

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



Public Presentation Date: January 17, 2019

Mission Statement

Martin Elementary builds well-rounded Mustangs to reach their full potential for success.

Vision

Mustangs

Actively

Reaching

Their Full

Individual Potential in a

Nuturing Environment

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Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: 75% of all students will meet state Approaching Grade Level standards ; 43% at Meets Grade Level standards, and 18% meeting or exceeding Masters Grade Level standards for Math as measured by STAAR. STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories. PROBLEM STATEMENT: Martin students under performed in Domain 2: Academic Growth as compared to Reading. 4th grade scored 15 points less in math than reading in our growth component scores as measured through state accountability ratings. STRATEGY: We will continue with the 5/8 components of the SIOP model with a primary focus on meaningful interaction. ROOT CAUSE: There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students. What INDEX does this address? EOY REPORT: Did you meet your annual goal? Provide the data that supports you meeting or not meeting your annual goal? The data is pending release from the State and will provide data when it released. If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	43
Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: 65% of 3rd grade students and 68% of 4th grade students will meet Approaches Grade Level performance standards as measured by STAAR Reading. There will be an overall increase by 5% in Meets Grade Level performance standards as measured by STAAR Reading. PROBLEM STATEMENT: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading. STRATEGY: We will monitor reading small groups. ROOT CAUSE: There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction. What INDEX does this address? EOY REPORT: Did you meet your annual goal? Provide the data that supports you meeting or not meeting your annual goal? If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success? Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	60
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Martin is a Title 1 School with a total enrollment of 872 students. Martin has 75% LEP students, and 87% EcoDis students. EcoDis is our over represented subpopulation. Daily Attendance rates fall below 97% regularly in all grade levels.

Campus Profile

African American: 116

Hispanics: 597

White:49

American Indian: 5

Enrollment: 872

LEP %: 75%

EcoDis %: 88.63%

Daily Attendance Average%: 97%

At Risk %: 80%

Mobility%: 15.2%

District Mobility%: 24%

State Mobility%: 16.2%

and %:

African American: 10%

Hispanic: 75.5%

White: 4%

American Indian: 1%

Asian: 9%

2 or more races: .5%

Demographics Strengths

- The mobility rate of our population is relatively low and allows for consistency and scaffolding based on concepts and skills taught in previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher Mobility has not improved in the past 5 years. **Root Cause:** demand on classroom teachers is high

Student Academic Achievement

Student Academic Achievement Summary

Reading: STAAR

STAAR Reading	All	AA	H	Spec Ed	Eco Dis	ELL
2015	56	38	56	*	55	56
Approaches						
2016	60	57	59	*	58	59
Approaches						
2017	60	83	60	25	60	60
Approaches						
2018	65	69	63	*	63	62
Approaches						

Writing: STAAR

STAAR Writing	All	AA	H	Spec. Ed	Eco Dis	ELL
2015	48	36	47	*	48	45
Approaches						
2016	60	58	58	*	58	58
Approaches						
2017	43	16	46	13	42	45
Approaches						

2018

55 * 54 * 52 57

Approaches
Math STAAR

Math: STAAR	All	AA	H	Spec Ed	ELL	Eco Dis	Contin Enrolled	Non-Contin Enrolled
2015-2016 Level II	69%	51%	68%		73%	66%		
2016-2017 Level II	69%	51%	68%		66%	70%		
2017-2018 Approaches	69%	61%	69%	44%	69%	67%	69%	71%

Science: EOY District Science DCA

Science	All	AA	H	Spec ED.	Eco. Dis.	LEP	Alief Average	+/- Martin % vs Alief %
Second	85%	90%	82%	100%	86%	81%	70%	+15
Second Dual	82%	82%	80%	NA	81%	81%	70%	+12
Third	26%	21%	23%	8%	22%	26%	36%	.16
Third Dual	41%	60%	37%	NA	37%	33%	43%	-2
Fourth	66%	75%	64%	31%	66%	62%	47%	+19
Fourth Dual	83%	100%	83%	NA	81%	81%	61%	+22

ELL: TELPAS Proficiency Level Growth

Data shows the percentage of students that grow one year or more on TELPAS.

2018 TELPAS Results Composite Scores

School	# Stds	2nd Grade				# Stds	3rd Grade				# Stds	4th Grade			
		B %	I %	A %	AH %		B %	I %	A %	AH %		B %	I %	A %	AH %
District	2261	4	42	43	11	2399	2	24	46	28	2010	3	25	48	24
Martin	124	1	40	48	12	128	1	20	47	32	124	1	25	52	23

Attainment (AH)

School	LISTENING Total Advanced High %			SPEAKING Total Advanced High %			Reading Total Advanced High %			Writing Total Advanced High %		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
District	26	51	20	10	21	17	17	36	30	12	34	32
Martin	34	60	25	5	16	14	18	39	37	12	23	18

TELPAS	1st Grade	2nd Grade	3rd Grade	4th Grade
2015	34%	70%	69%	36%
2016	46%	72%	61%	46%
2017	35%	75%	60%	35%

Student Academic Achievement Strengths

Strengths:

- Increase in STAAR reading scores over the last three years
- Student growth measure at or above the TARGET measure in all subpops (AA, Hispanic, Eco Dis, etc.)
- Increase from 2017-2018 scores
- Subpops for all areas increased

- The African American and Hispanic subpops have increased in math over the last 3 years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading. **Root Cause:** There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction.

Problem Statement 2: 37% of third graders and 30% of fourth graders did not meet approaching standards on STAAR Math. Fewer 4th grade students grew in the Meets and Masters category than expected. **Root Cause:** There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students.

School Processes & Programs

School Processes & Programs Summary

School Instructional and Curricular Programs:

RtI2 and STAT (monthly STAT meetings)

Child Watch

Computer interventions (iStation, Iready, Reflex Math)

Long Term Planning days

District Common Assessments (DCA)

Campus Common Assessments (CCA)

Data Analysis using DMAC

Grade level data tracking sheets

TELPAS Progress Monitoring Rubrics

Tutorials (Before and After school)

Additional part-time interventionist (reading, math, and ELD)

Personnel:

New hires attend district Alief U training to learn essential systems, and information needed in the first three years of teaching. All staff in this program go through a course of study during this time to achieve their professional development hours based on their position. On Campus we have monthly new teacher meeting to learn campus information, procedures, and skills needed to be successful in the classroom. In addition new hires are given a mentor or buddy.

Staff mobility rate is the lowest it has been in three years.

- 14/15 74% of staff retained
- 15/16 75% of staff retained
- 16/17 81% of staff retained
- 17/18 83% of staff retained

School Processes & Programs Strengths

Martin offers a new teacher mentors, new teacher meeting "power hours" and offer walkthrough buddies to all staff members to offer coaching and instructional support.

Martin's childwatch (RTI2, STAT) process is consistent to catch all students who need support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff mobility rate is less than 84% of staff retained. **Root Cause:** demands on teachers are high, and teachers leave to be closer to home, or to take other positions in other districts

Perceptions

Perceptions Summary

Family and Community Engagement Summary

Martin Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus, Martin Elementary has a FAME Representative and CIS Representative to help strengthen connections between home and school. Martin provides many events for parents to receive information on the academic progress of their child, as well as information about helping their child at home.

School Culture and Climate Summary

All teachers at Martin are CHAMPS trained, this helps to ensure that healthy classroom environments are set up and that all expectations are present during each lesson to help students understand expectations. ABC committee meets monthly to review classroom and school behavioral data and to help problem solve any areas of concern or need. Climate surveys are given to staff, students, and parents each year.

Perceptions Strengths

Family and Community Engagement Strengths

- A FAME representative assist with coordinating the volunteer program, maintains the family center, and strengthens communication between home and school.
- A Family Actively and Meaningfully Engaged (FAME) center Communities In Schools (CIS) provides direct social services to at-risk students and connect students with available community resources
- An orientation program to prepare volunteers Grand opening day to welcome parents and inform them of what FAME has to offer Various programs/events to help parents - such as, English classes, Jumpstart, and Active Parenting

School Culture and Climate Strengths

- A majority of Martin students feel that teachers care about them, respect them, and support them.
- A majority of students feel safe at school and in the common areas of the school and classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: parent visitors having a low number of activities per visit **Root Cause:** decreased parent center house or operation

Problem Statement 2: lack of parent center presence on the martin website **Root Cause:** parent rep was not trained on Schoolwires website

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation




Goals

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: Math Goal 1: 55% of all students in each grade level will reach half year's typical growth goals by January and 68% of students will meet one year's typical growth goals by April as measured by iReady.

Evaluation Data Source(s) 1: iReady data will be analyzed to determine whether students are making progress in their individual growth goals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers and specialists will gather and analyze data during each extended planning to guide instruction. (EM 1, AA3, RTI 13)</p>	2.4	Administration, Math Specialists, All Math Teachers	Improved student performance at or above district passing rate on all CCAs and DCAs.				
Funding Sources: State Comp Ed - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will use math journals to record notes, vocabulary and student work. (ELA 7, ELA 8, EM 2)</p>	2.4, 2.6	Math Specialists, administrators	Increased understanding of math academic vocabulary and ability of students to use tools for reference. Individual student growth on CCAs and DCAs, student work				
Funding Sources: State Comp Ed - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide technology for all Kinder through 4th grade students to support math concepts through the I-Ready program in the classroom. (AA 5, EM1, TEC6)</p>	2.4, 2.5, 2.6	Teachers, Technology teachers, and Math specialists	Student progress in reaching typical growth levels on I-Ready reports for k-4 grades, improved student work, and campus assessments.				
Funding Sources: State Comp Ed - 0.00							

Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 4) Tier 2 students in grades 2-4 will be provided an additional 20 minutes of technology support time through I-Ready and Reflex Math during Block computer lab rotations, CHAMPS time, and/or tutorials. (TUT 1, ASP 11, RTI 9)	2.5, 2.6	Math Specialists, Technology teachers, Classroom teachers, and math interventionists.	Monthly individual and class performance reports through I-Ready Math and Reflex Math.				
	Funding Sources: Title I - 22000.00						
5) Teachers in grades 1 through 4 will use a class data wall to help students track their progress and set goals. (AA 4, AA 5)	2.4, 2.6	Teachers, math specialists, and math interventions.	Student work and performance, unit assessments, DMAC reports, i-Ready reports				
	Funding Sources: State Comp Ed - 0.00						
6) Teachers will facilitate and participate in weekly planning, extended planning, and PLC for math and implement strategies developed during planning. (SM5,PD2)	2.5, 2.6	Teachers, Math Specialists	teacher lesson progression notes, lesson plans, agendas				
Critical Success Factors CSF 1 CSF 4 7) Teachers will be provided with professional development during Martin Power Hour, based on grade level needs, to strengthen math content knowledge and instructional strategies. (PD1,PD2)	2.4, 2.5, 2.6	Math specialists, administrators	Implementation of strategies learned through Power Hour in the classroom.				
Targeted Support Strategy Critical Success Factors CSF 1 8) Teacher will consistently provide students with math tools and visuals to support concept attainment in first line instruction. (EM1,EM2,EM3,SLE2)	2.4, 2.6	Math specialists, interventionists, content team, and administrators.	Improvement in first line instruction, student work, CCAs, and DCAs.				
= Accomplished = Continue/Modify = No Progress = Discontinue							








Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: Writing Goal 1: 100% of language arts teachers will utilize the Write From the Beginning program and implement Oral Written Conventions TEKS in their 45 minute writing block.

Evaluation Data Source(s) 2: Growth will be measured and determined through the Write From the Beginning walk through rubrics, campus common assessments, and tracking of student and teacher data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will collaborate with ILT to analyze data (student samples, unit assessments). During PLC and planning, Content Specialist will work with teachers in reflecting and evaluating student writing samples and assessing those samples with the Write From the Beginning rubrics. (ELA 16)</p>		Reading Specialists and teachers	Planning Sign In Sheets; student work				
Funding Sources: State Comp Ed - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Written Conventions to explicitly teach revising and editing to students through the use of strategies and skills from the Write Source textbook, Writing Academy, Six Traits of Writing, Writing Camp, and new learning from Jeff Anderson PD. Students will participate in Decisions Camp (hosted by Writing Academy) to extend and align their understanding of revising and editing. Teachers will incorporate engagement activities from the above resources into writing lessons weekly. (ELA 17).</p>		Reading Specialists and Teachers	Participation of Writing Academy PD; Student participation/attendance in Decisions Camp				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will be provided Professional Development followups for WFTB through PLCs, weekly planning, and extended planning for writing. New Teachers will be trained on WFTB on October 21, 2018.</p>	2.4	Reading Specialists and Teachers	PLC sign in sheets, lesson plans				
Funding Sources: Title I - 1700.00, State Comp Ed - 0.00							




<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p>		Content Specialists and Teachers	Lesson plans, and sign in sheets; SIOP rubrics, journals, notebooks in student work				
<p>4) Teachers will integrate writing in all content areas through the use of journaling, note taking, usage of sentence stems/starters and implementation will be monitored through the SIOP Model. (ELA 7)</p> <p>Funding Sources: State Comp Ed - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p>		Teachers, Spec. Ed. Support Staff, and Content Specialists	Lesson Plans, student work				
<p>5) Teachers and students will utilize technology programs to address different learning styles; such as Snap & Read, Schoology, Co Writer, Google Programs, and voice to text features in order to support writing instruction. (TEC1)</p> <p>Funding Sources: State Comp Ed - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p>	2.4	Content Specialist, Teachers	PD certificates, POs for purchases				
<p>6) Martin will incorporate components of the Six Traits of Writing and the Writing Process through the purchase of resources, materials, and professional development to support teacher and student instructional needs.</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


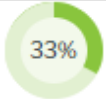

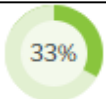

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.






Performance Objective 3: Reading Goal 1: 55% of students in each grade level will meet ½ years growth by January and 75% will meet 1 years growth by April as measured by comparing ISIP overall reading score.

Evaluation Data Source(s) 3: Teacher's text level growth trackers will be used as well as Istation scores will be looked at to determine growth based on Alief's one year growth chart.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will collaborate with Content Specialist to analyze data during PLCs, including anecdotal notes, running records, text level trackers and ISIP campus and teacher reports. (CPT1, CPT2)</p>	2.4, 2.5	Reading Specialists and Teachers	Sign in sheets, DMAC reports showing growth, ISTATION reports, Text Level Growth Trackers (on data sheet)				
Funding Sources: State Comp Ed - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will differentiate guided reading groups using the Next Steps in Guided Reading lesson design and incorporate the use of Istation computer rotations, workstations/literacy centers, and independent reading. -this effects all students, AA, H, and Eco. Dis. sub pops (ELA4, ELA9)</p>	2.4	Reading Specialists, Teachers, Administrators	Teacher small group notes, lesson plans, and ISIP data.				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will facilitate and participate in PLC, planning, long range planning, and professional development for reading curriculum and assist in developing assessments. (PD1, PD2,)</p>	2.4, 2.5	Reading Specialists, Teachers, Administrators	sign in sheets, agendas, assessments, PD print out				
Funding Sources: State Comp Ed - 0.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 4) Initiating and implementing a balanced literacy model using the Next Steps to Guided Reading and LETRS for small group instruction, independent reading using a variety of print and digital resources (including magazines), and phonics instruction (Neuhaus and Esparanza, Phonics Dance, Dr. Fierro). - this effects all students, AA, H, and Eco. Dis. sub pops (ELA6, ELA9, ELA15)	2.4, 2.5	Reading Specialists, Teachers, Administrators	walk-throughs, anecdotal notes, lesson plans				
	Funding Sources: Title I - 3000.00, State Comp Ed - 0.00						
Critical Success Factors CSF 1 CSF 6 CSF 7 5) Students in prek-4 will participate in additional reading programs such as the 40 Book Challenge, Texas Reads One Book, Read Around the Planet, Author Visit, and other activities that promote reading in the classroom. this effects all students, AA, H, and Eco. Dis. sub pops (ELA4)	2.4, 2.6	Librarian, Tech Specialist, Reading specialists	Sign up sheets and reports from Texas Reads One Book, and Read around the Planet.				
	Funding Sources: State Comp Ed - 0.00						
Critical Success Factors CSF 1 CSF 7 6) Teachers will integrate social studies lessons using the DBQ (Document Based Questioning) design into the reading block to support teaching concepts through meaningful content at least twice this year. (ELA20)	2.4	Content specialists and teachers	lesson plans and walkthroughs				
	Funding Sources: State Comp Ed - 0.00						
Critical Success Factors CSF 1 CSF 2 7) Teachers will use resources to support student interaction with activities for best practices of instruction (phonics phones, mirrors). (SLE 2)		Content Specialist, Teachers, Adminstrators					
	Funding Sources: State Comp Ed - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 8) Snap & Read will be utilized to support instruction and testing for Special Education and ELL based upon qualification criteria. This will support Spec Ed sub pop.	2.4, 2.6	Special Education, Counselor, Content Specialist, Administrators					
	Funding Sources: State Comp Ed - 0.00						




<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Teachers and students will utilize Istation as a tool for instruction to support with the skills growth per grade level. This will support all sub pops.</p>	<p>2.4, 2.6</p>	<p>Teachers, Content Specialist, Admin</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							








Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: ESL Goal 1: 60% of ELL students will advance one proficiency level on TELPAS in 2nd-4th grade.

Evaluation Data Source(s) 4: TELPAS reports will be viewed to determine if the 60% goal was met.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will implement SIOP components of lesson planning, lesson delivery, building background, interaction, and comprehensible input during weekly planning. (SLE 2 & ELA 10)</p>		Content Specialist, Interventionists,	SIOP Walkthroughs				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will be provide PLCs about TELPAS Proficiency Level Descriptors to drive instruction for their ELLs throughout the year. (SLE 2 & SLE 3)</p>		ESL Lead and District Specialist ELD Interventionist	TELPAS Results and adjustment of instruction for teacher				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Campus SIOP leadership team will collaborate with content specialist to provide targeted support for SIOP implementation across contents through model classrooms, integrated PLCs, and long range planning days. (SLE 2 & SLE 3 & ELA 10)</p>		SIOP Cohort 1 (Tamez, Santana, Tania) and SIOP Cohort 2(Allen, Quereshi, Felix, Landaeta, Blanco, Casella) Cohort 3 (Neyeloff) Cohort 4(Pena, Gerten, Peters, Jones, Tran) Cohort5 (Fruth, Gebbs, Saldana, Allberry, Garcia)	Extended Planning and SIOP Walk-through				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) LPAC and ESL department will monitor, along with teachers, to ensure that all linguistic accommodations are provided and purchased to fit the needs of all LEP, SPED, Waivers, long-term ELLs and the Dual Language Program. (RTI 16 & RTI 6)</p>		<p>LPAC Members: ESL Lead, ELD Interventionists, Counselors, Administrators, Bilingual Teacher, and Parent of LEP student</p>	<p>LPAC Minutes, ARDs and Linguistic Accommodation Sheets</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) LPAC and the ESL department will collaborate with campus and district staff to ensure all the needs of LEP, SPED, waivers, long-term ELLs , and Dual Language student are met and that all compliance indicators are identified and monitored. (RTI 16 & RTI 6)</p>		<p>LPAC Members: ESL Lead, ELD Interventionists, Counselors, Administration, Bilingual Teacher, and Parent of LEP student</p>	<p>LPAC Minutes and ARDs</p>				
<p>Critical Success Factors CSF 2</p> <p>6) Audits on Green folders will be conducted monthly to ensure that we meet district compliance expectations</p>		<p>ESL Lead</p>	<p>Accuracy and Appropriate Placement of student programs.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: Science Goal 1: 100% of science teachers will model and use science notebooks with their students at least twice a week starting in August.

Science Goal 2: Literacy will be incorporated into science plans in each component.

Evaluation Data Source(s) 5: Student work will be looked at and lesson plans to determine if this goal was met.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will collaborate with ILT to analyze data and develop assessments. Teachers will use data to adjust instruction and instructional grouping. (CPT 1 & 2)</p>		Science teachers, and specialist.	Sign in sheets, DMAC data showing growth from DCA1 and 2				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will use the Martin Planning Protocol Model, during assigned planning schedule times. Lessons will incorporate the 5E lesson plan model (Engage, Explain, Explore, Evaluate, and Extend) (CPT 1 & 2)</p>		Science Teachers, Science Specialists, Admin	Walk-through forms, sign in sheets, and lesson plan reviews.				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Teachers and students will utilize technology programs to address different learning styles; such as Edusmart, StemScopes, and Read Write Gold. (ES 16)</p>		Science teachers, Spec Ed Interventionists	Stemscopes usage reports, lesson plans				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Students will use science notebooks daily to record, respond, and analyze science concepts. (ES15)</p>		Science teachers, and Science Specialist	Science Students notebooks showing student data from investigations.				
Funding Sources: Title I - 0.00, State Comp Ed - 0.00							
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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.



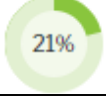
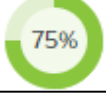
Performance Objective 6: Technology Goal:


100% of PreK and Kindergarten teachers will use Schoology at least 2 times per month to interact and communicate with parents.

100% of 1st-grade students will have 2 interactions per month in Schoology starting in December. 100% of 2nd through 4th graders will have 2 interactions in Schoology per month.

Evaluation Data Source(s) 6: Implementation will be monitored with Schoology by having teachers submit monthly screenshots of student interactions. Also, a report will be pulled by using Cognos and Excel.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Martin will conduct a min. of 4 technology PD training throughout the year, so that teachers can complete 3.5 hours of tech PD. (TEC 7 & TEC 6)</p>		Tech Specialist, Tech Committee Members	PD printout sheets				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) All staff will be provided PD opportunities, PLC, or additional trainings to be exposed to the tech competencies, and the requirements at each grade level. (TEC 8, and PD 2)</p>		Tech Specialist, Tech Committee Members	PD printout sheets, Sign In Sheets				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will be provided multiple technology PD opportunities, and training throughout the year to help with the integration of technology into all content areas. (TEC 6)</p>		Tech Specialist, Tech Committee Members	PD printout sheets, Sign In Sheets				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Purchase/provide and Maintain technology hardware for K-4 classrooms to support 21st century learning environments, including computers, projectors, projector bulbs, printers and ink. (TEC 7)</p>		Tech Specialist, Librarian	All Classrooms will have up to date, and working technology to use daily.				
Funding Sources: Title I - 7000.00, State Comp Ed - 0.00							

<p>Critical Success Factors CSF 1</p> <p>5) Staff will incorporate and integrate technology into their lessons in all content areas. (TEC 6 & 7)</p>		Classroom Teachers	Lesson Plans and Technology Walk-throughs				
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= Accomplished



= Continue/Modify



= No Progress








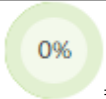

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Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Transition Goal: All students will participate in transition activities, Block classes, and extra curricular activities.

Evaluation Data Source(s) 7: Attendance reports and sign in sheets will be looked at to determine if this goal was met.

Summative Evaluation 7:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Transition events, such as kinder round-up, 4th grader field trip to intermediate campuses, BOY letters and phone calls, and Meet the Teacher will be provided to help ease the transition of our students.</p>		All Teachers, Early ChildHood Transition Team, Specialists, Kinder Aid, and Admin	Sign In Sheets, Documentation of planning of events,				
Funding Sources: Title I - 1000.00, State Comp Ed - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Students will engage in extra curricular and co-curricularactivities, field trips,enrichment clubs, and guest speakers. (HPW 9)</p>		All Staff	Sign In Sheets, and student participation				
Funding Sources: Title I - 4634.00							
<p>Critical Success Factors CSF 1</p> <p>3) Students will be provided materials to support projects, activities, and performances in block subjects including art, music, PE, Health, and TECH. (HPW 1, and HPW 10)</p>		BLOCK teachers, including ABL Integrator	Student projects showcased in the hallway, and performances				
Funding Sources: State Comp Ed - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


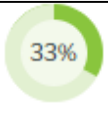




Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: Martin will be in 100% compliance with all state and federal laws and requirements.

Evaluation Data Source(s) 8: This goal will be considered completed if all reports, materials, and paperwork have been completed on time.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide At-risk and struggling students with Summer School opportunities. (SUM 3 & 6)</p>		Classroom teachers, summer school coordinator	Students enrolled in summer school				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Collaborate with by providing support, training, and materials for data analysis and targeted intervention groups. Support will be given through the following programs; Title 1, ABL and Brain Room/MALL, Bridge, accelerated Instruction, Boost intervention, Tutorials, interventionists, kinder aid groups, GT/PEP, SPED, RTI/Child watch, istation, Dyslexic/504, STAT, CIS, and ARDS.</p> <p>(RTI 1, RTI 9, RTI 6) (AA 4, GTAP 1, RTI 1, 8, 9, 10, 11, 12, 13, 15, SAP 3)</p>		Teachers, Interventionists, Kinder Aids and SPEC Ed Specialists. RTI2 Committee, ABL Integrator, REID Teacher	Child Watch Meetings, intervention reports				
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) The family involvement policy and family compact will be evaluated, revised, and shared with all stakeholders throughout the year; including parent conferences. (FAME 1, 3, 14)</p>		all staff members	Parent Involvement				
<p>Critical Success Factors CSF 1</p> <p>4) CIS and counselors will ensure migratory and Homeless students are receiving equal learning opportunities academically and socially. (H3)</p>		CIS, Counselors, Front Office, all teachers	All migrant and homeless students will be attending school regularly,				









<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide first thru third grade SPED students accelerated instruction through the area of reading using research based program for 1-20 minute session a week. Fourth grade SPED students will get 1-20 minute session in the area of reading and 1-20 minute of math a week. These services will be provided during the school day and additional tutorials through Mustang Academy. (TUT 1)</p>		<p>J. Boykin, K. Thorn, L. Dvorak, M. Vega, P. Cohen, S. Newsom</p>	<p>Student data will be recorded on their one years growth chart, and also discussed during ARDs.</p>				
<p>Funding Sources: Title I - 10000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>6) Provide first thru fourth grade students with differentiated intervention in a timely manner through the Martin Child Watch and STAT process. (RTI 2)</p>		<p>Martin Content Team, REID teacher, Administration</p>	<p>Student to receive academic and/or behavioral support to be successful in classroom instruction.</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>							
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Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: Students will participate in events throughout the school year to develop an awareness of college and career opportunities.

Evaluation Data Source(s) 1: Attendance reports for career day will be used to determine if this goal was met.

Summative Evaluation 1:





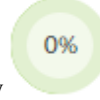

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 5</p> <p>1) Students will be exposed to different career options and colleges, through different programs such as Career Day, staff displays, discussions, and college shirt day.</p>		counselors and classroom teachers	Student awareness				
<p>Critical Success Factors CSF 3 CSF 4 CSF 5</p> <p>2) The counselors will provide sample lesson plans and activities to classroom teachers for use during Career Day and Community Circle time.</p>		counselors and classroom teachers	Students will be more aware of the different career paths they can take in their future. They will be able to identify and explain the roles, responsibilities, and skills needed in various careers.				
<p>Critical Success Factors CSF 5</p> <p>3) College visit to Rice University for GAP and student council members. Additional visits to universities for 4th grade students will also be provided throughout the year.</p>		GAP Mentors, counselors and classroom teachers	Students will have the opportunity to explore what local colleges and universities in Houston have to offer after high school. The trips will allow students to broaden their educational horizons.				
<p>4) Gifted and Talented students will participate in a showcase at least once this year. 3rd and 4th grade GT students will participate in a field trip to explore technology and/or areer opportunities.</p>		Content & Librarian(GT Coordinator)	Student Awareness				
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Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 2: 90% of students will master the technology competencies as tested by the district technology student survey.

Evaluation Data Source(s) 2: End of year tech competency reports will be reviewed and the passing rate will be determined from district reports.

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Teachers and students will use 21st century classroom technology to reinforce and learn new skills and strategies in all content areas. (TEC 6 & 7)		Classroom Teachers	Lesson Plans and Technology Walk-throughs				
Critical Success Factors CSF 1 2) Students in grades k-4 will participate in lessons in the health/tech lab, using a variety of programs such as Kodable, Office, QR codes, Power Point, ABCya, and Brain Pop, Schoology, Alief HUB (TEC 6 & 8).		Health Tech Teacher					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: 98% all students and staff will be in attendance each day at school.

Evaluation Data Source(s) 1: Attendance reports will be run and be reviewed to determine if this goal has been reached.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 4 1) Bulletin board as a visual for students and staff with daily percentages for attendance. (A6)		Front Office Secretary, Attendance Clerk	Students % will increase				
Critical Success Factors CSF 6 2) Incentives for perfect attendance, AB honor roll, and principals honor roll for staff and students. such as awards, and certificates, will be given weekly, monthly, every 9 weeks, semester, and at the end of year. (A6)		Classroom teachers, behavior interventionist, and admin	Increase in attendance				
Funding Sources: Title I - 1500.00, State Comp Ed - 0.00							
Critical Success Factors CSF 4 CSF 6 3) Absences and tardies are monitored with phone calls, e-mails, letters, and conferences. (A2 & A3)		Classroom Teachers, counselors, attendance clerk, and principals	A decrease in the amount of absences after notifications.				
Critical Success Factors CSF 1 CSF 4 CSF 6 4) GoNoodle, Early Bird Specials, Brain Room/MALL, Web EX morning announcements are utilized daily to encourage students to be at school on time. (HPW 9 & 3,)		Block team, principals, ABL integrator	Attendance will increase				
Funding Sources: State Comp Ed - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 2: Activities will be developed to promote a safe, drug-free learning environment., and to reduce behavior intervention reports and office referrals.

Evaluation Data Source(s) 2: Behavior intervention reports will be run and reviewed to determine if this goal was met.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>1) Teachers and students will participate in Red Ribbon week to promote a safe and drug free environment. (pass 1)</p>		Classroom Teachers, Counselors	Student participation				
Funding Sources: Title I - 600.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue Bully prevention programs and Communities in School (CIS). Continue programs, GAP Boys and Girls (Gentlemen/ Girls Achieving their potential/STEM), SAP (Student Assistance Program), SAC, Aim for Success, Think Kindness and Oskar Bully Battle Performance for grades 2-4. (PASS 13) (PASS 12)</p>		CIS, Counselors, behavior interventionists, PASS specialists, classroom teachers					
Funding Sources: State Comp Ed - 0.00							
<p>Critical Success Factors CSF 6</p> <p>3) Implementation of safety standard operating procedures, such as CHAMPS, Guidelines for Success, fire drills, school wide signals, evacuation drills, bad weather drills, shelter in place, lock down for safety of the school....etc. (PASS 13)</p>		All Martin Staff	Reduction of Referrals, decrease in minutes to complete each drill.				
<p>Critical Success Factors CSF 6</p> <p>4) ABC will meet monthly to collaborate with stakeholders to analyze data. (PASS 13)</p>		ABC committee, admin	Resolve issues and concerns of staff and/or students				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide teachers with support for targeted behavior interventions and at-risk students with support from SAP, Childwatch/RTI2/STAT, counselors, CIS, mentors, BIPs, brain room /Mall and enrichment clubs. (RTI 2 RTI 13)</p>	<p>All Martin Staff including administrators, specialists, interventionists, counselors, and aides, behavior interventionist</p>	<p>INOVA data, report card data, observations</p>				
<p>Funding Sources: State Comp Ed - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 3: 100% of students and staff will be trained in AUP,RUP, internet safety, BYOD, and cyber bullying.

Evaluation Data Source(s) 3: Sign in sheets will be reviewed to determine that this goal was met.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Students will be trained in AUP,RUP, Internet Safety, and cyber bullying in Health/Tech class. (PASS 15)		Health Tech Teacher	# of incidence reported for AUP/RUP compliance and Cyber bullying.				
Critical Success Factors CSF 6 2) All staff will watch all 20 of the beginning of the year videos, including the AUP/RUP and BYOD video and sign off on the Secretary's door. (TEC 3, TEC 1)		All Staff	sign in sheets, video Plus reports				







Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 90% of teachers will continue to work at Martin Elementary.

Evaluation Data Source(s) 1: End of the year staffing reports will determine if this goal was met and end of the year survey.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Administration and staff members will recognize outstanding performance and attendance of fellow staff members with the "Mustang of the Month" award, Staff Attendance bulletin board, Shine awards, TWEETS, and Martin Weekly News and Notes. (A 1, A 3, PASS 3, PD 7)</p>		All Staff	School morale, staff attendance reports, and staff survey				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Ongoing small group, SIOP, and Small Group observations with constructive feedback given in 1:1 conferences. (AA 4, AA7, ELA 1, 2, 3, 5, 7, 9, 12, EM 1, ES 1, PASS 3, PASS 12, PASS 13, PD 2, 7, SLE 2, SELA 1)</p>		ILT, and Admin	Improve teachers first line instruction				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) New staff will participate in mentor or buddy programs throughout the school year on a monthly basis (AA 4, AA7, ELA 1, 2, 3, 5, 7, 9, 12, EM 1, ES 1, PASS 3, PASS 12, PASS 13, PD 2, 7, SLE 2, SELA 1).</p>		Admin, new teachers, and ILT.	Teacher growth observed through walk-throughs, and sign in sheets for monthly new teacher meetings.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Refine and improve efficiency during staff development, PLC meetings, extended plannings, content committee meetings, and other professional meetings. (AA4, AA 6, PD 2, 7)</p>		ILT, and classroom teachers					







<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Provide, purchase, organize, and maintain quality and up to date materials and books for teachers in the curriculum lab, Science lab, math lab, and library for checkout and use in classrooms. (PD 2, TEC 5)</p>		<p>ILT, and admin</p>					
<p>Funding Sources: Title I - 6330.00</p>							
<p>Critical Success Factors CSF 1</p> <p>6) Martin teachers will co-teach/model and/or observe with the ILT to support practices and improve instructional delivery. (PD 1)</p>		<p>Classroom Teachers, ILT, and Admin</p>					
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Martin will recruit Highly Qualified staff members.

Evaluation Data Source(s) 2: End of year staffing reports, that show all positions filled by high qualified teachers will determine that this goal was accomplished.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Attend job fairs, student teacher meet and greets, and continue partner ships with local universities. (PD 2, 7).</p>		Admin and ILT	staffing reports				
<p>Critical Success Factors CSF 3 CSF 4 CSF 5</p> <p>2) Promote campus, state, and district professional development opportunities such as; behavior management, technology, small group instructions, reading phonics, writing and math, Martin Power Hour, and house keeping items (grade book, parent conferences...etc.).(AA 3, 6, ELA 5, ELA 7, 12, EM 1, ES 1GTAP 1, HPW 10, IL 1, PASS 12, PASS 13, PD2, 3, 7, RTI 7, 9, 12, 13, SLE 2, SAP 4, TEC 5)</p>		Admin and ILT	Attendance reports, and sign in sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 1: Martin will provide extra curricular/co-curriculum activities for our students and stakeholders in order to build positive relationships.

Evaluation Data Source(s) 1: Sign up sheets will be used to determine if this goal has been accomplished.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Students will have opportunities to participate in enrichment clubs, mustang academy tutorials, and presentations by guest speakers. (PASS 12, 13, TUT 1)</p>		Teachers, counselors, paras, and principals	Student sign in sheets for clubs, attendance to mustang academy,				
Funding Sources: Title I - 10000.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Family engagement opportunities will be provided to parents through Parent/teacher conferences, monolingual/Bilingual parenting sessions, VIPS, Parent Education Nights, Fall Fun Festivals, 3 MC2 Data Meetings, Hoe Down, Field Day, PK trike and bike day, Monday Messages, call out messages, Remind 101, qr newsletter, PK splash Day, Library Nights, Texas Public Schools' Week, Meet the Teacher, Book Fairs, Marquee Messages, Monthly Newsletters, Mustang Gallop, and Martin Family Center. (ASP 14, 16, A 3, FAME 14)</p>		All staff members	sign in sheets, and increased participation during family engagement opportunities.				
Funding Sources: Title I - 4175.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 2: Martin will increase the amount of weekly hours volunteered by parents in the Family Center by 5%.

Evaluation Data Source(s) 2: Parent sign in sheets will be reviewed and compared to previous year to determine if this goal was met.

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) The Martin Family Center will advertise with flyers, Monday Messages, newsletters, and call outs to increase volunteer hours. (FAME 11)</p>		FAME, Parent Liaison, and Administration	Increase in parent volunteer hours				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The Martin Family Center will offer a variety of classes (including ESL, civics, Jump Start, and parenting), activities, coffee, and refreshments to increase family and community member attendance. (FAME 11)</p>		FAME, CIS, Counselor and Parent Liaison	Family Center sign in sheets for classes				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 3: Martin will maintain a 99% of the school student population with at least one family member interaction.

Evaluation Data Source(s) 3: FAME sign in sheets, parent conference forms, and parent center sign in sheets will be reviewed to determine if this goal was met.

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Martin will target inactive parents with phone calls and home visits. (A 4, FAME 14)		FAME, Counselors, Admin, and CIS	Parent interactions increase through VIPS.	 33%			
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Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 4: Martin will make the registration process easier by providing online registration areas within our front office.

Evaluation Data Source(s) 4: Online registration numbers from beginning of the year.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Purchase, maintain, and provide laptops and seating for two online registration areas in our front office.		Front Office Staff, Tech Specialist	Parent use for online registration				
Funding Sources: Title I - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: 75% of all students will meet state Approaching Grade Level standards ; 43% at Meets Grade Level standards, and 18% meeting or exceeding Masters Grade Level standards for Math as measured by STAAR. STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories.

PROBLEM STATEMENT:

Martin students under performed in Domain 2: Academic Growth as compared to Reading. 4th grade scored 15 points less in math than reading in our growth component scores as measured through state accountability ratings.

STRATEGY: We will continue with the 5/8 components of the SIOP model with a primary focus on meaningful interaction.

ROOT CAUSE: There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal? The data is pending release from the State and will provide data when it released.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: 25% of teachers will be emerging, 25% of teachers will be developing and 50% of teachers will be proficient or above on implementing 3 out of 8 of the SIOP components.

Evaluation Data Source(s) 1: STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories.

Quarter 1 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) This goal is still in progress and we expect to meet this goal. As a result of the academic restart of school, we will extend this goal into Quarter 2 and report out there.

(2) Provide and explain the data or evidence that supports your statement above.

We are working on a 6 week cycle for observations and will report out data in Quarter 2 to support this goal.



(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)





Progress to meet this goal is being made.







(4) What, if any, adjustments must be made to meet the annual goal?




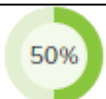


Our interventions will support our annual goal. We have added new mth strategies in addition to SIOP strategies to support our goal of student growth in math. This will support our annual goal progress.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The Focus Team will be trained on all 8 components of SIOP by the ESL lead and interventionists at an ILT meeting on August 20, 2018.		esl lead and esl interventionists	walkthroughs				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> 2) The Focus Team will calibrate using the new SIOP Rubric on August 24, 2018. Adjustments will be made to the rubric, if needed, by the 24th of August.		Specialists, counselors, administrators, interventionists, and special education interventionists and administrators	SIOP walkthrough rubric, minutes of the meeting, and sign in sheets.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) ESL Lead, ESL interventionists, and cohort members will review with returning staff and train NEW teachers on the SIOP components of Lesson Preparation, Lesson Delivery, Building Background Knowledge, Comprehensible Input, and Meaningful Interactions on the week of August 26, 2018 in PLC. At this PLC we will also review the SIOP rubric and discuss the overall goal of first line instruction. Teachers will be given opportunities to ask questions and provide feedback about the SIOP rubric.</p>		ESL Lead and ESL interventionists and cohort members and administrators	Sign in sheet and copy of PPT				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Specialists and/or SIOP Cohort members will meet with teachers for weekly planning to support with implementation of all 5 components of the SIOP model. Lesson plans will include the elements of effective lessons (CO, LO, AS, SS, AV, IL, GP, CFU/QQ, IP, C, A). (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Content Specialist, cohort members, and Administrators	Lesson Plans, first line instruction				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) The Focus Team will conduct 2 walk-throughs in the first quarter (8 week time frame) for SIOP for Language Arts teachers and 2 walk-throughs for Math/Science teachers beginning the week of September 10, 2018.</p> <p>Focus Team members will debrief and coach teachers face-to-face utilizing SEA and 3M feedback within 5 school days of the date walked. (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, counselors, administrators, interventionists, special education interventionists and administrators	SIOP walkthroughs rubric, and walkthrough schedule				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) SIOP Cohort 5 (targeted for M/SC teachers in 3rd-4th and specialists: Bauri, Allberry, Fruth, Gebbs, and Saldana) will attend the SIOP 3-Day Training on September 18-20, 2018.</p> <p>(SLE 2 & ELA 10)</p>		ESL lead and administrators	Sign in sheets, emails, and short leave forms				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) A review and training of the ELPS and TELPAS connection will be held in PLC on the week of September 24, 2018. Teachers will have an in depth understanding about the ELPS and know that TELPAS evaluates their English language development.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		ESL lead and interventionists	Sign in sheets PLC agenda				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) The Focus Team will collaborate and reflect bi weekly during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.</p>		Specialists, counselors, administrators, interventionists, and special education interventionists and administrators.	Sign in sheets, handouts, minutes of meeting				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>9) Specialist will continue to add resources to the SIOP folder in Schoology. Teachers have resources available that support: -ELPS Interactive Language Objectives -ELPS Instructional Tool -Components of Language Objectives -Cooperative Learning Strategies and more</p>		Content Specialist and administrators	Website with resources and email				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>10) ESL Specialist and ELA Specialist department will conduct a walk-through for teachers from SIOP Cohort 1-4, October 17, 2018. Debrief that day of the walk-through to provide feedback and next steps.</p>		ESL Specialist and ELA Specialist	SIOP Walk-through and glows and grows.				
<p>11) ESL lead, ESL interventionists, and cohort members will lead a SIOP power hour mandatory for new teachers and open to all returning teachers who want/need to go deeper in meaningful interactions component on September 26, 2018.</p>		ESL lead, interventionists, cohort members	sign in sheets, PD agenda				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>12) 12) Math specialists will lead a Bar Modeling training for new teachers and open to all teachers who need a refresher course by October 15, 2018.</p>	2.4, 2.5, 2.6	Math specialists, administration	A better understanding of how to model and guide students through the bar modeling process. Improved performance on problem solving will be a result.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>13) Teachers will monitor students weekly online instruction time to verify students receive 45 minutes per week on I-Ready. (AA 5, EM1, TEC6)</p>	2.4, 2.5, 2.6	Teachers, math specialists	Increase in student growth in iReady.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>14) Tier 2 students will be provided an additional 20 minutes of technology support time through I-Ready and Reflex Math during Block computer lab rotations, CHAMPS time, and/or tutorials. (TUT 1, ASP 11, RTI 9)</p>		Math Specialists, Technology teachers, classroom teachers, and math interventionists.	Monthly individual and class performance reports through I-Ready Math and Reflex Math, increased scores on CCA and DCAs.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>15) Students from grades 2-4 will keep an ongoing Data Profile to set goals and self monitor their performance. (AA 4, AA 5)</p>	2.4	Teachers, math specialists, and math interventionists.	Performance on district and campus common assessments.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>16) Teachers will keep a classroom data binder to monitor and record student growth. (AA 4, AA 5)</p>	2.4, 2.6	Teachers, math specialists, and math interventionists.	Performance on district and campus common assessments.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>17) Math Specialists will lead a Data PLC the week of October 22, 2018 in which teachers will determine students' tier levels and scale scores from i-Ready. Teachers will identify the intensity of support needed for students in order to make growth.</p>	2.4, 2.5, 2.6	Teachers, Math Specialists, administration	Student growth in CCA's, DCA's, and i-Ready Growth Monitor assessments.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>18) Math Specialists will lead a Data PLC the week of October 22, 2018 in which teachers will determine students' tier levels and scale scores from i-Ready. Teachers will identify the intensity of support needed for students in order to make growth.</p>	2.4, 2.5, 2.6	Teachers, Math Specialists, administration	Student growth in CCA's, DCA's, and i-Ready Growth Monitor assessments.				



Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: 75% of all students will meet state Approaching Grade Level standards ; 43% at Meets Grade Level standards, and 18% meeting or exceeding Masters Grade Level standards for Math as measured by STAAR. STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories.

PROBLEM STATEMENT:

Martin students under performed in Domain 2: Academic Growth as compared to Reading. 4th grade scored 15 points less in math than reading in our growth component scores as measured through state accountability ratings.

STRATEGY: We will continue with the 5/8 components of the SIOP model with a primary focus on meaningful interaction.

ROOT CAUSE: There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal? The data is pending release from the State and will provide data when it released.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 2: Quarter 2 GOAL continuation of Quarter 1 GOAL: 25% of teachers will be emerging and a 25% of teachers will be developing and 50% of teachers will be proficient or above on implementing 3 out of 8 of the SIOP components.

Student measure:





Evaluation Data Source(s) 2: Quarter 2 REPORT:

- (1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)
- (2) Provide and explain the data or evidence that supports your statement above.
- (3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)
- (4) What, if any, adjustments must be made to meet the annual goal?

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The Focus Team will conduct 2 walk-throughs in the second quarter (7 week time frame) for SIOP for Language Arts teachers and 2 walk-throughs for Math/Science teachers.</p> <p>Focus Team members will debrief. (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, counselors, administrators, interventionists, special education interventionists and administrators	SIOP walkthrough rubric, walkthrough schedule				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with SIOP and areas of need as identified by TAIS quarterly data. (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, interventionists, special education interventionists and administrators	SIOP walkthrough rubric and lesson plans and outlook calendar				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Specialists and/or SIOP Cohort members will meet with teachers for weekly planning to support with implementation of all 8 components of the SIOP model. Lesson plans will include the elements of effective lessons (CO, LO, AS, SS, AV, II, GP, CFU/QQ, IP, C, A). (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Content Specialist and administrators	Sign in sheets and lesson plans				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The Focus Team will collaborate and reflect bi weekly during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends. (SLE 2 & ELA 10 & PD 2 & PD 1)</p>		Specialists, counselors, administrators, interventionists, special education interventionists and administrators	Sign in sheets, minutes of the meeting				
<p>5) ESL lead, ESL interventionists, and cohort members will lead a SIOP power hour mandatory for new teachers and open to all returning teachers who want/need to go deeper in Language Building Activites component on November 7, 2018. (Component will be picked pending walkthrough data and campus needs).</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) ESL Lead and ESL interventionists will review with teachers on the TELPAS Scores from Spring 2018 results will be tracked through a matrix of proficiency levels.</p> <p>Teachers will collaborate with content specific suggestions that can allow our student to grow one proficiency level to the next. Teachers will commit to doing purposeful writing across all content areas.</p>		ESL Lead and ESL interventionist and administrators	PLD Matrix and sign in sheets				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) The Focus Team will discuss/calibrate using the SIOP Rubric the week of January 14, 2019.</p>		Specialists, counselors, administrators, interventionists, special education interventionists and administrators	Sign in sheets, minutes of meeting and video				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) Specialist will continue to add resources to the SIOP folder in Schoology. Teachers have resources available that support: -ELPS Interactive Language Objectives -ELPS Instructional Tool -Components of Language Objectives -Cooperative Learning Strategies and more</p>		Content specialist, ESL interventionist and administrators	Menu, lesson plans				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 9) ESL Specialist and ELA Specialist department will conduct a walk-through for teachers from SIOP Cohort 1-5, January 9, 2019. Debrief that day of the walk-through to provide feedback and next steps.							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: 75% of all students will meet state Approaching Grade Level standards ; 43% at Meets Grade Level standards, and 18% meeting or exceeding Masters Grade Level standards for Math as measured by STAAR. STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories.

PROBLEM STATEMENT:

Martin students under performed in Domain 2: Academic Growth as compared to Reading. 4th grade scored 15 points less in math than reading in our growth component scores as measured through state accountability ratings.

STRATEGY: We will continue with the 5/8 components of the SIOP model with a primary focus on meaningful interaction.

ROOT CAUSE: There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal? The data is pending release from the State and will provide data when it released.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 3: Quarter 3 GOAL: A minimum of 40% of teachers will be developing and at least 60% of teachers will be proficient or above on implementing 3 out of 8 of the SIOP components.

Evaluation Data Source(s) 3: Quarter 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes, the quarter goal was met.

(2) Provide and explain the data or evidence that supports your statement above.

For 3rd and 4th grade teaches, data shows 44% at exceeds, 44% at proficient, 13% at developing on the SIOP walk through rubric.

(3) Are you on track to meet your annual goal?





Yes, as long as teachers are actively incorporating SIOP components consistently we expect it should positively impact students' language development, thus helping us to reach our annual goal.

(4) What, if any, adjustments must be made to meet the annual goal?

For teachers to continue to purposeful planning with the components of SIOP.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) The Focus Team will conduct one walk-throughs every 5 weeks for SIOP coach teachers face-to-face with feedback within 5 school days.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, counselors, administrators, interventionists, special education interventionists, and administrators	SIOP walkthrough rubric, walkthrough schedule				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with SIOP and areas of need as identified by TAIS quarterly data.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, interventionists, special education interventionists and administrators	SIOP walkthrough rubric, lesson plans, and outlook calendar				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Specialists will meet with teachers for weekly planning to support with 3 components (interaction, building background, and comprehensible input) of the SIOP model with the use of academic vocabulary.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Content specialist and administrators	Sign in sheets, lesson plan protocol				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The Focus Team will collaborate and reflect once every five weeks during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends. (SLE 2 & ELA 10 & PD 2 & PD 1)</p>		<p>Specialists, counselors, administrators, interventionists, special education interventionists and administrators</p>	<p>Sign in sheets, minutes from meeting</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Specialist created a meaningful interactions resource folder in Schoology. Teachers have resources available that support: -ELPS Interactive Language Objectives -ELPS Instructional Tool -Components of Language Objectives -Cooperative Learning Strategies</p>		<p>Specialist and ESL interventionist</p>	<p>Schoology and emails</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) ESL Specialist and ELA Specialist department conducted a walk-through for teachers from SIOP Cohort 1-4, February 14, 2018. Debrief that day of the walk-through to provide feedback and next steps.</p>		<p>ESL Lead and ELA Specialist along with ESL District Specialist</p>	<p>SIOP Walk-through and glows and grows sheet</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: TAIS Targeted Improvement Plan ANNUAL GOAL: 75% of all students will meet state Approaching Grade Level standards ; 43% at Meets Grade Level standards, and 18% meeting or exceeding Masters Grade Level standards for Math as measured by STAAR. STAAR scores will be analyzed in order to determine if we have met goals for the Approaches, Meets, and Masters categories.

PROBLEM STATEMENT:

Martin students under performed in Domain 2: Academic Growth as compared to Reading. 4th grade scored 15 points less in math than reading in our growth component scores as measured through state accountability ratings.

STRATEGY: We will continue with the 5/8 components of the SIOP model with a primary focus on meaningful interaction.

ROOT CAUSE: There is a lack of consistent formative assessment to monitor student learning needs followed by the necessary instructional adjustments by the teacher to provide support and/or enrichment for students.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal? The data is pending release from the State and will provide data when it released.

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 4: Quarter 4 GOAL: 30% of teachers will be developing and 70% of teachers will be proficient or above on implementing 3 out of 8 of the SIOP components.

Evaluation Data Source(s) 4: Quarter 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes, the quarter goal was met.

(2) Provide and explain the data or evidence that supports your statement above.

For 3rd and 4th grade teaches, data shows 73% at exceeds, 20% at proficient, 7% at developing on the SIOP walk through rubric.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)





Yes, as long as teachers are actively incorporating SIOP components consistently we expect it should positively impact students' language development, thus helping us to reach our annual goal. As long as the coaching and observations continue we should met our annual goal.

(4) What, if any, adjustments must be made to meet the annual goal?

No changes

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The Focus Team will conduct one walk-throughs every 5 weeks for SIOP, coach teachers meet with teachers face-to-face with feedback within 5 school days.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, counselors, administrators, interventionists, special education interventionists and administrators	SIOP walkthrough rubric and walkthrough schedule				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with SIOP and areas of need as identified by TAIS quarterly data.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Specialists, interventionists, special education interventionists and administrators	SIOP walkthrough rubric, lesson plans, and outlook calendar				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Specialists will meet with teachers for weekly planning to support with 3 components (interaction, building background, and comprehensible input) of the SIOP model with the use of academic vocabulary.</p> <p>(SLE 2 & ELA 10 & PD 1 & PD 2)</p>		<p>Content specialist and administrators</p>	<p>Sign in sheets, lesson plan protocol</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The Focus Team will collaborate and reflect once every five weeks during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.</p> <p>(SLE 2 & ELA 10 & PD 2 & PD 1)</p>		<p>Specialists, counselors, administrators, interventionists, special education interventionists and administrators</p>	<p>Sign in sheets and minutes of the meeting</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Specialist created a meaningful interactions resource folder in Schoology. Teachers have resources available that support: -ELPS Interactive Language Objectives -ELPS Instructional Tool -Components of Language Objectives -Cooperative Learning Strategies</p>		<p>Content specialist, ESL interventionist and administrators</p>	<p>Schoology and email</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) ESL Specialist and ELA Specialist department conducted a walk-through for teachers from SIOP Cohort 1-4, April 25, 2017. Debrief that day of the walk-through to provide feedback and next steps.</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: 65% of 3rd grade students and 68% of 4th grade students will meet Approaches Grade Level performance standards as measured by STAAR Reading. There will be an overall increase by 5% in Meets Grade Level performance standards as measured by STAAR Reading.

PROBLEM STATEMENT: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading.

STRATEGY: We will monitor reading small groups.

ROOT CAUSE: There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 1: Quarter 1 GOAL: 45% of 3rd and 4th grade teachers will be emerging and 55% of 3rd and 4th grade teachers will be developing or above on the small group walk through rubric.

Evaluation Data Source(s) 1: Quarter 1 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) This goal is still in progress and we expect to meet this goal. As a result of the academic restart of school, we will extend this goal into Quarter 2 and report out there.

(2) Provide and explain the data or evidence that supports your statement above.

We are working on a 5 week cycle for observations and will report out data in Quarter 2 to support this goal.



(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)







Progress to meet this goal is being made.






(4) What, if any, adjustments must be made to meet the annual goal?

Our interventions will support our annual goal. We set specific dates to meet with our Focus team, as listed in our interventions. This will support our annual goal progress.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Content will hold a small group PLC the week of September 10, 2018 to review components of small group lessons, expectations, and review the small group rubric. Teachers will be given opportunities to ask questions and provide feedback about the small group rubric.</p> <p>At this PLC content specialists will review expectations for the 40/50 book challenge.</p>		Content Specialists and Administrators	sign in sheets and PLC agendas				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) The Focus Team will calibrate using the new Small Group Rubric on August 24, 2018. Adjustments will be made to the rubric, if needed, by August 24, 2018.</p>		Focus Team, Administrators	Sign In Sheet, Agenda				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Accountability meetings will be held with all grade levels the week of October 17, 2018 to discuss student growth measure. Data meeting will take place on the week of October 8th with 2nd-4th grade teachers to discuss ELL, Progress Measure, and STAAR Reading/Math Data. Lead by Nikki.</p>		<p>Content Specialist, Teachers, Administrators</p>	<p>Sign In Sheets, PLC Agenda</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The Focus Team will conduct 2 walk-throughs in the first quarter (8 week time frame) for Small Groups -Next Steps in Guided Reading for Language Arts teachers beginning the week of September 17, 2018.</p> <p>Focus Team members will debrief and coach teachers face-to-face utilizing SEA and 3M feedback within 5 school days of the date walked. (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		<p>Content specialists, Interventionists, Counselor, and Administrators</p>	<p>walkthrough rubrics, data tracking spreadsheet,</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Students and teachers will participate in the 40 book (50 book for 4th grade) challenge beginning September 10, 2018.</p>		<p>Administrators</p>	<p>sign in sheets</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Content specialists will train teachers to run reports and discuss Istation data with teachers the week of October 21, 2018 during PLC time. Teachers will analyze and share individual student and classroom data from Istation as well as small group reading levels with colleagues. Planning will be adjusted to target areas of need based on data trends.</p>		<p>Content Specialist, Teachers, Administrators</p>	<p>sign in sheets, small group binders, istation data</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) The Focus Team will collaborate and reflect monthly during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.</p>		Content specialists, Interventionists, Counselor, and Administrators	sign in sheets, walkthrough data,				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: 65% of 3rd grade students and 68% of 4th grade students will meet Approaches Grade Level performance standards as measured by STAAR Reading. There will be an overall increase by 5% in Meets Grade Level performance standards as measured by STAAR Reading.

PROBLEM STATEMENT: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading.

STRATEGY: We will monitor reading small groups.

ROOT CAUSE: There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 2: Quarter 2 GOAL in continuation from Quarter 1: 45% of 3rd and 4th grade teachers will be emerging and 55% of 3rd and 4th grade teachers will be developing or above on the small group walk through rubric.

Student Measure: 55% of all 3rd grade students and 55% of 4th grade students will show a \hat{A} ½ a years growth from the beginning of the year reading level by the end of quarter 2 as measured by ISIP.

Evaluation Data Source(s) 2: Quarter 2 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS) YES, for the teacher

measure. NO, for the student measure.

(2) Provide and explain the data or evidence that supports your statement above.

Teacher Measure: Currently, 22% of 3rd and 4th grade teachers are developing, 33% are emerging, and 44% are exceeds on the small group walk through rubric.

Student Measure: 47% of 3rd grade students are reading at a 1/2 year's growth as measured by ISIP. 40% of 4th grade students are reading at a 1/2 year's growth as measured by ISIP.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Annual goal is a student measure, so for the student measure we are meeting our goal for both grade levels. Third grade has scored a 47% passing at state standards for DCA1. Fourth grade had 46% passing at the state standard.





(4) What, if any, adjustments must be made to meet the annual goal?

waiting on results of small group measure

We will continue to monitor our small group instruction, to ensure students are growing as readers and maintaining/constructing meaning. We will adjust planning to support instructional needs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Content Specialists will hold small group PLC during the week of November 25, 2018 to review current implementation walk-through data, review small group reading levels and istation data for class and individual students (below, on, above). Teachers will share implementation strategies, and set personal and student goals.</p>		Teachers, Admin, Specialists	Sign In Sheets, Lesson Plans, Data tracking sheets				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) The Focus Team will conduct 2 walk-throughs in the second quarter (7 week time frame) for Small Groups - Next Steps in Guided Reading for Language Arts teachers.</p> <p>Focus Team members will debrief and coach teachers face-to-face utilizing SEA and 3M feedback within 5 school days of the date walked. (SLE 2 & ELA 10 & PD 1 & PD 2)</p>		Teachers, Admin, Specialist	Walk-through Rubrics				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with small group instruction and areas of need as identified by TAIS quarterly data.</p>		Content Specialists, Teachers, Admin	Model Co-Teach Log				
<p>4) The Focus Team will collaborate and reflect bi weekly during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.</p>		Admin, Specialists, Interventionists	Sign In Sheets				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: 65% of 3rd grade students and 68% of 4th grade students will meet Approaches Grade Level performance standards as measured by STAAR Reading. There will be an overall increase by 5% in Meets Grade Level performance standards as measured by STAAR Reading.

PROBLEM STATEMENT: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading.

STRATEGY: We will monitor reading small groups.

ROOT CAUSE: There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 3: Quarter 3 GOAL: 50% of 3rd and 4th grade teachers will be developing and 50% of 3rd and 4th grade teachers will be proficient on the Small Group walk through rubric. Student Measure: 50% of 3rd grade students and 55% of 4th grade students will meet state passing standards for reading as measured by Reading DCA 2.

Evaluation Data Source(s) 3: Quarter 3 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes for both the teacher and student measure.

(2) Provide and explain the data or evidence that supports your statement above.

Teacher Measure: Currently we have 25% of our teachers developing and 75% of teachers are proficient. We have no teachers whom are emerging or exceeding expectations.

Student Measure:

46% of 3rd grade students met state passing standards (55% passing) as assessed on DCA 2. 50% of 4th grade students met state passing standards (59% passing) as assessed on DCA 2.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

We believe we have made some progress to reach closer to our annual goal.

(4) What, if any, adjustments must be made to meet the annual goal?

Based on the current data and patterns of performance in 2015-2016 we project that we are on track to meet our annual goal. We have made adjustments to best practices within instruction, which keep us optimistic is aiming to achieve our goal. We will be targeting specific sub-pops to support with reaching these goals.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Content Specialists and/or teachers will hold small group PLC the week of February 26-March 2 to evaluate current reading levels in comparison to September ISTATON data. Teachers will identify trends and areas of need. Teachers will be required to bring small group binders and discuss activities and share ideas of implementation.</p>		ILT, Administrators, Teachers	Data, Small Group Lesson Plans, Sign in Sheet				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Content specialists and teachers will review and analyze DCA 2 data at PLC during long range planning on March 1st and March 5 through March 8. Specialists and teachers will also focus on determining how small groups are impacting student progress with reading level comparison and set goals for next steps.</p>		<p>ILT, Administrators, Teachers</p>	<p>Data, Sign In Sheet</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Focus Team will conduct two walk-throughs every 6 weeks for small groups and provide face-to-face feedback to teachers within 5 school days.</p>		<p>Focus Team, Administrators, Teachers</p>	<p>Data, Sign In Sheets</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) The Focus Team will collaborate and reflect once every six weeks during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.</p>		<p>Focus Team, Administrators, Teachers</p>	<p>Sign in Sheets</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with small group instruction and areas of need as identified by TAIS quarterly data.</p>		<p>ILT, Administrators, Teachers</p>	<p>Lesson Plans, Data</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) The Content Specialist will analyze DCA data to drive instruction and prepare/create an upcoming STAAR blitz as well as focused interventions for quarter 3 by March 23rd.</p>		<p>Content Specialist, Administrators, Teachers</p>	<p>Blitz Plan, Data</p>				
<p>7) Content Specialists will hold small group PLC during the week of February 3, 2019 to evaluate IStation BOY data in comparison to MOY Istation data and measure 1/2 years growth. Content Specialists will share grade level breakdown of the Overall Reading trends with teachers. Planning will be adjusted to target areas of need.</p>							



Goal 7: TAIS Targeted Improvement Plan ANNUAL GOAL: 65% of 3rd grade students and 68% of 4th grade students will meet Approaches Grade Level performance standards as measured by STAAR Reading. There will be an overall increase by 5% in Meets Grade Level performance standards as measured by STAAR Reading.

PROBLEM STATEMENT: 40% of third graders and 36% of fourth graders did not meet satisfactory standard on STAAR Reading.

STRATEGY: We will monitor reading small groups.

ROOT CAUSE: There is inconsistency in teachers pulling small groups and writing lesson plans using all the Next Step in Guided Reading components for delivery of instruction.

What INDEX does this address?

EOY REPORT:

Did you meet your annual goal?

Provide the data that supports you meeting or not meeting your annual goal?

If you did meet your annual goal, to what do you attribute your success?

If you did not meet your annual goal, to what do you attribute your lack of success?

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

Performance Objective 4: Quarter 4 GOAL: 10% of 3rd and 4th grade teachers will be developing and 90% of 3rd and 4th grade teachers will be proficient on the Small Group walk through rubric. Student Measure: At least 75% of all 3rd grade students and 75% of 4th grade students will show 1 years growth from BOY reading level to EOY reading level as measured by Istation.

Evaluation Data Source(s) 4: Quarter 4 REPORT:

(1) Did you meet this quarter's goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes, we met our goal for the teacher measure. No, for the student measure.

(2) Provide and explain the data or evidence that supports your statement above.

Currently, we have no teachers that are emerging or developing. 44% of teachers are proficient and 56% of teachers are exceeds. For the student measure, we have 53% of 3rd grade students and 46% of 4th grade students who met a one year's growth as measured by ISIP October and April comparison.

(3) Are you on track to meet your annual goal? (YES / NO / NO, BUT SOME PROGRESS / NO BUT, SIGNIFICANT PROGRESS)

Yes, we are on track to meet our goal for the teacher measure. Some progress for the student measure.

(4) What, if any, adjustments must be made to meet the annual goal? The only adjustment that we need to consider is that this is quarter falls under a busy time of the year, and this affects our student measure. Teachers were pulling flexible small groups, however, all they were not typical, so all the components of Next Step in Guided Reading were not met. This also impacts our student measure because small groups shift this time of the year from supporting students with reading skills to supporting students with concepts and strategies for grade level TEKS specifically. We hope to progress to gain more consistency in regular small group instruction to strengthen our readers.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Content Specialists will hold small group vertical alignment PLC during the week of April 2-6, 2018 to review program implementation strategies, look at student data/ work, and set goals for the 2018-2019 school year.							
2) The Focus Team will conduct two walk-throughs every 6 weeks for small groups and provide face-to-face feedback to teachers within 5 school days.							
3) The Focus Team will collaborate and reflect once every six weeks during ILT meetings to review TAIS Quarter strategies, inspire or learn from other coaches, and have admin coach conversations about concerns and program trends.							
4) The coach and/or designated support team member will co-teach with emerging and developing teachers at least once this quarter (through the gradual release model) to support with small group instruction and areas of need as identified by TAIS quarterly data.							



Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Teachers will differentiate guided reading groups using the Next Steps in Guided Reading lesson design and incorporate the use of Istation computer rotations, workstations/literacy centers, and independent reading. -this effects all students, AA, H, and Eco. Dis. sub pops (ELA4, ELA9)
1	3	4	Initiating and implementing a balanced literacy model using the Next Steps to Guided Reading and LETRS for small group instruction, independent reading using a variety of print and digital resources (including magazines), and phonics instruction (Neuhaus and Esparanza, Phonics Dance, Dr. Fierro). -this effects all students, AA, H, and Eco. Dis. sub pops (ELA6, ELA9, ELA15)
1	4	4	LPAC and ESL department will monitor, along with teachers, to ensure that all linguistic accommodations are provided and purchased to fit the needs of all LEP, SPED, Waivers, long-term ELLs and the Dual Language Program. (RTI 16 & RTI 6)
3	2	1	Teachers and students will participate in Red Ribbon week to promote a safe and drug free environment. (pass 1)

Martin's Shared-Decision-Making Committee

Committee Role	Name	Position
Classroom Teacher	Abby Fuehrer	Teacher
Classroom Teacher	Rossie Novo	Teacher
Classroom Teacher	Daisy Figueroa	Teacher
Classroom Teacher	Zulma Blanco	Teacher
Classroom Teacher	Victoria Jones	Teacher
Classroom Teacher	Vi Pena	Teacher
Classroom Teacher	Kristie Thorn	SPED Teacher
Classroom Teacher	Kim Rodgers	Art Teacher
Facilitator	Linda Santana	ESL Specialist
Interventionist	maribel altuntas	Interventionist
Paraprofessional	Jolante Roberts	Paraprofessional
Administrator	Janay Boykin	AP
Administrator	Ilich Ramirez	AP
Administrator	Dr. Ting-Ling Sha	Principal
Community Representative	marelene Fruth	Community Representative
Business Representative	Bryan Smith	Business Representative
Parent	Rosio Parra	Parent
Parent	Tai Nguyen	Parent
Parent	Doris Molina	Parent
Parent	Samantha Young	Parent
District-level Professional	Paola Fernandez-Cornejo	District ESL Specialist
Facilitator	Ana Lara	Math Specialist
Facilitator	Jessica Nguyen	Math Specialist
Facilitator	Tahseen Qureshi	LA's Specialist
Facilitator	Victoria Gebbs	LA's Specialist

Facilitator	Yvette Saldana	TECH/Science Specialist
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Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$22,000.00
1	2	3		Account Code	\$1,700.00
1	3	4			\$3,000.00
1	5	4			\$0.00
1	6	4			\$7,000.00
1	7	1			\$1,000.00
1	7	2			\$4,634.00
1	8	5	TUT		\$10,000.00
3	1	2			\$1,500.00
3	2	1			\$600.00
4	1	5			\$6,330.00
5	1	1	TUT		\$10,000.00
5	1	2			\$4,175.00
5	4	1			\$0.00
Sub-Total					\$71,939.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00

1	2	4			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	7	3			\$0.00
1	8	2			\$0.00
1	8	6			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
3	2	2			\$0.00
3	2	5			\$0.00
3	2	5			\$0.00
3	2	5			\$0.00

	Sub-Total	\$0.00
	Grand Total	\$71,939.00