Celina Independent School District

Martin Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment and Population Trends

Martin Elementary School's student enrollment has experienced noticeable shifts over the past three school years. Total enrollment at the end of the 2024–2025 school year stood at 838 students. By the end of the 2025–2026 school year, enrollment decreased to 667 students, and the campus began the 2026–2027 school year with an enrollment of 604 students.

While this reflects a downward trend in static, start-of-year enrollment, it is critically contrasted by extreme mid-year volatility. Driven by rapid local housing development within Celina, Martin Elementary experienced a massive influx of over 100 mid-year enrollments during the last school year alone. This high student mobility means that while the baseline enrollment sits at 604, the campus must actively support and integrate a continuously shifting student population throughout the academic year.

Special Program Enrollments

- **Special Education (SPED): Martin Elementary maintains a remarkably high concentration of students requiring specialized services. At the end of 2024–2025, SPED enrollment was 19.2% (161 students). This peaked at 23.3% (156 students) at the end of 2025–2026. The campus enters the 2026–2027 school year with 19% (115 students) receiving SPED services. This proportion remains significantly elevated, requiring highly coordinated co-teaching models and specialized instructional resources.**
- **Economically Disadvantaged: The population of students qualifying for free or reduced-price lunch was 18.5% (155 students) in 2024–2025 and rose to 21.5% (144 students) by the end of 2025–2026. At the beginning of the 2026–2027 school year, the economically disadvantaged population sits at 16.7% (101 students).**

Racial and Ethnic Composition

The campus demographic profile is predominantly White, but it features a steadily diversifying and multicultural student body:

- **White: 62% (2024–2025 EOY) -- 69% (2025–2026 EOY) -- 64% (2026–2027 BOY)**
- **Asian: 19% (2024–2025 EOY) -- 10% (2025–2026 EOY) -- 14% (2026–2027 BOY)2**
- **Black/African American: 10% (2024–2025 EOY) -- 11% (2025–2026 EOY) -- 12% (2026–2027 BOY)**
- **Two or More Races: 7% (2024–2025 EOY) -- 8% (2025–2026 EOY) -- 9% (2026–2027 BOY)**
- **American Indian/Alaskan Native: 2% (2024–2025 EOY) -- 2% (2025–2026 EOY) -- 1% (2026–2027 BOY)**

School Population 2024-2025 TAPR	Count	Percent
Student Total	707	100%
Kindergarten Grade	123	17.4%
1st Grade	108	15.3%
2nd Grade	110	15.6%
3rd Grade	124	17.5%
4th Grade	119	16.8%
5th Grade	123	17.4%

Student Demographics 2024-2025 TAPR		
Gender		
Female	347	49.1%
Male	360	50.9%
Race		
American Indian - Alaskan Native	7	1%
Asian	91	12.9%
Black - African American	61	8.6%
Native Hawaiian - Pacific Islander	2	0.03%
White	412	58.3%
Two-or-More	41	5.8%

Student Programs 2024-2025 TAPR	Count	Percent
Dyslexia	59	8.3%
Gifted and Talented	35	5.0%
Regional Day School Program for the Deaf	0	0.00%
Section 504	29	4.1%
Special Education (SPED)	116	16.4%

Student Programs 2024-2025 TAPR	Count	Percent
Bilingual/ESL		
Bilingual/ESL Education	**65**	**9.2%**

Demographics Strengths

Martin Elementary School benefits from a diverse, multicultural student demographic profile that provides rich opportunities for inclusive, community-minded learning. This diversity is supported by a deeply embedded campus culture centered around emotional safety, starting each day with structured, daily morning meetings to foster a welcoming environment for all backgrounds. Furthermore, despite the challenges associated with high student mobility (over 100 mid-year enrollments) and a highly concentrated Special Education population (19%) which includes 3 self-contained programs (SLC, ALC, and ECSE), the campus possesses outstanding systemic resilience. This is demonstrated by highly effective Tier 1 core Reading Language Arts (RLA) instruction, which successfully guides 80% of 3rd graders and 83% of 4th graders to passing standards on state assessments. This serves as strong evidence that Martin Elementary's collaborative teaching culture and structured "What I Need" (WIN) intervention blocks are highly capable of absorbing, supporting, and elevating a diverse and highly mobile student body

As Celina continues to experience rapid growth, Martin has also demonstrated the ability to adapt to significant changes in enrollment and campus configuration, including the addition of Pre-K and transition of fifth grade off the campus. This adaptability provides a strong foundation as the campus continues to respond to changing demographics and student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Martin has experienced an increase in the percentage of students receiving special education services (16.4% in 24-25 to 20% in 26-27). As the population of students requiring specialized services grows, there is an increased need to ensure all staff have the knowledge, instructional strategies, resources, and collaborative structures necessary to effectively support students with diverse needs.
Root Cause: Campus systems for collaboration, differentiated instruction, progress monitoring, and targeted intervention are not yet implemented with consistent fidelity across all grade levels and instructional settings, limiting the campus's ability to systematically respond to the growing range of student learning needs. There remains 2 unfilled SPED positions at Martin

Problem Statement 2: Martin Elementary has experienced ongoing shifts in student enrollment and grade-level configuration due to rapid community growth, attendance boundary changes, and the opening of new schools since the campus opened in 2023. These recurring changes create challenges in maintaining consistent staffing, instructional structures,

student relationships, and a cohesive campus culture.
Root Cause: Rapid residential growth within Celina ISD has required the district to continually open new campuses and adjust attendance boundaries and grade-level configurations. As a result, Martin Elementary has experienced repeated changes in its student and staff populations, making it difficult to establish long-term stability in enrollment, staffing patterns, instructional teams, and campus systems.

Student Learning

Student Learning Summary

At Martin Elementary, we recognize that state assessments (STAAR) are only one indicator of student achievement. To paint a complete picture of student needs and monitor progress continuously, our campus utilizes a comprehensive data process:

1. **Diverse Data Points: Student needs and growth are identified by synthesizing data from multiple touchpoints:**
    - **State assessments (STAAR)**
    - **NWEA MAP assessments**
    - **District-level SBRC assessments**
    - **Campus created common formative assessments (CFAs)**
2. **MTSS Integration: Multi-Tiered System of Supports (MTSS) meetings are held regularly to discuss student growth and ensure targeted interventions are actively in place to maximize academic progress. For students who are already within the MTSS process, these collaborative meetings serve to continuously reassess and identify individual, specialized needs.**

While our quantitative data highlights specific achievement gaps, Martin Elementary has built a powerful foundation of instructional structures, master scheduling designs, and collaborative practices to proactively address these needs.

We have purposefully engineered our master schedule to act as our primary tool for equity and instructional quality:

- **Large Blocks of Uninterrupted Core Instruction: Our master schedule reflects large, protected blocks of time dedicated to core classroom instruction, preventing fragmented learning and maximizing academic stamina.**
- **Built-In Teacher Collaboration: Shared planning time is structurally embedded into the daily schedule for each**

grade level, allowing our teaching teams to meet weekly for deep, collaborative planning.

- **Targeted Intervention Blocks: The schedule designates specific, coordinated times for grade-level interventions, allowing all grade-level teachers to participate in supporting students simultaneously.**
- **Daily Morning Meetings: Every classroom begins the day with a morning meeting, establishing a strong school culture, emotional safety, and routine before academic instruction begins.**

We are heavily invested in elevating core, Tier 1 classroom instruction so that all students have equal access to high-yield strategies:

- **Collaborative Culture: We have built a collaborative culture at Martin to continually refine and elevate our Tier 1 instruction. During planning sessions, teachers meet to analyze student data, discuss instructional delivery, and continually adjust their lessons to push students to make at least one year's worth of growth.**
- **District Alignment: We are deeply committed to implementing the district's "Every Lesson, Every Day" framework. This ensures that:**
  - **Learning targets are clearly stated, visible, and defined for students.**
  - **Classroom routines are well-established to maximize time-on-task.**
  - **Classroom physical arrangements are optimized to support high student engagement and active learning.**
  - **High yield instructional strategies are used.**
  - **Instruction is differentiated based on formative and summative assessments.**
  - **Student reflection is a focus and is incorporated throughout lessons.**
- **Curriculum Alignment: Teaching teams engage in collaborative planning weekly, ensuring that both classroom lessons and summative assessments are aligned with state standards (TEKS).**

To catch struggling students immediately, we operate a dual-layered intervention model:

- **Personnel Resources: Intervention is delivered through a coordinated combination of classroom teachers and our dedicated campus interventionist.**
- **WIN ("What I Need") Time: All students receive differentiated instruction based on current data during this designated 30 minute time frame. This structure ensures no student falls through the cracks and that intervention does not pull students out of core instruction. In addition, students that need enrichment receive that at this time.**
- **Students who were unsuccessful on state assessments in prior years receive targeted accelerated instruction using the IXL platform as well as targeted small group instruction.**

Grade 4 Mathematics shows a significant drop-off, with only 60.61% of all students passing (Approaches) and a very low 12.12% reaching Masters. This indicates a systemic instructional or pacing gap in the 4th-grade math curriculum as well as gaps in teacher capacity that affects all students.

Consistent with our rising SPED enrollment (now at 19%), students receiving specialized services face immense academic hurdles on state assessments.

- **In Grade 3 Math, only 36% of SPED students achieved Approaches (a -35.88% gap behind the campus average).**
- **In Grade 4 Math, just 22.22% of SPED students achieved Approaches, with 0% mastering the subject (a -38.39% gap).**
- **Gaps in Reading are slightly better but remain priorities: 52% Approaches in Grade 3 SPED (-28% gap) and 50 Approaches in Grade 4 SPED (-33% gap).**

Economically disadvantaged students are showing severe struggles in mathematics, with only 37.50% passing in 3rd grade (a -34.38% gap behind the campus average) and 44% passing in 4th grade.

Student Learning Strengths

Martin Elementary has established strong instructional and collaborative systems that support continuous improvement and timely response to student needs. The campus utilizes multiple data sources, protected collaborative planning, a strategically designed master schedule, regular MTSS processes, and dedicated WIN time to provide differentiated intervention and enrichment while protecting core instruction. These structures provide a strong foundation for strengthening Tier 1 instruction and addressing identified achievement gaps.

STAAR data from the 2025-2026 school year showed:

Across 3rd and 4th grades, Tier 1 Reading instruction is highly effective, with 80% of 3rd graders and 83% of 4th graders passing. More than half of all students are reaching the "Meets Grade Level" standard or above (51% in 3rd and 57% in 4th).

75% of students achieved Approaches Grade Level or higher on the Grade 5 STAAR Science assessment. Students demonstrated strong mastery in key readiness standards, including 5.9.A (67.35%), 5.13.A (67.25%), and 5.10.C (67.84%). Monitored former Emergent Bilingual students demonstrated standout performance, with 3rd-year monitored students achieving a 100% Approaches Grade Level rate and an 88% Meets Grade Level rate.

MAP data from the 2025-2026 school year showed:

Exceptional growth and high achievement in kindergarten and first grade. Kindergarten achieved an 80th percentile median growth in both reading and math. Kindergarten math median achievement climbed from the 80th to the 88th percentile (with 70% of students scoring in the high achievement band), while Kindergarten Reading reached an 87th percentile median achievement. First-grade students demonstrated high growth with a 76th percentile growth median, raising their median achievement from the 68th percentile to the 83rd percentile.

Science was a consistent area of strength across all tested grades, maintaining median growth percentiles between the 60th and 69th percentiles. Every grade level increased its median achievement percentile: 3rd Grade Science rose from 75th to 79th

percentile, 4th Grade Science increased from 66th to 74th percentile, and 5th Grade Science moved from 68th to 72nd percentile.

There were widespread achievement percentile gains in reading and math. Key gains include 2nd Grade Math, which jumped from the 69th to the 80th percentile in median achievement with a 66th percentile median growth, 4th Grade Reading, which moved from the 64th to the 71st percentile, and 2nd Grade Reading, which rose from the 77th to the 82nd percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While Grade 3 Mathematics Approaches rates are at 71.88% , Grade 4 Mathematics performance drops significantly to 60.61% Approaches and only 12.12% Masters, indicating a systemic drop-off in mathematical competency affecting both general education and student subgroups.
Root Cause: Core mathematical pacing and curriculum alignment in Grade 4 have not been sufficiently adjusted during weekly collaborative planning to accommodate high student mobility (over 100 new students mid-year) leaving teachers with limited strategies to differentiate Tier 1 math instruction effectively. Teachers are lacking a full understanding of the depth and complexity of the standards.

Problem Statement 2: Martin has experienced an increase in students receiving SPED services, from 16% in 24-25 to 20% in 26-27. Despite having robust intervention structures, an academic achievement gap persists on state assessments; only 36% of 3rd graders and 22% of 4th graders receiving SPED services achieved the "Approaches" standard in Math, compared to campus averages of 72% and 61% respectively.
Root Cause: The rapid growth of students requiring specialized services has outpaced school-wide teacher capacity, differentiated Tier 1 instruction, and collaborative lesson planning between general education and special education teachers. This strain is compounded by two critical unfilled campus positions (SPED resource teacher and SPED aide).

Problem Statement 3 (Prioritized): Based on 2025-2026 STAAR data, the White student group did not meet the state accountability target in Math. We will monitor all student groups, including the African American student group, for potential future TSI identification.
Root Cause: Tier 1 instructional pacing and depth of standard mastery during core instruction did not consistently push students from "Approaches" to "Meets/Masters" levels, particularly in multi-step problem-solving standards.

School Processes & Programs

School Processes & Programs Summary

The Martin Vision statement is "Leading, Inspiring, and Empowering Leaders who Strive to Make a Difference."

The Martin Mission is "We collaborate to ensure a safe, supportive, and rigorous learning environment that embraces and inspires all."

Our Top 12 are our values that guide how we treat each other and our norms guide how we operate in meetings. Our norms include: Start and end on time.

- **Stick to the agenda.**
- **Come prepared with a positive mindset.**
- **Seek consensus.**
- **Listen respectfully to all ideas without interrupting.**
- **Actively participate and stay engaged in the conversation. (Stay focused - avoid texting, emails, etc.)**
- **What is said in the room, stays in the room.**
- **Respect student privacy by sharing info on a need-to-know basis.**

In our fourth year as a campus, Martin Elementary is in the process of refining systems, procedures, and expectations for all aspects of a school campus with input from the staff, students, and parents.

Our current focus areas are the following:

- **House System (House Meetings, Reading Buddies, House Points in Classrooms)**
- **PBIS Systems (Be Kind, Be Safe, Be Respectful and Be Responsible; Bobcat Bucks, Common Area Expectations)**
- **Drills (Fire, Lock Down, Secure, Hold, Shelter), Code Red/Yellow to support behaviors**
- **Arrival and Dismissal Procedures that have been compared to Chick-fil-a and ensure student safety (Buses Riders, Car Riders, and Daycare)**
- **Communication (Campus and Staff Newsletters, parent communication through text, email, and social media)**

- **Daily Announcements (Student Participation, Real Time Information, Recorded)**
- **WIN Time (Intervention/Enrichment Activities, Flexible Grouping across grade levels)**
- **WatchDOG Dads (Serving throughout the campus each week)**
- **Guiding Coalition (Campus leaders who serve as lead learners on the campus)**
- **Design Time (Extended planning semi-monthly focused on professional learning around teaching practices, data analysis connected to instructional strategies, for all grade level teams, Specials and Special Education)**
- **Martin Assemblies (Monthly Campus Celebrations of Academics, Character and Behavior)**
- **Family Engagement (Curriculum Night, Book Fair, Winter Wonderland, STEAM Night, Open House, and Talent Show)**
- **Student Engagement Activities (Color Run, Egg Drop, STEAM Turkey Trap Day, House Parties)**
- **PTA (PTA Events, Copies Moms, Room Parents, Service Projects for the Campus, Student Programs)**
- **Student Technology (One to one devices for all students across the campus)**
- **Field Trips (Each grade will take one field trip during the school year.)**
- **New Teacher Mentor Program**
- **Martin Blueprint (We have identified the foundational procedures and processes we want to implement in all classrooms.)**
- **Grade Level Performances (All students perform in one music program a year as directed by our school music teacher)**
- **District Art Show (Student work is selected from all grade levels to be displayed at the district level art show)**

School Processes & Programs Strengths

Martin Elementary has established comprehensive systems and programs that support a safe, collaborative, engaging, and student-centered learning environment. Campus processes intentionally connect academics, intervention, school culture, safety, professional learning, student leadership, and family engagement. The campus also prioritizes building leadership capacity by providing opportunities for staff to serve as lead learners, facilitate collaborative work, contribute to campus decision-making, and support the professional growth of their peers. Through structures such as the Guiding Coalition, Design Time, and collaborative team processes, leadership is developed and distributed across the campus. As Martin continues to grow and mature, stakeholder input and ongoing reflection are used to refine systems and increase consistency and effectiveness across the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite having a comprehensive framework of aligned curriculum, instructional practices, and ongoing professional development, the consistency of application across classrooms and grade levels varies, reducing the overall impact on student learning and growth.
Root Cause: Professional development and instructional expectations are not always followed by systematic monitoring, coaching, and feedback cycles. This limits teachers' ability to fully implement strategies with fidelity and sustain continuous improvement campus-wide.

Perceptions

Perceptions Summary

The 2025–2026 perception data reveals a deeply caring and supportive campus climate, though it is limited by low overall stakeholder survey participation. Among responding families, Martin Elementary is viewed as a safe, nurturing environment where students are happy and teachers are highly dedicated. However, a subset of parents expressed a desire for more consistent, less overwhelming communication regarding daily classroom learning and academic progression. Among responding staff, there is an exceptionally strong sense of professional support and community. Staff members widely praise campus administration for behavior support, clear expectations, and fostering a "second family" atmosphere. Despite these cultural strengths, both surveys highlight critical operational disconnects, particularly around the engagement value of school-wide events and a severe lack of staff and student buy-in regarding the campus House System.

Perceptions Strengths

- Strong Administrative Support & Trust: An overwhelming majority of responding staff members report feeling "always" or "mostly" supported and listened to by campus administration, citing prompt behavior support, clear expectations, professional growth opportunities, and a highly visible leadership presence (such as "rolling desks").
- Emotional Safety & Classroom Dedication: Parents overwhelmingly report that their children feel loved, praised, and happy to attend Martin Elementary. Responding parents share deep appreciation for individual teachers' communication, patience, and ability to help students transition smoothly.
- Beloved Community Traditions: Campus-wide events—such as Who-ville (Winter Wonderland), the Color Run, and grade-level musical performances—are recognized by parents as highly engaging and positive community-building highlights.
- Master Schedule Assets: Staff express high appreciation for the structure of the master schedule, specifically praising the placement of Reading Language Arts (RLA) first thing in the morning when student stamina is highest, and the protective integration of WIN ("What I Need") intervention blocks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Martin House System lacks strong buy in.
Root Cause: Staff report having House Parties on Monday morning wind students up, making it extremely difficult for them to settle down to learn. They also note that there needs to be more prep time for staff to ensure all know what will be happening at the House Parties.

Problem Statement 2: Low participation rates for our staff and student surveys prevent a fully representative view of campus perception.
Root Cause: The campus lacks clear, high-yield and accessible feedback loops to capture a statistically representative majority of stakeholder voices.

Priority Problem Statements

Problem Statement 1: The Martin House System lacks strong buy in.

Root Cause 1: Staff report having House Parties on Monday morning wind students up, making it extremely difficult for them to settle down to learn. They also note that there needs to be more prep time for staff to ensure all know what will be happening at the House Parties.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Based on 2025-2026 STAAR data, the White student group did not meet the state accountability target in Math. We will monitor all student groups, including the African American student group, for potential future TSI identification.

Root Cause 2: Tier 1 instructional pacing and depth of standard mastery during core instruction did not consistently push students from "Approaches" to "Meets/Masters" levels, particularly in multi-step problem-solving standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While Grade 3 Mathematics Approaches rates are at 71.88% , Grade 4 Mathematics performance drops significantly to 60.61% Approaches and only 12.12% Masters, indicating a systemic drop-off in mathematical competency affecting both general education and student subgroups.

Root Cause 3: Core mathematical pacing and curriculum alignment in Grade 4 have not been sufficiently adjusted during weekly collaborative planning to accommodate high student mobility (over 100 new students mid-year) leaving teachers with limited strategies to differentiate Tier 1 math instruction effectively. Teachers are lacking a full understanding of the depth and complexity of the standards.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

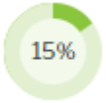
- Organizational structure data
- Communications data
- Study of best practices and high yield strategies
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Martin Elementary will provide students with at least two career exploration opportunities, including guest speakers, career fairs, or classroom activities, and track participation to ensure that all students engage in at least one experience. (BG4)

Evaluation Data Sources: College and Career Day Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: The counselor will develop programs throughout the year to introduce students to a variety of careers. **Strategy's Expected Result/Impact:** Students will be exposed to a variety of careers, giving them new ideas of what their futures could look like. **Staff Responsible for Monitoring:** Counselor Campus Leadership Team	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

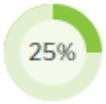
Goal 1: Love the Learner; Drive the Rigor

Performance Objective 2: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Mathematics will increase to 46%, consistent with the Board-adopted HB3 annual target. The White student group will increase to at least 47% Meets Grade Level or Above, while mathematics achievement and growth for the identified White student group will be monitored across applicable grade levels and accountability indicators to demonstrate progress toward exiting Targeted Support and Improvement identification. (HB3 Math) (TSI)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Data
MAP Growth Data
Progress Monitoring Logs
Common/Formative assessments
STAAR and MAP performance by student group
Applicable Closing the Gaps indicators
TSI mathematics achievement and growth indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Student-Group Progress Monitoring & Response Martin Elementary will regularly disaggregate STAAR, MAP, common assessment, and formative assessment data by student group, including the identified White student group, to monitor mathematics achievement and growth across applicable grade levels. During collaborative planning and data-review cycles, teams will identify priority standards and learning gaps and adjust Tier 1 instruction, intervention, extension, and other student supports based on progress-monitoring results. **Strategy's Expected Result/Impact:** Increased mathematics achievement and growth for the identified White student group, progress toward applicable Closing the Gaps targets, and reduction of identified student-group performance gaps. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Math Specialist, Grade-Level Teachers **Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Collaborate with Teaching and Learning to identify low performing standards and develop professional development for teacher teams to build teacher capacity to understand the standard, the rigor of the standard, and high yield instructional strategies for those standards. **Strategy's Expected Result/Impact:** Increased teacher capacity that will lead to increased student achievement. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Math Specialist, Grade Level Teachers.	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 3: By June 2027, the percentage of Martin Elementary third-grade students scoring Meets Grade Level or Above on STAAR Reading will increase to 63%, consistent with the Board-adopted HB3 annual target. (HB3 Literacy)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
Map Data
Progress Monitoring Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Collaborate with Teaching and Learning to identify low performing ELA standards and develop professional development for teacher teams to build teacher capacity to understand the standard, the rigor of the standard, and high yield instructional strategies for those standards. **Strategy's Expected Result/Impact:** Increased teacher capacity that leads to increased students achievement. **Staff Responsible for Monitoring:** Campus Administration, IC, ELAR Department, Teacher Teams	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Evaluation Data Sources: DT Agendas
PD Agendas
Growth Tracker and Assessment Data
Walkthrough and Observation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Teachers will engage in regular professional development to increase teacher capacity in unpacking standards, identifying rigor level, develop formative assessments, deliver instruction, and analyze data in order to ensure students are challenged academically. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administration, IC, Teacher Teams	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Martin Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities. (BG2)

Evaluation Data Sources: Martin Ambassadors and Applicants
Student Rosters in Activities
Number of Spelling Bee Participants
Number of UIL Participants
Music Attendance Sheets
District Fine Arts ShowCase Participants
Science Fair Participants
Winter Wonderland
Open House
STEAM Night

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Martin will develop, implement and improve programs to meet the needs of all stakeholders such as: Spelling Bee UIL events School Ambassadors House Program with House Parties and Positive Behavior Reinforcement Music programs for each grade level Participation in STEAM class College and Career Week After school offerings such as drama and robotics STEAM night Grandparent's Lunch with the book fair Winter Wonderland **Strategy's Expected Result/Impact:** By engaging all stakeholders, we will build and maintain a safe, supportive, and rigorous learning environment for students. **Staff Responsible for Monitoring:** Campus Leadership Team, Campus Committees **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Campus administrators will use walkthrough and evaluations to give teachers coaching feedback in order to improve teacher capacity and identify areas for individual, team, or campus professional development. **Strategy's Expected Result/Impact:** Increased teacher capacity Improved student learning and achievement **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 2: Martin will recruit, hire, and retain highly qualified staff who will positively impact student learning and achievement. (BG5)

Evaluation Data Sources: Return/Retention Percentages
Staff Survey Results
Parent Surveys
T-TESS Data
Staff Monthly Awards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Martin will continue to refine our interview process including revising the interview questions, choose an interview team that is representative of the make up of the campus, and train the interview team on best practices for effective interviews. We will continue to evaluate the needs of teams and conduct thorough reference checks. **Strategy's Expected Result/Impact:** High quality candidates that meet the needs of the campus and lead to positive learning environments for students. **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 3: By the end of the 2026-2027 school year, the Martin Elementary leadership team will design and implement a structured system of support for new teachers and staff members, including mentoring, professional learning opportunities, and regular check-ins, with the goal that at least 90% of new staff report feeling supported and confident in their roles on end-of-year surveys. (BG5)

Evaluation Data Sources: New teacher surveys
New Teacher Meeting Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Martin will support new teachers through coaching, use of mentors, monthly just-in-time learning at the campus level, frequent walkthroughs, and utilization of the PLC collaborative structure. **Strategy's Expected Result/Impact:** New teachers will have the support they need to be successful. Teachers who are confident in their practices. Teachers will not feel overwhelmed as information is chunked as needed. **Staff Responsible for Monitoring:** Campus Administration, Mentor Teachers, Instructional Coach, Counselor	 No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 1: Martin Elementary will build the leadership capacity of teachers and staff by providing opportunities to serve as leaders on campus and around the district. (BG3)

Evaluation Data Sources: Retention rate of teachers
Leadership Opportunities for teachers
Increased capacity of teachers
Teachers presenting after attending trainings.
Gradual release of responsibility for TTESS Goal setting and tracking.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Martin will encourage and invite members of it's staff into leadership positions such as mentors, committee leads, guiding coalition members, and district committee members in order to build capacity and develop a campus of leaders. **Strategy's Expected Result/Impact:** Shared Leadership which leads to positive culture High Functioning Teams which will impact student achievement Teacher Retention **Staff Responsible for Monitoring:** Campus Administration Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 2: Martin Elementary will maintain a safe, healthy, and supportive learning environment that promotes positive behavior, student well-being, and readiness to learn through coordinated school health, prevention, and student-support systems.

Evaluation Data Sources: Fitness assessment data, student academic performance data, attendance data, percentage of students identified as educationally disadvantaged, student participation in moderate-to-vigorous physical activity, school climate/behavior and safety data, violence-prevention data, and applicable SHAC recommendations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Coordinated School Health & Safe, Supportive Schools Martin Elementary will implement the district's coordinated school health program and campus practices that support the physical, social, emotional, and overall well-being and safety of students. This includes health education, physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/care assessment procedures, staff training, age-appropriate violence prevention and intervention practices, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teacher, Counselor, Nurse	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 3: Martin Elementary will foster opportunities for students and staff to lead, serve, and connect with the Celina community through at least three community engagement events, as measured by event participation records, volunteer logs, and feedback from community partners. (BG1)

Evaluation Data Sources: Number of Students Involved
Number of Service Projects Completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Martin will inspire, equip and empower students to make a difference in the community by participating in events such as the food drive and collections that benefit various local organizations such as the fire department, library, and pet shelter. **Strategy's Expected Result/Impact:** Students who show care and compassion for their communities **Staff Responsible for Monitoring:** House Leaders Guiding Coalition				

No Progress Accomplished Continue/Modify Discontinue