection Project Coordinator Parent Liaison **Population:** Homeless Elementary Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Personnel for Martin Elementary

Name	Position	Program	FTE
Alma L. Garza	PK Teacher	State Comp	.50
Cristina De Leon	PK Teacher	State Comp	.50
HADASSAH HERNANDEZ-MORA	DEAN		1
Yurytzy Ruiz	PK Teacher	State Comp	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Martin Elementary Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) 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. The CNA was uploaded onto the Martin Elementary Website and send to to parents via teacher reminders with separate links for students (Gr. 2-5), Parents, and Staff made available from April 14- May 7, 2021. Students in Grades 2-5 completed their survey by the April 28 deadline set by campus Admministration. Martin Elementary received results from the A.R.E. department on May 13, 2021. The total number of survey participants included: Students - 177, Staff - 42, Parents - 34. As part of the CNA, PK-5th Grade Level Teams along with Sp. Ed. and Sp. Pops. Depts. completed their Wish List Form prioritzing resources and technology needs in order to meet campus goals. This documentation was submitted to the Dean of Instruction of 06/0/2021,

The Martin Elementary SBDM Committee met via Zoom on May 27, 2020 to review the CNA results, lists strengths, prioritize needs and gave input on the development of the CIP 2021-2022. Data Analysis of the CNA in the form of strengths, list of needs and priorities were compiled in the Multiple Measures of Data sections including: Demographics, Student Academic Achievement, School Processes and Programs, and Perception. Based on the CNA and taking into account the distance learning that took place due to COVID-19, 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 listed followed the District Improvement Plan to have a 3 point increase of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year, in addition to increasing the number of students achieving at the Masters performance level in all tested content areas.

SBDM Committee members that participated in the CNA data analysis and CIP development along with their roles were listed on the roster included at the end of the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Martin Elem. SBDM Committee gave input on May 27, 2021on the development of the CIP for 2021-2022 and made revisions as to setting goals and developing activities using data from CNA from students, staff, parents and community along with teacher input for staff development needs. There were a total of 24 SBDM Committee members involved in the process including: 2 Administrators, 8 Classroom Teachers, 1 Non-Classroom Professional, 2 Paraprofessionals, 1 Parent Liaison, 2 Business Representatives, 2 Committee Representatives, 1 District Level Professional, 3 Parents one of which is a bilingual parent.

SBDM Committee members and their roles were listed on the roster included at the end of the CIP.

2.2: Regular monitoring and revision

The Martin Elem. SBDM Committee will meet on the first Wednesday of each month throughout the 2021-2022 school year to review the CIP for revisions, budget updates, along with campus updates. Formative Reviews are to be made in November, February, April in addition to the Summartive Review completed by June.

Documentation of SBDM Committee meetings including Agendas, Sign-in Sheets, and Minutes that include reference to CNA data analysis and CIP monitoring and revision will be uploaded onto the 2020-2021 Plan Addendums.

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

The Martin Elem. CIP is uploaded onto the campus website with the most current plan's revision date noted. The CIP is in English with oral translation in Spanish available upon request. Goals 1, 6, and 9 have been translated into Spanish. Also, an English printed copy of the CIP is available for viewing in the Dean of Instruction's Office with oral translation in Spanish available upon request. The SBDM Committee has a membership that includes 3 parents, one of who is a bilingual parent. As an extension of topics discussed at SBDM Committee Meetings, the Dean of Instruction presents at Parent Involvement meetings bilingually, in addition to giving updates regarding the CIP as documented in the Parent Involvement Binder located in the Office.

2.4: Opportunities for all children to meet State standards

Martin Elementary Staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of After SchoolTtutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. State Comp. allocations will be used toward Afterschool Tutorial and Extended Day Enrichment Program to improve student achievement. Tier instruction will be used during daily instruction with pull out of small group being used for Tier II and Tier III instruction.

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Martin Elementary will develop the Parent and Family Engagement Policy with a committee consisting of the Principal, Parent Liaison, and parent representatives. The Parent and Family Engagement Policy will be available in pamphlet form located in the Office both in English and Spanish at the beginning of the 2020-2021 school year and distributed to new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy througohout the school year. The Parent and Family Engagement Policy will also be uploaded onto the Martin Elementary website in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent education will be provided to parents by the campus Parent Liaison as well as the District's Parental Involvement Center. Parent trainings and Annual Title 1 Meetingwill be held at flexible meeting days and times in order to allow for parents to attend sessions that best meet their schedule of availability presented in English and Spanish. Specific meeting dates, times, meeting location, agenda and sign-in sheet documentation is maintained in the Parent Involvement Binder located in the Office.

These sessions will focus on how to help students achieve in the content areas, state assessments, ELL services that support college readiness, digital citizenship, GALAXY-GT Program information, and the importance of parent involvement, in addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills. As an extension of the Parent Involvement Program, PK-3 through 5th Gr. Teachers will hold Parent Involvement activities once per Six Weeks focusing on curriculum, resources, and instructional strategies to improve the School-Home connection. Grade Level Parent Involvement activities are held at alternating meeting times in order to offer flexible parent meeting times and presentations are also in English and Spanish.

Title I Personnel

Name	Position	Program	FTE
LAURA KRAUSE	PARENT LIAISON		1
MAGDA SOYKA	NURSE		.2

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Supplies for Art instruction	199-11-6399-50-104-Y-11-000-Y	$0.00
1	4	1	Supplies for Music instruction	199-11-6399-57-104-Y-11-000-Y	$0.00
3	1	1	Extra Duty - Overtime Sup PE	199-11-6121-51-104-Y-11-000-Y	$50.00
3	1	1	Extra Duty Overtime	199-51-6121-47-104-Y-99-000-Y	$50.00
3	1	1	BISD Warehouse - miscellaneous maintenance supplies	199-51-6315-00-104-Y-99-000-Y	$4,500.00
3	1	1	HEB - miscellaneous supplies for staff dev	199-13-6499-53-104-Y-99-000-Y	$800.00
3	1	1	Elite Promotions - Teacher Planners for use during Prof. Dev.	199-23-6498-00-104-Y-99-000-Y	$2,000.00
3	1	1	Gateway - colored paper and supplies	199-11-6399-00-104-Y-11-000-Y	$5,819.00
3	1	1	Warehouse - copy paper	199-11-6396-00-104-Y-11-000-Y	$900.00
3	1	1	General supplies for PE Dept.	199-11-6399-51-104-Y-11-000-Y	$900.00
3	1	1	General supplies for Teachers - cartridges	199-11-6399-62-104-Y-11-000-Y	$2,000.00
3	1	1	Transportation - Field Trips	199-11-6494-00-104-Y-11-000-Y	$4,000.00
3	1	1	Library Books and Awards	199-12-6329-42-104-Y-99-000-Y	$1,500.00
3	1	1	Administrator Computer needs	199-23-6649-000-104-Y-99-000-Y	$0.00
3	1	1	Counselor Supplies	199-31-6399-00-104-Y-99-000-Y	$200.00
3	1	1	Nurse Supplies	199-33-6399-00-104-Y-99-000-Y	$200.00
3	1	1	Equipment under 5000	199-12-6398-62-104-Y-99-000-Y	$1,500.00
3	1	1	Salary Wages Subs	199-11-6112-18-104-Y-11-000-Y	$600.00
3	1	1	Extra Duty Overtime	199-23-6121-08-104-Y-99-000-Y	$50.00
				Sub-Total	$25,069.00
				Budgeted Fund Source Amount	$25,069.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper for At-Risk Instructional Purposes	162-11-6396-00-104-Y-30-000-Y	$2,000.00
1	1	1	General Supplies for At-Risk Instructional Purposes	162-11-6399-00-104-Y-30-000-Y	$10,640.00
1	1	2	General Supplies - Gateway and Lakeshore	162-11-6399-00-104-Y-30-000-Y	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Salary for PK-4 Teachers (2 at .50 each)	162-11-6119-00-104-Y-34-PKK-Y	$0.00
9	2	1	Professional Extra Duty Pay - 5th Gr. SSI Tutorial	162-11-6118-00-104-Y-24-SSI-Y	$4,396.00
9	2	1	Professional Extra Duty Pay - Gr. 3-4 At-Risk Tutorial	162-11-6118-00-104-Y-30-000-Y	$69,000.00
9	2	2	Dean of Instruction Salary	162-13-6119-31-104-Y-30-000-Y	$0.00
9	2	3	Professional Extra Duty Pay - EDEP	162-11-6118-00-104-Y-30-ASP-Y	$0.00
				Sub-Total	$86,036.00
				Budgeted Fund Source Amount	$86,036.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Certified Extra Duty Pay	211-61-6118-00-009-Y-30-0F2-y	$0.00
1	1	1	General Supplies	211-13-6399-00-104-Y-30-AYP-Y	$2,000.00
1	1	1	General Supplies	211-11-6399-00-104-Y-30-0F2-Y	$56,589.00
1	1	1	General Supplies - Printing	211-11-6399-16-104-Y-30-0F2-Y	$6,000.00
1	1	1	Lonestar Learning - TEKASas Target Practice Gr. 3-4-5 online resources PR420361	211-11-6299-62-104-Y-30-0F2-Y	$0.00
1	1	1	Accerlerate Learning Inc - STEMscopes 5th Gr. online resource PR 420299	211-11-6299-62-104-Y-30-0F2-Y	$0.00
1	1	1	Equipment under $5000	211-23-6398-65-104-Y-30-OF2-Y	$0.00
1	1	7	Accelerate Learning Inc - STEMscopes 5th Gr. on-line resource	211-11-6299-62-104-Y-30-0F2-Y	$0.00
1	1	7	Lonestar Learning - TEKSas Target Practice Gr-3,4,5 online resources	211-11-6299-62-104-Y-30-0F2-Y	$0.00
3	1	1	Student Incentives	211-11-6498-00-104-y30-0f2-y	$1,500.00
6	1	1	Misc. Operating Costs	211-61-6499-53-104-Y-30-OF2-Y	$200.00
6	1	1	General Supplies	211-61-6399-00-104-Y-30-0F2-Y	$400.00
6	1	1	Parent Liaison Mileage	211-61-6411-00-104-Y-30-0F2-Y	$0.00
7	1	7	Professional development for administrators		$0.00
8	1	1	Online Digital Resources	211-11-6395-62-Y-30-0F2-Y	$0.00
8	7	1	HATCH Warranty/License	211-11-6249-62-104-Y-30-0F2-Y	$0.00
8	7	1	Document Cameras, Projectors, Head phones, HATCH Computers, Computers /printers for Adm. use, licenses	211-11-6398-00-104-Y-30-0F2-Y	$0.00
8	7	1	Computers and tablets	211-11-6398-62-104-Y-30-0F2-Y	$34,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	ASP SS Med	211-11-6141-00-104-Y-30-ASP-Y	$365.00
9	2	3	ASP Tchr Retirement	211-11-6146-00-104-Y-30-ASP-Y	$2,246.00
9	2	3	ASP Emp. Benefits Local	211-11-6148-00-104-Y-30-ASP-Y	$59.00
9	2	3	ASP Emp. Benefits	211-11-6149-00-104-Y-30-ASP-Y	$377.00
9	2	3	Professional Extra Duty Pay - EDEP After School Program	211-11-6118-11-104-Y-24-ASP-Y	$0.00
9	2	3	Professional Extra Duty Pay - EDEP After School	211-11-6118-00-104-Y-30-ASP-Y	$25,153.00
				Sub-Total	$128,889.00
				Budgeted Fund Source Amount	$128,889.00
				+/- Difference	$0.00
				Grand Total	$239,994.00

Addendums

Definitions	"Bullying":
Bullying	1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

      b.   Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	46%	67%	44%	41%	25%
2021	47%	68%	45%	42%	26%
2022	48%	69%	46%	43%	27%
2023	49%	70%	47%	44%	28%
2024	50%	71%	48%	45%	29%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 56% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	56%	56%	54%	53%	31%
2021	57%	57%	55%	54%	32%
2022	58%	58%	56%	55%	33%
2023	59%	59%	57%	56%	34%
2024	60%	60%	58%	57%	35%

Minimum size criteria set to 25 or more students.

Texas Education Agency
2019 Accountability Ratings Overall Summary
MARTIN EL (031901104) - BROWNSVILLE ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		89	B
STAAR Performance	59	89	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 92.1%)	59	91	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned

Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Texas Education Agency | Governance and Accountability | Performance Reporting

August 2019

Texas Education Agency

District Name: BROWNSVILLE ISD

Campus Name: MARTIN EL

Campus Number: 031901104

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 481

Grade Span: EE - 05

School Type: Elementary

Download Excel

Please note that due to the cancellation of spring 2020
State of Texas Assessments of Academic Readiness
(STAAR) due to the COVID-19 pandemic, the Performance
section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**87%**	-	87%	*	-	-	-	-	100%	-	92%	67%	85%	88%
	2018	77%	80%	**79%**	*	79%	*	-	-	-	-	36%	-	80%	75%	80%	69%
At Meets Grade Level or Above	2019	45%	46%	**57%**	-	56%	*	-	-	-	-	67%	-	62%	33%	56%	54%
	2018	43%	42%	**41%**	*	39%	*	-	-	-	-	36%	-	44%	25%	40%	35%
At Masters Grade Level	2019	27%	26%	**35%**	-	33%	*	-	-	-	-	33%	-	43%	0%	34%	33%
	2018	25%	22%	**19%**	*	18%	*	-	-	-	-	0%	-	22%	0%	20%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**98%**	-	98%	*	-	-	-	-	100%	-	100%	89%	98%	96%
	2018	78%	86%	**90%**	*	89%	*	-	-	-	-	73%	-	92%	75%	89%	88%
At Meets Grade Level or Above	2019	49%	56%	**67%**	-	67%	*	-	-	-	-	67%	-	73%	44%	63%	54%
	2018	47%	54%	**52%**	*	50%	*	-	-	-	-	36%	-	54%	38%	49%	42%
At Masters Grade Level	2019	25%	27%	**43%**	-	42%	*	-	-	-	-	33%	-	46%	33%	41%	38%
	2018	23%	27%	**22%**	*	23%	*	-	-	-	-	0%	-	26%	0%	24%	31%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**84%**	*	83%	*	-	-	-	-	47%	-	82%	90%	83%	72%
	2018	73%	79%	**65%**	-	65%	-	-	-	-	-	44%	-	65%	67%	63%	47%
At Meets Grade Level or Above	2019	44%	51%	**44%**	*	42%	*	-	-	-	-	27%	-	45%	40%	43%	38%
	2018	46%	49%	**38%**	-	38%	-	-	-	-	-	31%	-	35%	56%	34%	37%
At Masters Grade Level	2019	22%	23%	**23%**	*	20%	*	-	-	-	-	13%	-	25%	10%	24%	17%
	2018	24%	23%	**14%**	-	14%	-	-	-	-	-	13%	-	15%	11%	15%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**89%**	*	88%	*	-	-	-	-	73%	-	90%	80%	88%	83%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	78%	86%	**80%**	-	80%	-	-	-	-	-	63%	-	80%	78%	77%	70%
At Meets Grade Level or Above	2019	48%	53%	**64%**	*	63%	*	-	-	-	-	27%	-	65%	60%	62%	48%
	2018	49%	56%	**51%**	-	51%	-	-	-	-	-	50%	-	50%	56%	48%	37%
At Masters Grade Level	2019	28%	30%	**34%**	*	32%	*	-	-	-	-	20%	-	35%	30%	31%	28%
	2018	27%	30%	**29%**	-	29%	-	-	-	-	-	13%	-	28%	33%	29%	20%
Grade 4 Writing At Approaches Grade Level or Above	2019	67%	78%	**77%**	*	76%	*	-	-	-	-	33%	-	78%	70%	76%	62%
	2018	63%	74%	**59%**	-	59%	-	-	-	-	-	38%	-	60%	56%	58%	57%
At Meets Grade Level or Above	2019	35%	44%	**41%**	*	39%	*	-	-	-	-	27%	-	45%	20%	40%	24%
	2018	39%	48%	**36%**	-	36%	-	-	-	-	-	38%	-	35%	44%	34%	33%
At Masters Grade Level	2019	11%	14%	**13%**	*	14%	*	-	-	-	-	20%	-	14%	10%	14%	7%
	2018	11%	14%	**3%**	-	3%	-	-	-	-	-	6%	-	3%	0%	3%	3%
Grade 5 Reading^ At Approaches Grade Level or Above	2019	86%	91%	**98%**	-	98%	-	-	-	-	-	93%	-	98%	100%	98%	100%
	2018	84%	90%	**97%**	-	97%	-	-	-	-	-	75%	*	96%	*	96%	97%
At Meets Grade Level or Above	2019	54%	56%	**65%**	-	65%	-	-	-	-	-	47%	-	64%	75%	60%	69%
	2018	54%	59%	**60%**	-	60%	-	-	-	-	-	50%	*	59%	*	58%	66%
At Masters Grade Level	2019	29%	28%	**22%**	-	22%	-	-	-	-	-	27%	-	22%	25%	19%	24%
	2018	26%	28%	**31%**	-	31%	-	-	-	-	-	0%	*	30%	*	27%	34%
Grade 5 Mathematics^ At Approaches Grade Level or Above	2019	90%	96%	**98%**	-	98%	-	-	-	-	-	93%	-	98%	100%	98%	100%
	2018	91%	97%	**98%**	-	98%	-	-	-	-	-	88%	*	98%	*	98%	97%
At Meets Grade Level or Above	2019	58%	70%	**89%**	-	89%	-	-	-	-	-	87%	-	91%	75%	87%	79%
	2018	58%	74%	**90%**	-	90%	-	-	-	-	-	38%	*	91%	*	89%	94%
At Masters Grade Level	2019	36%	46%	**65%**	-	65%	-	-	-	-	-	47%	-	65%	63%	64%	66%
	2018	30%	43%	**72%**	-	72%	-	-	-	-	-	38%	*	74%	*	73%	83%
Grade 5 Science At Approaches Grade Level or Above	2019	75%	84%	**65%**	-	65%	-	-	-	-	-	47%	-	64%	75%	60%	55%
	2018	76%	85%	**84%**	-	84%	-	-	-	-	-	25%	*	85%	*	83%	86%
At Meets Grade Level or Above	2019	49%	60%	**38%**	-	38%	-	-	-	-	-	40%	-	36%	50%	32%	28%
	2018	41%	51%	**39%**	-	39%	-	-	-	-	-	0%	*	40%	*	39%	40%
At Masters Grade Level	2019	24%	28%	**14%**	-	14%	-	-	-	-	-	20%	-	15%	13%	13%	14%
	2018	17%	20%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	*	9%	11%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	81%	**87%**	*	86%	100%	-	-	-	-	69%	-	87%	83%	85%	82%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	78%	**81%**	*	80%	*	-	-	-	-	53%	*	81%	75%	80%	77%
At Meets Grade Level or Above	2019	50%	52%	**58%**	*	57%	100%	-	-	-	-	45%	-	60%	49%	55%	49%
	2018	48%	49%	**50%**	*	50%	*	-	-	-	-	36%	*	51%	47%	48%	49%
At Masters Grade Level	2019	24%	23%	**31%**	*	30%	80%	-	-	-	-	25%	-	32%	22%	29%	28%
	2018	22%	21%	**24%**	*	24%	*	-	-	-	-	9%	*	26%	15%	25%	29%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	76%	**90%**	*	90%	*	-	-	-	-	75%	-	91%	85%	89%	87%
	2018	74%	74%	**79%**	*	79%	*	-	-	-	-	49%	*	80%	76%	79%	73%
At Meets Grade Level or Above	2019	48%	47%	**55%**	*	54%	*	-	-	-	-	42%	-	57%	48%	53%	54%
	2018	46%	44%	**46%**	*	45%	*	-	-	-	-	37%	*	46%	48%	44%	47%
At Masters Grade Level	2019	21%	18%	**26%**	*	25%	*	-	-	-	-	22%	-	29%	11%	25%	24%
	2018	19%	17%	**21%**	*	21%	*	-	-	-	-	6%	*	22%	14%	20%	25%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	86%	**95%**	*	95%	*	-	-	-	-	86%	-	96%	89%	94%	93%
	2018	81%	85%	**89%**	*	89%	*	-	-	-	-	71%	*	90%	81%	88%	86%
At Meets Grade Level or Above	2019	52%	57%	**74%**	*	74%	*	-	-	-	-	58%	-	77%	59%	71%	61%
	2018	50%	55%	**63%**	*	63%	*	-	-	-	-	43%	*	65%	52%	62%	60%
At Masters Grade Level	2019	26%	31%	**48%**	*	47%	*	-	-	-	-	33%	-	50%	41%	45%	44%
	2018	24%	28%	**41%**	*	41%	*	-	-	-	-	14%	*	43%	24%	41%	47%
All Grades Writing At Approaches Grade Level or Above	2019	68%	76%	**77%**	*	76%	*	-	-	-	-	33%	-	78%	70%	76%	62%
	2018	66%	71%	**59%**	-	59%	-	-	-	-	-	38%	-	60%	56%	58%	57%
At Meets Grade Level or Above	2019	38%	44%	**41%**	*	39%	*	-	-	-	-	27%	-	45%	20%	40%	24%
	2018	41%	45%	**36%**	-	36%	-	-	-	-	-	38%	-	35%	44%	34%	33%
At Masters Grade Level	2019	14%	15%	**13%**	*	14%	*	-	-	-	-	20%	-	14%	10%	14%	7%
	2018	13%	13%	**3%**	-	3%	-	-	-	-	-	6%	-	3%	0%	3%	3%
All Grades Science At Approaches Grade Level or Above	2019	81%	84%	**65%**	-	65%	-	-	-	-	-	47%	-	64%	75%	60%	55%
	2018	80%	82%	**84%**	-	84%	-	-	-	-	-	25%	*	85%	*	83%	86%
At Meets Grade Level or Above	2019	54%	55%	**38%**	-	38%	-	-	-	-	-	40%	-	36%	50%	32%	28%
	2018	51%	51%	**39%**	-	39%	-	-	-	-	-	0%	*	40%	*	39%	40%
At Masters Grade Level	2019	25%	21%	**14%**	-	14%	-	-	-	-	-	20%	-	15%	13%	13%	14%
	2018	23%	19%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	*	9%	11%

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
3rd Graders																	
Reading and Mathematics	2019	35%	38%	**48%**	-	47%	*	-	-	-	-	50%	-	54%	22%	46%	42%
	2018	34%	35%	**38%**	*	36%	*	-	-	-	-	36%	-	40%	25%	36%	27%
Reading and Mathematics Including EOC	2019	35%	38%	**48%**	-	47%	*	-	-	-	-	50%	-	54%	22%	46%	42%
	2018	34%	35%	**38%**	*	36%	*	-	-	-	-	36%	-	40%	25%	36%	27%
Reading Including EOC	2019	45%	46%	**57%**	-	56%	*	-	-	-	-	67%	-	62%	33%	56%	54%
	2018	43%	42%	**41%**	*	39%	*	-	-	-	-	36%	-	44%	25%	40%	35%
Math Including EOC	2019	49%	56%	**67%**	-	67%	*	-	-	-	-	67%	-	73%	44%	63%	54%
	2018	47%	54%	**52%**	*	50%	*	-	-	-	-	36%	-	54%	38%	49%	42%
4th Graders																	
Reading and Mathematics	2019	35%	38%	**41%**	*	39%	*	-	-	-	-	27%	-	43%	30%	40%	31%
	2018	36%	39%	**33%**	-	33%	-	-	-	-	-	31%	-	30%	56%	31%	30%
Reading and Mathematics Including EOC	2019	35%	38%	**41%**	*	39%	*	-	-	-	-	27%	-	43%	30%	40%	31%
	2018	36%	39%	**33%**	-	33%	-	-	-	-	-	31%	-	30%	56%	31%	30%
Reading Including EOC	2019	44%	51%	**44%**	*	42%	*	-	-	-	-	27%	-	45%	40%	43%	38%
	2018	46%	49%	**38%**	-	38%	-	-	-	-	-	31%	-	35%	56%	34%	37%
Math Including EOC	2019	48%	53%	**64%**	*	63%	*	-	-	-	-	27%	-	65%	60%	62%	48%
	2018	49%	56%	**51%**	-	51%	-	-	-	-	-	50%	-	50%	56%	48%	37%
5th Graders																	
Reading and Mathematics	2019	44%	48%	**62%**	-	62%	-	-	-	-	-	47%	-	62%	63%	57%	62%
	2018	44%	54%	**57%**	-	57%	-	-	-	-	-	25%	*	57%	*	55%	66%
Reading and Mathematics Including EOC	2019	44%	48%	**62%**	-	62%	-	-	-	-	-	47%	-	62%	63%	57%	62%
	2018	44%	54%	**57%**	-	57%	-	-	-	-	-	25%	*	57%	*	55%	66%
Reading Including EOC	2019	54%	56%	**65%**	-	65%	-	-	-	-	-	47%	-	64%	75%	60%	69%
	2018	54%	59%	**60%**	-	60%	-	-	-	-	-	50%	*	59%	*	58%	66%
Math Including EOC	2019	58%	71%	**89%**	-	89%	-	-	-	-	-	87%	-	91%	75%	87%	79%
	2018	58%	74%	**90%**	-	90%	-	-	-	-	-	38%	*	91%	*	89%	94%
3rd - 8th Graders																	
Reading and Mathematics	2019	36%	35%	**51%**	*	50%	*	-	-	-	-	39%	-	53%	37%	47%	45%
	2018	35%	34%	**42%**	*	42%	*	-	-	-	-	31%	*	42%	43%	40%	43%
Reading and Mathematics Including EOC	2019	38%	38%	**51%**	*	50%	*	-	-	-	-	39%	-	53%	37%	47%	45%
	2018	37%	37%	**42%**	*	42%	*	-	-	-	-	31%	*	42%	43%	40%	43%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Reading Including EOC	2019	47%	47%	**55%**	*	54%	*	-	-	-	-	42%	-	57%	48%	53%	54%
	2018	47%	45%	**46%**	*	45%	*	-	-	-	-	37%	*	46%	48%	44%	47%
Math Including EOC	2019	52%	55%	**74%**	*	74%	*	-	-	-	-	58%	-	77%	59%	71%	61%
	2018	50%	54%	**63%**	*	63%	*	-	-	-	-	43%	*	65%	52%	62%	60%

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency | Governance and Accountability | Performance Reporting

November 2020

Texas Education Agency
2019-20 School Report Card
MARTIN EL (031901104)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: BROWNSVILLE ISD
Campus Type: Elementary
Total Students: 481
Grade Span: EE - 05

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about MARTIN EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	95.9%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	0.2%	0.1%	12.6%
Hispanic	94.8%	98.3%	52.8%
White	4.8%	1.3%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.2%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.0%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	92.3%	89.5%	60.2%
Special Education	14.8%	13.4%	10.7%
English Learners	41.2%	36.1%	20.3%
Mobility Rate (2018-19)	16.5%	14.1%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.0	19.0	19.0
Grade 1	19.7	16.9	18.9
Grade 2	15.9	17.9	18.8
Grade 3	32.4	22.2	19.0
Grade 4	14.9	23.3	19.2
Grade 5	29.8	24.1	20.9

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see **http://tea.texas.gov/financialstandardreports/.**

	Campus	District	State
Instructional Staff Percent	n/a	58.9%	64.6%
Instructional Expenditure Ratio	n/a	62.9%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,652	$10,562	$9,913
Instruction	$5,840	$5,721	$5,558
Instructional Leadership	$53	$142	$162
School Leadership	$598	$547	$589

Texas Education Agency
2019-20 School Report Card
MARTIN EL (031901104)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	**87%**	*	86%	100%	-	-	-	-	85%
	2018	77%	78%	**81%**	*	80%	*	-	-	-	-	80%
ELA/Reading	2019	75%	76%	**90%**	*	90%	*	-	-	-	-	89%
	2018	74%	74%	**79%**	*	79%	*	-	-	-	-	79%
Mathematics	2019	82%	86%	**95%**	*	95%	*	-	-	-	-	94%
	2018	81%	85%	**89%**	*	89%	*	-	-	-	-	88%
Writing	2019	68%	76%	**77%**	*	76%	*	-	-	-	-	76%
	2018	66%	71%	**59%**	-	59%	-	-	-	-	-	58%
Science	2019	81%	84%	**65%**	-	65%	-	-	-	-	-	60%
	2018	80%	82%	**84%**	-	84%	-	-	-	-	-	83%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	52%	**58%**	*	57%	100%	-	-	-	-	55%
	2018	48%	49%	**50%**	*	50%	*	-	-	-	-	48%
ELA/Reading	2019	48%	47%	**55%**	*	54%	*	-	-	-	-	53%
	2018	46%	44%	**46%**	*	45%	*	-	-	-	-	44%
Mathematics	2019	52%	57%	**74%**	*	74%	*	-	-	-	-	71%
	2018	50%	55%	**63%**	*	63%	*	-	-	-	-	62%
Writing	2019	38%	44%	**41%**	*	39%	*	-	-	-	-	40%
	2018	41%	45%	**36%**	-	36%	-	-	-	-	-	34%
Science	2019	54%	55%	**38%**	-	38%	-	-	-	-	-	32%
	2018	51%	51%	**39%**	-	39%	-	-	-	-	-	39%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**31%**	*	30%	80%	-	-	-	-	29%
	2018	22%	21%	**24%**	*	24%	*	-	-	-	-	25%
ELA/Reading	2019	21%	18%	**26%**	*	25%	*	-	-	-	-	25%
	2018	19%	17%	**21%**	*	21%	*	-	-	-	-	20%
Mathematics	2019	26%	31%	**48%**	*	47%	*	-	-	-	-	45%
	2018	24%	28%	**41%**	*	41%	*	-	-	-	-	41%
Writing	2019	14%	15%	**13%**	*	14%	*	-	-	-	-	14%
	2018	13%	13%	**3%**	-	3%	-	-	-	-	-	3%
Science	2019	25%	21%	**14%**	-	14%	-	-	-	-	-	13%
	2018	23%	19%	**9%**	-	9%	-	-	-	-	-	9%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	69	**85**	*	85	*	-	-	-	-	85
	2018	69	71	**71**	-	71	-	-	-	-	-	70
ELA/Reading	2019	68	67	**81**	*	81	*	-	-	-	-	82
	2018	69	69	**61**	-	61	-	-	-	-	-	60
Mathematics	2019	70	71	**89**	*	89	*	-	-	-	-	88
	2018	70	72	**81**	-	81	-	-	-	-	-	79

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	48%	**71%**	-	71%	-	-	-	-	-	70%
2018	38%	44%	**58%**	-	58%	-	-	-	-	-	59%
Mathematics											
2019	45%	57%	**85%**	-	85%	-	-	-	-	-	85%
2018	47%	57%	**60%**	-	60%	-	-	-	-	-	58%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	84%	**91%**	-	91%	-	-	-	-	-	90%
Students Requiring Accelerated Instruction											
2019	22%	16%	**9%**	-	9%	-	-	-	-	-	10%
STAAR Cumulative Met Standard											
2019	86%	91%	**100%**	-	100%	-	-	-	-	-	100%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	92%	**100%**	-	100%	-	-	-	-	-	100%
STAAR Cumulative Met Standard											
2019	90%	96%	**100%**	-	100%	-	-	-	-	-	100%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

This page is intentionally blank.