



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

MARTIN ELEMENTARY SCHOOL

2017-2018

OUR MISSION

At Martin Elementary we believe in empowering, encouraging, and educating our learning community. We empower our students by motivating and offering them multiple opportunities to succeed. We encourage by guiding and building on student's strengths. We educate by ensuring intrinsic passion that knowledge is the power that fosters lifelong learners.

MARTIN ES

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

On April 24th the Faculty was told that we would be relooking at our SIP goals and wanted to collect data before we determine how the goals should be revised. Each professional faculty member was given a form for reading, math, and writing. The form stated, data collection for revision of SIP Goal activities- Please consider information regarding how you feel about your work toward our campus SIP goals. The form was divide into half and on one side, the question read, What helped you to move toward each team goal? What did you feel you were lacking in order to achieve your goal? Each curriculum area form was colored coded. These were collected at the end of the meeting.

On April 25th, the Instructional Leadership team met and were divided into 3 groups. Each group was given an academic area and was asked to read the responses and then group them by similarities and then give a title for each group. The chart paper in which these responses were placed on was divided for each of the two questions asked.

Once the information was gathered, each group presented their findings. The whole team was asked to listen for any similarities or patterns they heard from the responses. Similarities form the discussion were:
benefit of new planning (PLC), unwrapping TEKS, time (lack of...,collaboration with coaches, district and teachers, implementing things sooner (iready, open court, writing rubric/checklist, math interventions, target students working below level (all subjects-improve instruction), RTI-counselors/coaches (schedule time on calendar).

Once all the items were discussed the various teams began to work on the goals for the campus. Discussion involving the math goal was to look at the reading goal and make the goal like this to know where students should be at the end of their grade level, this is especially true in the lower grades, since 3-5 have the universal screener. Kinder -2nd worked together to create a checklist for incoming students. Focus will be readiness standards in categories 1 & 2 in addition to a few supporting standards.

Once the goals were established, they were presented to the faculty on May 22nd. The board in which the staff responses were left in the library and then in teacher resource room so that teachers could read them. Based upon the staff input, goals were written, with activities and professional development.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>STAAR results:</p> <p>3rd grade reading - 50% (15-16) to 53% (16-17) math - 42% (15-16) to 64% (16-17)</p> <p>4th grade reading - 50% (15-16) to 49% (16-17) math - 42% (15-16) to 64% (16-17) writing - 47% (15-16) to 35% (16-17)</p> <p>5th grade reading - 69% (15-16) to 69% (16-17) math - 64% (15-16) to 66% (16-17) science - 62% (15-16) to 53% (16-17)</p>

CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	Overall for the year, there was a total of 84 referrals which equal to a 40% decrease from 2015-16. The campus will continue with PBIS bi-weekly lessons. The beginning of the year, classroom teachers will teach our Martin Curriculum (which is information regarding the school namesake and the rules and procedures).
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CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

 Distribution of leadership and responsibilities Decision making structures on the campus Teacher input Campus goals Monitoring of teacher performance; feedback to staff Communication Master schedule Teacher and parent surveys Other

Findings	Teachers had more leadership responsibilities with inclusion in the Operational leadership team and the instructional team. Members of the instructional leadership team were given the opportunity to participate in the district Leader College which reinforced protocols and strategies for unwrapping the TEKS and instructional planning. Glows and grows were collected after every meeting, allowing teacher feedback and the opportunity for Admin and coaches to plan effectively to meet the needs of the staff.
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	<p>Intervention time was implemented and other professional staff members were a part of pulling and working with students. Intervention time was for all students, providing both reinforcement and enrichment opportunities.</p> <p>It was determined that as a goal we needed to identify students earlier in the school year and put RTI meeting time on the campus calendar to ensure collaboration was happening for the interest of our students. This was an area the members of the instructional team felt we needed to improve on. Also identifying and starting intervention programs earlier in the year, was identified as a need for our campus.</p>
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CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<p>CIS continues to be a big part of our campus. Parents and student rely on this program. Flyers and the school messenger were used to communicate to our parents both in English and Spanish. However parents were surveyed as to how they were told about the various activities and many of them said my child told me, they were unaware of a flyer being sent.</p> <p>The curriculum coaches as well as the parental involvement committee felt that we need to use other methods to communicate the information to parents.</p>
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	<p>New clubs were incorporated on the campus, such as Flight club for our first grade students. The same clubs that were established in the years past are still available for students.</p> <p>Activities after holidays and especially after Halloween were done to encourage student attendance. Halloween is still the holiday in which we have the highest percentage of students out for the day.</p>
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Professional development was differentiated for campus staff/grade levels.</p> <p>Teachers stated that our new planning protocol and unwrapping the TEKS with guidance from Central Office was very beneficial for them.</p> <p>This will continue this year but adding the incorporation of common assessments.</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

In the area of reading students lack foundational skills (the 5 pillars of teaching children to read) Phonemic awareness, phonics, fluency, vocabulary and comprehension

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement
- CSF 7 Teacher Quality

Priority Need 2

In the area of math we are not identifying students struggling in math at the primary grades

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement
- CSF 7 Teacher Quality

Priority Need 3

In the area of writing teachers/students are unclear of understanding of Writer's Workshop, lack of vertical alignment/understanding of TEKS (same as last year)

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 7 Teacher Quality

Priority Need 4

In the area of RTI, the staff is not identifying students early in the fall semester, especially those students identified as at-risk and receiving Tier 2 & Tier 3 in their former grade level.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 7 Teacher Quality

Priority Need 5

In the area of discipline, it was found that classroom management skills were not effect in turn resulting in an increase of student referrals for persistent misbehavior, particularly in the area of disrespect and physical aggression.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 6 School Climate
- CSF 7 Teacher Quality

Campus: MARTIN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/18/2017

SAT Member	Name	Signature
Principal	Evelyn Cobarruvias	
Parent Community Representative	Michelle Navajar	
Staff Representative	Denise Sanchez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Denise Sanchez	Staff Member
Michelle Navajar	Community Member
Rubi de Hoyos	Staff Member
Kristen Houser	Staff Member
Sharla Powell	Central Office Representative
Richard Martinez	Administrator
Chris Estrada	Parent
Daniel Perez	Staff Member
Joevana Martinez	Parent
Rolando Jimenez	Administrator
Trudy Edwards	Business Representative

CAMPUS: MARTIN ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Guided Reading- Analyzing IRI's to develop Guided Reading Lessons. Fountas and Pinnell Protocols	Instruction	Teachers	K-5	Title I	3
08/22/2017		Guided Math (Differentiating Math Instruction)	Instruction	Teachers	K-5	Title I	3
08/23/2017		Phonics Open Court Training K-2	Instruction	Teachers	K-5	Title I	3
10/09/2017		Writers Workshop Training	Assessment	Teachers	K-5	Title I	3
11/20/2017		School Wide Writing Rubric Training	Assessment	Teachers	K-5	Title I	3
11/21/2017		Shared Reading Pillars of Reading Instruction 3-5	Instruction	Teachers	K-5	Title I	3
02/19/2018		Creating Common Assessments Math	Assessment	Teacher	K-5	Title I	3

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	61%	21%	65%	74%	76%	56%	28%	11%	65%
African-American	73%	36%	65%	62%	72%	47%	47%	6%	56%
Hispanic	61%	21%	65%	70%	74%	58%	27%	11%	65%
White	43%	14%	53%	84%	86%	30%	10%	0%	45%
Economically Disadvantaged	59%	19%	65%	66%	68%	55%	25%	10%	65%
Special Education	24%	12%	55%	44%	48%	27%	16%	4%	45%
At-Risk	50%	15%	60%	58%	58%	42%	15%	4%	56%
Limited English Proficient	62%	18%	65%	62%	63%	51%	21%	8%	65%
Asian	N/A	N/A	N/A	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	80%	87%	N/A	N/A	N/A	N/A

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	47%	22%	57%	64%	62%	36%	14%	3%	65%
African-American	33%	17%	50%	53%	56%	50%	33%	33%	55%
Hispanic	48%	22%	60%	60%	59%	36%	13%	2%	55%
White	50%	0%	55%	72%	73%	20%	0%	0%	50%
Economically Disadvantaged	45%	19%	55%	56%	52%	33%	12%	2%	55%

Special Education	13%	0%	35%	33%	32%	16%	11%	5%	50%
At-Risk	34%	15%	50%	44%	37%	20%	5%	1%	50%
Limited English Proficient	59%	41%	65%	54%	49%	31%	9%	3%	55%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	70%	76%	N/A	N/A	N/A	N/A

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	59%	23%	65%	79%	80%	65%	25%	10%	75%
African-American	64%	36%	70%	66%	72%	59%	24%	12%	65%
Hispanic	60%	22%	65%	77%	78%	65%	25%	10%	75%
White	29%	14%	50%	87%	88%	60%	20%	0%	75%
Economically Disadvantaged	57%	21%	63%	73%	73%	63%	21%	7%	75%
Special Education	29%	12%	50%	53%	56%	33%	16%	5%	65%
At-Risk	52%	17%	58%	67%	65%	55%	14%	5%	75%
Limited English Proficient	74%	28%	80%	73%	72%	67%	25%	8%	75%
Asian	N/A	N/A	N/A	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	82%	89%	N/A	N/A	N/A	N/A

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	62%	16%	68%	73%	76%	52%	10%	2%	70%
African-American	100%	100%	100%	59%	68%	40%	0%	0%	60%
Hispanic	63%	16%	69%	68%	73%	52%	10%	2%	70%
White	33%	0%	50%	84%	87%	50%	50%	0%	60%
Economically Disadvantaged	61%	16%	67%	65%	67%	49%	9%	1%	65%
Special Education	13%	13%	50%	44%	46%	25%	0%	0%	50%
At-Risk	55%	13%	61%	56%	59%	37%	8%	1%	50%
Limited English Proficient	85%	22%	85%	57%	58%	42%	25%	0%	65%
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	96.5%
African-American	95.4%	95.8%	94.3%	95%
Hispanic	95.6%	95%	94.9%	96%
White	96%	95.8%	92.7%	95%
Economically Disadvantaged	95.4%	94.4%	94.6%	96%
Special Education	94.5%	93.9%	93.4%	95%
Limited English Proficient	96.4%	95.8%	95.4%	96.5%
Asian	97.8%	96.8%	N/A	N/A
American Indian	95.3%	95.2%	90.3%	95%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	90.3%	95%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.34%	0.34%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : In the area of reading students lack foundational skills (the 5 pillars of teaching children to read) Phonemic awareness, phonics, fluency, vocabulary and comprehension

Goal : 75% of students in grades K & 1 will be reading on or above grade level at EOY, and 75% of students in grades 2nd - 5th will score 70% or higher on an EOY campus developed comprehensive common assessment.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic
Funding Needed	
Timeline for Implementation	Dates will be established during every nine weeks to collect reading data, through IRI, TPRI and through collaborative data meetings, data will be analyzed to determine where grade levels are in relationship to the campus goals. Professional development dates will be established on the campus calendar to address instructional practices of reading the 5 pillar of teaching children to read
November Progress Check	Pillars of writing are more targeted during planning. Instructing the components daily. Interventions are more consistent. Need: Focus more on the building blocks Not giving student enough time for independent reading, we need to give students time to read Suggestions: DEAR time, high interest books, just right books, Reading Express, Read-A-Thon, Daily Five Concern with accountability of student reading during DEAR time, students can write reflections in their journals.

March Progress Check	<p>Teams are planning daily word study and whole group instruction, based on recent data results. Teachers are also planning daily guided reading instruction, with a focus on differentiated word study skills and reading comprehension skills, based on individual student needs. Due to recent data results, some teams are planning independently, and some teams are planning for reading on a weekly basis. Planning sessions are focused on identifying and targeting student objectives, high-level questioning and multiple forms of assessments. (Activity #1)</p> <p>Coaches have led professional development in phonemic awareness, phonics, word study and fluency intervention programs for K-5th grade teachers. Teachers have been implementing consistent intervention with use of research-based programs targeting these foundational skills of reading. Teachers are using progress monitoring data to make instructional decisions based on individual student needs. (Activity #2)</p> <p>Data meetings were held in February for the K-5th grade teams to address the needs of students based on the reading assessments administered in January. Teacher completed planning sheets and focused on specific TEKS to address during each component of the reading block (word study, whole group, guided reading) for 4 weeks. Students were reassessed and data showed an increase in all TEKS addressed (Activity #3)</p>
June Progress Check	<p>End of year data</p> <p>Data was Kinder - 2nd grade 42% of students reading on or above grade level 3rd - 5th was 66% students reading on or above grade level</p> <p>We did not meet our goal for the campus</p>

Activity 1

Activity	<p>Learning walks and Classroom observations will be done by both Admin and Literacy Coaches to give feedback to teachers in the areas of the 5 pillars of teaching reading to students.</p> <p>Literacy coaches and Admin will collaborate to provide feedback to teachers. Observation data will be used to determine the type of support needed to improve instructional practices in the classroom being delivered by the teacher.</p>
Person Responsible	<p>Literacy coaches Administration</p>
Monitoring Measures	<p>Weekly learning walk/walkthrough data Teacher feedback data Reading assessment data</p>
Title 1 Fund	<p>Yes</p>
Title 1 Campuses	<p>SWC 1, SWC 2, SWC 3, SWC 8, SWC 9</p>
Promote Community Involvement	
Educate Diverse Learners	<p>Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.</p>
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Clear guidelines will be developed concerning intervention time on the campus. A protocol will be established outlining the guidelines for interventions at Martin. This will be shared with the staff at the beginning of the school year. Learning walks/classroom observations will be conducted by Admin to determine the fluid use of the protocol. Feedback will be delivered to all staff members involved in intervention time.
Person Responsible	Administration Professional staff members Instructional leadership team
Monitoring Measures	Data will be presented bi-weekly during the ILT meetings to see the effectiveness of the intervention protocol being followed. Teacher feedback data Curriculum coaches/ILT meeting notes (biweekly)
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Professional development on the area of the 5 pillars of teaching children to read will be based on researched based articles, collected by the members of the instructional leadership team (ILT). Each staff member will have a copy of the researched based articles and will commit to read them and participate in a vertical discussion lead by a member of the ILT team.
Person Responsible	Instructional leadership members Professional staff Administration
Monitoring Measures	Study guide questions will be provided for each of the researched based articles. Discuss items will be collected and provided to professional staff members Glow and grow cards will be given at the end of each professional development session

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : In the area of math we are not identifying students struggling in math at the primary grades

Goal : 75% of students in Kinder - 5th grade will be performing on grade level as measured by grade level EOY math assessments by year 2019.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic
Funding Needed	
Timeline for Implementation	Dates will be established during every nine weeks to collect math data through common assessments and through collaborative data meetings, data will be analyzed to determine where grade levels are in relationship to the campus goals. Professional development dates will be established on the campus calendar to address instructional practices of math in the areas of math action wall, problem solving structures, and problem solving processes.

November Progress Check	<p>Planning going well, tweaking from last year, dissecting TEKS and relying on team member experiences</p> <p>Performance based assessments for 1st grade students going well</p> <p>Assessments are helpful to see what we're doing well and what we need to work on</p> <p>NEED: Time to go over data</p> <p>Vocabulary needs to be addressed</p> <p>Planning too far in advance is a concern</p>
March Progress Check	<p>Teams have become comfortable unpacking the TEKS and have also begun to plan independently at times when planning schedules are rearranged. Teams are also asking coaches for guidance in teaching specific TEKS making teachers much more independent in teaching mathematical concepts in their classrooms.</p> <p>NOTE: Some teams are wanting to plan only one weeks' worth of lessons at a time rather than one month at a time because much of what we go over in our planning sessions sometimes gets forgotten. (Activity #1)</p> <p>Math coaches continue to support teachers in the classrooms by providing feedback and providing professional development (vocabulary) to support best practices during Tier 1 instruction. In addition, teaches have been guided to become efficient with their time during their math block and are adhering to address a problem of the day for 15 minutes, recursive review/math action wall for 15 minutes, and their lesson of the day for 60 minutes. (activity #2)</p> <p>Data meetings were held in February for the 2nd - 5th grade tam to address the needs of students based on the math CDB's taken in January. Teachers filled out planning sheets and focused on specific TEKS to address for 4 weeks. Students were assessed again and the data showed an increase in all the TEKS.</p> <p>In addition, math coaches have been putting together interventions for K-5th grade teachers to use with their students struggling in math. (Activity #3)</p>
June Progress Check	<p>End of year math data was:</p> <p>Kinder - 2nd - 76%</p> <p>Our campus goal was reached.</p> <p>STAAR data for 3rd grade was 61%</p> <p>4th grade was 63%</p> <p>5th grade was 60% after two administrations</p>

Activity 1

Activity	Learning walks and classroom observations will be done by both Admin and Math coaches to give feedback to teachers in the area of guided math (focusing on differentiation) and the use of math manipulatives.
Person Responsible	Math coaches Administration
Monitoring Measures	Weekly learning walk/walkthrough data Teacher feedback data Common assessment data with follow through of interventions
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<p>Clear guidelines will be developed concerning intervention time on the campus. A protocol will be established outlining the guidelines for interventions at Martin.</p> <p>Learning walks/classroom observations will be conducted by Admin to determine the fluid use of the protocol. Feedback will be delivered to all staff members involved in intervention times.</p> <p>Math interventions will be designated to begin earlier in the year.</p>
Person Responsible	<p>Administration</p> <p>Math Coaches</p> <p>Professional staff members</p> <p>Instructional Leadership Team</p>
Monitoring Measures	<p>Data will be presented bi-weekly during the ILT meetings to see the effectiveness of the intervention protocol being followed.</p> <p>Teacher feedback data</p> <p>Curriculum coaches/ILT meeting notes (bi-weekly)</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Professional development on the area of math action wall, problem solving structures, common assessments, problem solving processes, and the use of math manipulatives, will be based on researched based articles, collected by the members of the instructional leadership team (ILT). Each staff member will have a copy of the researched based articles and will commit to read them and participate in a vertical discussion lead by a member of the ILT team.
Person Responsible	Instructional leadership members Professional staff Administration
Monitoring Measures	Study guide questions will be provided for each of the researched based articles Discuss items will be collected and provided to professional staff members Glow and grow cards will be given at the end of each professional development session
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : In the area of writing teachers/students are unclear of understanding of Writer's Workshop, lack of vertical alignment/understanding of TEKS (same as last year)

Goal : 70% of students in grades Kinder - 5th will meet or exceed grade level EOY writing standards as measured by campus writing checklist and rubrics.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic
Funding Needed	
Timeline for Implementation	<p>Dates will be established to collect writing samples on the campus and then these will be analyzed, by classroom teachers and literacy coaches. Teacher will use a school wide rubric to calibrate student writing.</p> <p>The collected data will be analyzed to determine where grade levels are in relationship to the campus goals.</p> <p>Professional development dates will be established on the campus calendar to address instructional practices of writer's workshop</p>
November Progress Check	<p>Teachers feel more comfortable in Writer's Workshop</p> <p>NEED:</p> <p>Look at specific sub groups</p> <p>Not enough time for planning</p> <p>Teachers have not seen updated percentages</p> <p>Suggestion when doing baseline assessments have other teachers read student's writing to have a second set of eyes to rate writing piece.</p>
March Progress Check	<p>Teams are planning daily grammar and craft writing lessons, based on recent data results. The 4th grade team is planning for writing on a weekly basis. During planning sessions teacher refer to resources by Jeff Adnerson and Bretchen Bernabei to plan authentic writing lessons. Teachers in grades 2nd-4th have planned and hosted multiple author celebrations for their students and families at the end of writing units. (Activity #1)</p> <p>Students are engaging in authentic writing experiences during all content areas. Coaches led a professional development on how to hold students accountable for writing TELs during the reading, math, and science blocks. Students, along with their families have been writing on a weekly basis at home, in an effort to promote writing at home. (Activity #2)</p> <p>Data meetings were held in February for the 4th grade team to address the needs of student based on the writing CDB administered in January. Teachers completed planning sheets and focused on specific TEKS to address during each component of the writing block for 4 weeks. Students were reassessed and data showed an increase in all TEKS addressed.</p> <p>K-5th grade teachers have met with coaches to analyze writing baselines, and to create a plan for writing instruction, based on student needs. (Activity #3)</p>
June Progress Check	<p>Our campus goal for writing was as follows:</p> <p>Kinder - 2nd grade 68%</p> <p>3rd - 5th was 52%</p> <p>STAAR writing for 4th grade was 36% there was no change from the previous year scores.</p> <p>The campus did not meet their goal in writing.</p>

Activity	Learning walks and classroom observations will be done by both Admin and Literacy coaches to give feedback to teachers in the area of writer's workshop. Literacy coaches and Admin will collaborate to provide feedback to teachers. Observation data will be used to determine the type of support needed to improve instructional practices in the classroom being delivered by the teacher.
Person Responsible	Literacy coaches Administration
Monitoring Measures	Weekly learning walk/walkthrough data Teacher feedback data writing sample data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Dates will be established on the campus calendar for grade levels to collect student writing samples and work in a collaborative setting to calibrate the writing samples. A school wide rubric will be used to score writing samples (Baselines) The data from the samples will be collected to determine where grade levels are in reaching the campus goal and to help drive instructional practices.
Person Responsible	Literacy coaches Professional staff Administration
Monitoring Measures	Student writing samples Writing rubric data
Title 1 Fund	Yes
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Planning effective Tier 1 instruction based on data,
Person Responsible	Instructional leadership members Professional staff Administration ELAR coaches
Monitoring Measures	ELAR team will provide support for teachers by offering new or refresher courses on: -Calibrating writing samples -developing teacher made rubrics for writing -Writer's workshop - Writing process -Craft lessons/grammar lessons
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : In the area of RTI, the staff is not identifying students early in the fall semester, especially those students identified as at-risk and receiving Tier 2 & Tier 3 in their former grade level.

Goal : Increase the number of students being identified in the fall by 10%, especially those students identified as at-risk and receiving Tier 2 and Tier 3 interventions in their former grade level.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant
Funding Needed	State Compensatory
Timeline for Implementation	Dates will be established on the campus calendar on Thursdays to discuss and review student data concerning RTI.
November Progress Check	RTI committee is helping to clarify Tier I instruction NEED: Looping method to follow up on students already on Tier level Dates were set on master calendar for Quarterly RTI Meeting #1 on Oct. 12th but did not happen, Quarterly RTI meeting #2 to take place on January 4th.
March Progress Check	RTI Committee focus was to clarify Tier 1 and RTI vs eRTI. October 12th Quaterly RTI meeting was not held. Developed a schedule for RTI quarterly meetings for grade levels 1st meeting was held on January 4th. February was check in with progress monitoring for students who were designated to receive a rate of progress letter Followed up March 21st with a 2nd quarterly meeting, targeted students reviewed were those who receive a rate of progress letter in February. Conducted RTI committee meeting on March 28th, reviewed campus request forms for Math/Reading and Tier 3
June Progress Check	Our Rti data did not match with STAAR performance, discrepancy between Rti support and STAAR data The number of students identified in 5th grade at Tier 1 was significantly lower than other grade levels. We did not meet our goal

Activity 1

Activity	Monthly eRTI committee meetings will continue with grade level representatives will review the campus RTI handbook and information will be designated for representatives to take back to their colleagues.
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Person Responsible	Counselors Administration PBIS grade level representatives
Monitoring Measures	Committee agenda and minutes
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : In the area of discipline, it was found that classroom management skills were not effect in turn resulting in an increase of student referrals for persistent misbehavior, particularly in the area of disrespect and physical aggression.

Goal : Increase positive interactions (student/student, teacher/student) by teaching and modeling expected behaviors. This will be measured by reducing student offense referrals in physical aggression and persistent misbehavior.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic
Funding Needed	Other
Timeline for Implementation	Bi-weekly lessons on PBIS social skills will be established in the campus calendar. Every month data will be taken on the number of offense referrals sent. This data will be collected by grade level, teacher and student. This will be presented to the staff on a monthly basis as well as a nine week.

November Progress Check	<p>In the area of discipline, the overall number of referrals increased from 33 (2016-2017) to 38 (2017-2018). When broken down into referrals by month, in August 2017 there were 0 (decreased by 2 compared to 2016), September 2017 there were 10 (decreased by 4 compared to 2016), in October there were 16 (increased by 11 compared to 2016) and in November there were 12 (increased by 2 compared to 2016).</p> <p>When broken down by grade level, Kindergarten has 3 (7 in 2016), 1st has 1 (0 in 2016), 2nd has 1 (7 in 2016), 3rd has 7 (0 in 2016), 4th has 9 (8 in 2016), and 5th has 17 (9 in 2016).</p> <p>The overall number of referrals from general education students is 18 (decreased from 25 in 2016) and 17 from special education students in B.M.C. or students with B.I.P. in the general education setting (increase from 8 in 2016).</p> <p>Targeted behaviors are physical aggression 5 (11 in 2016), persistent misbehavior 2 (2 in 2016) have either decreased or remained the same.</p>
March Progress Check	<p>In the area of discipline, the overall number of referrals increased from 47 (2016-2017) to 73 (2017-2018). When broken down into referrals by month, in December there were 9 (increased by 5 compared to 2016), in January there were 7 (increased by 6 compared to 2017), in February there were 25 (increased by 11 compared to 2017) and in March there are 3 referrals (remaining equal to 2018).</p> <p>When broken down by grade level from December to March, Kindergarten has 3 (0 in 2016-2017), 1st has 3 (6 in 2016-2017), 2nd has 6 (1 in 2016-2017), 3rd has 6 (4 in 2016-2017), 4th has 6 (4 in 2016-2017), and 5th has 19 (5 in 2016-2017).</p> <p>The overall number of referrals from general education students is 21 (8 in 2016-2017) and from special education students in B.M.C. or students with B.I.P. or 504 in the general education setting 20 (14 in 2016-2017).</p> <p>Targeted behaviors are physical aggression 3 (5 in 2016-2017), persistent misbehavior 4 (4 in 2016-2017) have either decreased or remained the same.</p>
June Progress Check	<p>In the area of discipline the campus data was an increase by 45% (40 incidents) with 5th grade having 50% of that data (20 incidents) We did not meet our campus goal.</p>

Activity 1

Activity	Implementation of PBIS rules and procedures through bi-weekly lessons
Person Responsible	PBIS Facilitator and committee members Faculty and Staff members Administration
Monitoring Measures	Learning walks/classroom walk-through during bi-weekly lesson Visibility and monitoring of students in common areas The collection of classroom coupons or points on a monthly basis

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	Every 9 weeks the recognition of students for Martin Character Awards revolving around the Pillars of character and Martin Pledge qualities (being on the right track)
Person Responsible	Counselors Professional staff CIS staff members Administration
Monitoring Measures	Reviewing criteria students are measured by Reviewing teacher input on students
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

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Activity	Professional development in the area of classroom management instructional strategies as well as understanding the students background (children of poverty) will be based on research based articles collected by the members of the instructional leadership team. Each staff member will have a copy of the researched based articles and will commit to read them and participate in a vertical discussion led by a member of the ILT team.
Person Responsible	PBIS Facilitator and committee members Professional staff Instructional leadership members Administration
Monitoring Measures	Study guide questions will be provided for each of the researched based articles Discussed items will be collected and provided to professional staff members Glow and grow cards will be given at the end of each professional development session, to help guide future ones.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : To promote health awareness and the value of physical activity for students, parents and the community through campus initiatives.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant
Funding Needed	Other
Timeline for Implementation	Events held throughout the school year

November Progress Check

	<p>October 12th Ninja War Challenge- students ran through an obstacle course and were awarded ribbons based on their best time. Bike Rodeo was held on October 17th.</p>
March Progress Check	<p>Jump Rope was held in March. Parents were in attendance and participated in various types of exercise activities and heard from various speakers. Heroes for Health was held on the campus in March. Our guest speaker was from the San Antonio Police Department. He spoke to the whole campus.</p>

June Progress Check	The campus initiatives that were held had an increase in family participation.
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Activity 1

Activity	Jump rope for Heart Event- students learn about keeping their heart healthy through cardio activities and healthy eating.
Person Responsible	PE coaches Classroom teachers Students
Monitoring Measures	Culminating event is held on the night of Family Fitness and parents are encouraged to partake in activities
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Family Fitness Night, parents and student participate in various types of physical activities Community sponsored programs are invited to be a part of the activities and healthy eating is emphasized
Person Responsible	PE Coaches Classroom teachers PTA
Monitoring Measures	Sign in sheet of families attending. Scheduled event in the spring
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	