

Alief Independent School District

Martin Elementary

2019-2020 Goals/Performance Objectives/Strategies



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

Table of Contents

- Goals 4
 - Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential. 4
 - Goal 2: Alief ISD will improve student preparation for college and career. 22
 - Goal 3: Alief ISD will maintain a safe and orderly environment. 24
 - Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel. 28
 - Goal 5: Alief ISD will continue to build positive relationships with all stakeholders. 31
- Comprehensive Support Strategies 35

Goals

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

Performance Objective 1: ESF: 100% of teachers (PK-4 and Block) will write math and reading lesson plans that have clear and measurable objectives, as monitored through Schoology Lesson Plan Uploads. 100% (51 out of 51) of teachers' math and reading instruction will be executed with alignment to their lesson plan, as monitored by See It, Name It, and Do It protocol cycles. 100% (51 out of 51) of teachers will include a daily math and reading formative assessment (independent practice or exit ticket) tied to the daily objective with a planned exemplar in their lesson plans; 50% (25 out of 51) will implement daily math and reading formative assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Refer to the campus Targeted Improvement Plan.							





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

Performance Objective 2: 4th grade students will meet an overall AMM average of 47 and 3rd grade students will meet an overall AMM average of 43 as measured by STAAR.

Evaluation Data Source(s) 2: Assessment data will be analyzed to determine whether students are making progress in their individual growth goals.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers and specialists meet for three long-range planning sessions to review unit key concepts, discuss assessment data, and write measurable TEKS aligned daily content objectives to guide instruction. (EM 1, AA3, RTI 13)	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 (SCE) - 0.00							
Additional Targeted Support Strategy 2) Students will use math journals to record notes, vocabulary and student work in grades 1-4. (ELA 7, ELA 8, EM 2)	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 (SCE) - 0.00							
Additional Targeted Support Strategy 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)	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 (SCE) - 0.00							
Additional Targeted Support Strategy 4) Tier 2 students in grades 2-4 will be provided an additional 20 minutes of technology support time through I-Ready 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 .				
Funding Sources: Title I - 22000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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 (SCE) - 0.00							
6) Teachers will participate in planning (MC^3) by modeling, communicating, collaborating, and coaching during weekly planning times. (SM5, PD2)	2.5, 2.6	Teachers, Math Specialists	student performance, quality lesson plans, productive planning time				
7) Teachers will attend at least two PLC sessions to learn about formative assessment strategies during the current school year. (PD1,PD2)	2.4, 2.5, 2.6	Math specialists, administrators	Quality lesson plans, effective first line instruction, improved data.				
Additional Targeted Support Strategy 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.				
9) Campus leadership team and administrators will observe , coach, and provide feedback aligned with action steps every/every other week to help refine/ strengthen daily instruction using Get Better Faster Scope and Sequence and See it, Name it, Do it protocol. (PD1, PD2)		CLT and Administrators,	Effective first line instruction				
 = 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 3: 4th grade students will achieve an average score of 65 % on the multiple choice (grammar portion) on campus common assessments.

Evaluation Data Source(s) 3: Growth will be measured and determined by tracking student data on module assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will collaborate with ILT to analyze data (student samples, module assessments). During PLC and planning (MC^3), Content Specialists will work with teachers in reflecting and evaluating student assessment data and writing samples. (ELA 16)		Reading Specialists and teachers	Teachers will be able to analyze data to adjust instruction based on students' needs.				
Funding Sources: State Comp Ed (SCE) - 0.00							
Additional Targeted Support Strategy 2) In order for students to apply written conventions, teachers will explicitly teach revising and editing strategies and skills from the Into Reading/ Arriba Lectura Writer's Workshop (ELA 17).		Reading Specialists and Teachers	Effective first line instruction.				
Funding Sources: State Comp Ed (SCE) - 0.00							
3) In order for teachers to explicitly teach written convention and revising and editing strategies, teachers will be provided Professional Development through PLCs, weekly planning (MC^3), long range planning, and Power Hour as needed. (ELA 17)	2.4, 3.2	Reading Specialists and Teachers	Teachers will implement different instructional strategies to develop student's grammar and writing skills.				
Funding Sources: Title I - 1700.00, State Comp Ed (SCE) - 0.00							
Additional Targeted Support Strategy 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 by teachers submitting completed weekly lesson plans. (ELA 7)		Content Specialists and Teachers	Students will have plenty of opportunities to practice grammar and writing skills across content areas.				
Funding Sources: State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Additional Targeted Support Strategy 5) Teachers and students will utilize technology programs, such as Snap & Read, Schoology, Google Programs, and voice to text features in order to support writing instruction and address different learning styles;. (TEC1)		Teachers, Spec. Ed. Support Staff, and Content Specialists	Students will use tech tools to support their learning as needed.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
6) ILT, Content team, and Administrators will observe, coach, and provide feedback, aligned with action steps every other week, to help refine/strengthen daily instruction using the Get Better Faster Scope and Sequence and the See it, Name it, Do it protocol. (PD1, PD2)		Content, ILT, Administrators	Effective first line instruction				
7) 1) Teachers and specialists meet for three long-range planning sessions to review unit key concepts, discuss assessment data, and write measurable TEKS-aligned daily content objectives to guide instruction. (EM 1, AA3, RTI 13)			Improved student performance at or above district passing rate on all CCAs and DCAs.				
							

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

Performance Objective 4: Reading: 55% of students in each grade level will meet a 1/2 years growth by January and 75% will be on track to meet 1 years growth by April as measured by comparing ISIP overall reading score.

Evaluation Data Source(s) 4: 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 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will collaborate with Content Specialist to analyze data during MC^3, PLCs, and long range plannings including anecdotal notes, running records, text level trackers and ISIP campus and teacher reports. (CPT1, CPT2)	2.4, 2.5	Reading Specialists and Teachers	Teachers will be able to analyze data to adjust instruction based on students' needs.				
Funding Sources: State Comp Ed (SCE) - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Teachers will differentiate reading small groups using the Into Reading/ Arriba Lectura resources and incorporate the use of Istation computer rotations, workstations/literacy centers, and independent reading. This affects all students, AA, H, A, SPED, and Eco. Dis. sub pops. (ELA4, ELA9)	2.4	Reading Specialists, Teachers, Administrators	Students will improve reading comprehension, phonemic awareness, decoding skills, background knowledge and vocabulary development.				
Funding Sources: State Comp Ed (SCE) - 0.00							
3) Teachers will facilitate and participate in PLC, MC^3 plannings, long range planning, and professional development for reading curriculum and assist in developing assessments. (PD1, PD2,)	2.4, 2.5	Reading Specialists, Teachers, Administrators	Teachers will develop their instructional knowledge and the new curriculum adoption.				
Funding Sources: State Comp Ed (SCE) - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Initiating and implementing a balanced literacy model using the Into Reading/ Arriba Lectura curriculum. This effects all students, AA, H, and Eco. Dis. sub pops (ELA6, ELA9, ELA15)	2.4, 2.5	Reading Specialists, Teachers, Administrators	Students will experience a literacy block that will foster all aspects of their learning in a systematic way.				
Funding Sources: Title I - 3000.00, State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Students in K-4 will participate in additional reading programs such as Six Flags Read to Succeed, Read Around the Planet, Luby's Feed the Brain Reading club, Pizza Hut Book It program, MYOn Weekend Warrior Readers, the MYOn 1000 minute club and other activities that promote reading in the classroom. This effects all students: AA, H, A, SPED, and Eco. Dis. sub pops. (ELA4)	2.4, 2.6	Librarian, Tech Specialist, Reading specialists	Students will be motivate to read more outside of the classroom while increasing fluency and comprehension.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
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	Student will have opportunities to engage in differentiated delivery.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
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	students will have materials and resources readily available for students needs.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Additional Targeted Support Strategy 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 and ELL sub pop.	2.4, 2.6	Special Education, Counselor, Content Specialist, Administrators	Students will use tech tools to support their learning as needed.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Additional Targeted Support Strategy 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: AA, H, A, SPED, and Eco. Dis.	2.4, 2.6	Teachers, Content Specialist, Admin	Students will make academic growth giving teachers additional resources for differentiation.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
10) ILT, Content team, and Administrators will observe , coach, and provide feedback aligned with action steps every/every other week to help refine/ strengthen daily instruction using Get Better Faster Scope and Sequence and See it, Name it, Do it protocol. (PD1, PD2)		Content, ILT, Administrators	Effective first line instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

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Performance Objective 5: ESL Goal 1: 60% of ELL students will advance one proficiency level on TELPAS in 2nd-4th grade.

Evaluation Data Source(s) 5: TELPAS reports will be viewed to determine if the 60% goal was met.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will include SIOP components within lesson plans. (SLE 2 & ELA 10)		Content Specialist, Interventionists,	successful implementation of SIOP strategies, strategies written in lesson plans				
2) Teachers will participate in PLCs about TELPAS Proficiency Level Descriptors to drive instruction for their ELLs throughout the year. (SLE 2 & SLE 3)		ESL Lead and District Specialist ELD Interventionist	TELPAS Results and adjustment of instruction for teacher				
3) Campus SIOP leadership team will collaborate with LA content specialist to provide targeted support for SIOP implementation in 3rd and 4th grade through integrated PLCs, MC^3, and long range planning days. (SLE 2 & SLE 3 & ELA 10)		Classroom observations of SIOP trained teachers in 3rd and 4th grade	Long range planning				
Comprehensive Support Strategy 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)		LPAC Members: ESL Lead, ELD Interventionists, Counselors, Administrators, Bilingual Teacher, and Parent of LEP student	LPAC Minutes, ARDs and Linguistic Accommodation Sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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 students are met and that all compliance indicators are identified and monitored. (RTI 16 & RTI 6)		LPAC Members: ESL Lead, ELD Interventionists, Counselors, Administration, Bilingual Teacher, and Parent of LEP student	LPAC Minutes and ARDs				
6) Audits on Green folders will be conducted monthly to ensure that we meet district compliance expectations.		ESL Lead	Accuracy and Appropriate Placement of student programs.				

 = 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 6: Science:

K-1 grade students will score an average of 85% on their EOY Science CCA.

2nd- 4th grade students will score an average of 80% on Science DCA 1 and 85% on Science DCA 2.

Evaluation Data Source(s) 6: Grade level data will be monitored through Unit Assessments and DCAs to adjust first line instruction.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) ILT, Content team, and Administrators will observe, coach, and provide feedback aligned with action steps every other week to help refine/strengthen daily instruction using Get Better Faster Scope and Sequence and See it, Name it, Do it protocol. (PD1, PD2)		Content, ILT, Administrators	Teachers will improve in their first line instruction.				
2) Teachers will be provided Professional Development through PLCs, biweekly planning (MC^3), long range planning, and Power Hour as needed to improve first line instruction.		Science teachers, Science Specialist	Teachers will implement different instructional strategies to develop student's grammar and writing skills.				
3) 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)		Science teachers, and specialist.	Teachers will monitor and adjust lessons to improve instruction.				
4) 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)		Science Teachers, Science Specialists, Admin	Students will receive content based instruction through the 5 Model.				
5) 3) Teachers and students will utilize technology programs to address different learning styles; such as Edusmart, StemScopes, and Read Write Gold. (ES 16)		Science teachers, Spec Ed Interventionists	By utilizing different technology programs students will be able to understand concepts.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
6) 4) Students will use science notebooks daily to record, respond, and analyze science concepts. (ES15)		Science teachers, and Science Specialist	Students will become better scientist through recording data and observing, and by responding to concepts.				
7) Science literacy will be incorporated into science plans in each component.		Science Teacher, Science Specialist	Students understanding of concepts will improve through reading.				



= 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 7: Technology: 100% students will be digital learners based on our Digital Learning Plan in order to promote effective technology integration, planning, and effective purchasing deployment of technology devices.

Evaluation Data Source(s) 7: Martin Digital Learning Plan

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Martin will conduct a minimum of 4 technology PD training throughout the school year, so that teachers can complete 7 hours of technology PD. (TEC 7 & TEC 6)		Tech Specialist, Tech Committee Members,	Teachers will be able to incorporate learned technology tool to enhance student learning.				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) 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)		Teachers, Tech Specialist	Teachers will learn how to incorporate different forms of digital platform/devices into their instruction.				
3) 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)		Tech Specialist, Librarian	All Classrooms will have up to date, and working technology to use daily.				
4) Staff will incorporate and integrate technology into their lessons in all content areas. (TEC 6)		Tech Specialist, Classroom Teachers.	Student will be receiving 21st century instruction.				
							

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

Performance Objective 8: Transition Goal: All students will participate in transition activities, Block classes, and extra curricular activities.

Evaluation Data Source(s) 8: Attendance reports and sign in sheets will be looked at to determine if this goal was met.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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.		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 (SCE) - 0.00							
2) Students will engage in extra curricular and co- curricularactivities, field trips, enrichment clubs, and guest speakers. (HPW 9)		All Staff	Sign In Sheets, and student participation				
Funding Sources: Title I - 4634.00							
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)		BLOCK teachers, including ABL Integrator	Student projects showcased in the hallway, and performances				
Funding Sources: State Comp Ed (SCE) - 0.00							
							


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

Performance Objective 9: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Martin elementary will be 100% compliant by implementing the following strategies.

Evaluation Data Source(s) 9: This goal will be considered completed if all reports, materials, and paperwork have been completed on time.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide At-risk and struggling students with Summer School opportunities. (SUM 3 & 6)		Classroom teachers, summer school coordinator	Students enrolled in summer school				
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. (RTI 1, RTI 9, RTI 6) (AA 4, GTAP 1, RTI 1, 8, 9, 10, 11, 12, 13, 15, SAP 3)		Teachers, Interventionists, Kinder Aids and SPEC Ed Specialists. RTI2 Committee, ABL Integrator, REID Teacher	Child Watch Meetings, intervention reports				
Funding Sources: State Comp Ed (SCE) - 0.00							
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)		all staff members	Parent Involvement				
4) Martin elementary will serve homeless students by meeting their specific academic and other need. The school will work with the District liaison to identify and service these students as provided in the McKinney-Vento Act. (H3)		CIS, Counselors, Front Office, all teachers	All migrant and homeless students will be attending school regularly,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Additional Targeted Support Strategy 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)		J. Boykin, K. Thorn, L. Dvorak, M. Vega, P. Cohen, S. Newsom	Student data will be recorded on their one years growth chart, and also discussed during ARDs.				
	Funding Sources: Title I - 10000.00						
6) Provide first thru fourth grade students with differentiated intervention in a timely manner through the Martin Child Watch and STAT process. (RTI 2)		Martin Content Team, REID teacher, Administration	Student to receive academic and/or behavioral support to be successful in classroom instruction.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
7) Martin elementary will identify GT students and provide accelerated instruction opportunities.		Librarian, Content team	Students identified will perform at the Masters level on STAAR.				
8) All students that qualify for the Dyslexia program or are in 504 will receive intense, research based instruction.		REID specialist	At least 50% of students identified as 504 will perform at the passing standard on state and local assessments.				
							

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

Performance Objective 10: By August 21, 2020, 75% of Martin teachers will have attended the suggested PD based on GSPD individualized summer professional development plan meetings; 90% of staff will attend training with a focus on formative assessments and differentiated instruction.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Refer to the campus Targeted Improvement Plan.							


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

Performance Objective 11: 90% of teachers will write math and reading lesson plans that have clear and measurable objectives as monitored through Schoology Lesson Plan uploads. 50% of teachers' math and reading instruction will be executed with alignment to their lesson plan, as monitored by See It, Name It and Do It protocol cycles.


Evaluation Data Source(s) 11: This goal will be accomplished by a collection of PLC sign in sheets, teacher observations with feedback, teacher lesson plans and other materials.

Summative Evaluation 11:

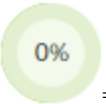
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Refer to the campus Targeted Improvement Plan.							




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: In order to support Alief's comprehensive counseling program in developing an awareness of college and career opportunities, 95% of students will participate in career day activities and 100% of fourth grade students will tour a college campus.

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
1) Students will be exposed to different career options and colleges, through different programs such as Career Day, Career Living Museum, staff displays, class discussions, staff College Challenge, and college shirt day.		counselors and classroom teachers	Student awareness				
2) The counselor will provide sample lesson plans and activities to classroom teachers for use during Career Day and Community Circle time.		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.				
3) College visit to Rice University for 3rd and 4th grade GAP and student council members. Additional visit to a university or community college for 4th grade students will also be provided throughout the year.		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.				
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 career opportunities.		Content & Librarian(GT Coordinator)	Student Awareness				
							


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.

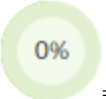
Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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				
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					



 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

Performance Objective 1: Overall student and staff average daily attendance will be 96.5% for the current school year.

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
1) Bulletin board as a visual for students and staff with daily percentages for attendance. (A6)		Front Office Secretary, Attendance Clerk	Students % will increase				
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 (SCE) - 0.00							
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.				
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 (SCE) - 0.00							
							

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

Performance Objective 2: Office referrals will decrease by 5% from previous year.

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
Comprehensive Support Strategy 1) Teachers and students will participate in Red Ribbon week to promote a safe and drug free environment. (pass 1)		Classroom Teachers, Counselors	Student awareness on drug prevention strategies.				
	Funding Sources: Title I - 600.00						
2) Continue bully prevention programs and Communities in School (CIS), GAP Boys and Girls (Gentlemen/ Girls Achieving their potential/STEM), SAP (Student Assistance Program), SAC, Aim for Success, Monthly Character Trait, and Oskar Vs Thingamabob Performance for grades 2-4. (PASS 13) (PASS 12)		CIS, Counselors, behavior interventionists, PASS specialists, classroom teachers	Students will feel safer and report fewer bullying incidents.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
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)		All Martin Staff	Reduction of Referrals, decrease in minutes to complete each drill.				
4) ABC will meet monthly to collaborate with stakeholders to analyze data. (PASS 13)		ABC committee, admin	Resolve issues and concerns of staff and/or students				
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)		All Martin Staff including administrators, specialists, interventionists, counselors, and aides, behavior interventionist	INOVA data, report card data, observations				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June


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
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.				
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,Discover Alief				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue


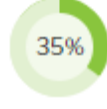




Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 90% of classroom teachers will continue to work at Martin Elementary (excluding those who leave due to promotions, retirement, and resignation).

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
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)		All Staff	School morale, staff attendance reports, and staff survey				
2) ILT will complete three coaching cycles per quarter and ESL department will complete one SIOB cohort 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)		ILT, and Admin	Improve teachers first line instruction				
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).		Admin, new teachers, and ILT.	Teacher growth observed through walk-throughs, and sign in sheets for monthly new teacher meetings.				
4) Refine and improve practice by participating in staff development days, weekly PLC meetings, long-range plannings, monthly content committee meetings, and other professional meetings. (AA4, AA 6, PD 2, 7)		ILT, and classroom teachers					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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)		ILT, and admin					
	Funding Sources: Title I - 6330.00						
6) Martin ILT will co-teach/model and/or provide real time feedback to teachers to support practices and improve instructional delivery on a weekly basis . (PD 1)		Classroom Teachers, ILT, and Admin					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Campus leadership team will provide at least 12 individual coaching opportunities with an instructional staff for the current school year.

Evaluation Data Source(s) 2: See it, Name it, Do it tracking sheet, SND feedback forms

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) At least 25% (4 out of 16) of campus leadership team will be engaged in the interview process. 3 out of 24 of campus leadership team and team leaders will attend at least 2 Houston area job fairs. (PD 2, 7).		Admin and ILT	staffing reports				
2) 100% (16 out of 16) of campus leadership team will conduct at least 9 See It, Name It, Do It coaching cycles for 100% (51 out of 51) of classroom teachers.		Campus leadership team, administrators	Improved first line instruction, promote individual growth				
3) Administrators will meet with all campus staff at least 3 times during the school year for individual coaching conversations.		administrators	Support in meeting individual growth goals.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: 50% of students and stakeholders will participate in extra curricular/co-curricular activities provided by Martin 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
1) Students will have opportunities to participate in enrichment clubs, mustang academy tutorials, and presentations by guest speakers. (PASS 12, 13, TUT 1)		Teachers, counselors, paras, and principals	Student sign in sheets for clubs, attendance to mustang academy,				
Funding Sources: Title I - 10000.00							
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, kinder round-up, 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)		All staff members	sign in sheets, and increased participation during family engagement opportunities.				
Funding Sources: Title I - 4175.00							
3) Students will participate in academic field trips to further increase their environmental surroundings.		admin, teachers, counselor	students will increase their background knowledge and build positive relationships				
							


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: Volunteer 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
1) The Martin Family Center will advertise with flyers, Monday Messages, newsletters, and call outs to increase volunteer hours. (FAME 11)		FAME, Family Liaison, and Administration	Increase volunteer hours				
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)		FAME, CIS, Counselor and Family Liaison	Family Center sign in sheets for classes				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 3: 99% of Martin students PK-4 will attend at least one family member interaction.

Evaluation Data Source(s) 3: FAME sign in sheets, parent conference forms, and family 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
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.				

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

Performance Objective 4: 40% of stakeholders will attend 2 out of 3 MC^2 nights to gain knowledge of their students academic progress.

Evaluation Data Source(s) 4: Classroom sign-in sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Use a variety of methods to reach out to stakeholders about up coming events such as: automated phone calls, flyers etc.		admin	increase in attendance				
Funding Sources: Title I - 0.00							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	2	Teachers will differentiate reading small groups using the Into Reading/ Arriba Lectura resources and incorporate the use of Istation computer rotations, workstations/literacy centers, and independent reading. This affects all students, AA, H, A, SPED, and Eco. Dis. sub pops. (ELA4, ELA9)
1	4	4	Initiating and implementing a balanced literacy model using the Into Reading/ Arriba Lectura curriculum. This effects all students, AA, H, and Eco. Dis. sub pops (ELA6, ELA9, ELA15)
1	5	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)