

Abilene Independent School District
Martinez Elementary
2021-2022 Campus Improvement Plan

Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Goals







Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: Increase Kindergarten emergent readers from 60% to 85%

Targeted or ESF High Priority

Evaluation Data Sources: BAS Assessment, Running Records, Report Cards

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CSF 1, 2, 4 The LLI team will target kinder during the first six weeks of school focusing on letter and number recognition, sight words, and phonics.</p> <p>Strategy's Expected Result/Impact: Running Records, BAS, Report card, Kinder common assessment Staff Responsible for Monitoring: Principal, LLI teachers, Kinder teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Running Records will be maintained reflecting Reading Levels and progress of students</p> <p>Strategy's Expected Result/Impact: Running records, BAS, report card, kinder common assessments Staff Responsible for Monitoring: Principal, IC, Kinder teachers, LLI teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: Increase the 4th Grade Writing Overall passing rate to 70%

Targeted or ESF High Priority

Evaluation Data Sources: Classroom common Assessment, Report Card, STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CSF 1,2,4 Grade level meeting will be held at least monthly checking pacing guides, rigor and alignment of curriculum Strategy's Expected Result/Impact: Common assessments, Report Card, BAS, STAAR Staff Responsible for Monitoring: Principal, AP, IC, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical team meetings with 3rd grade ELAR so teachers can build a writing curriculum that will assist with incoming 4th graders Strategy's Expected Result/Impact: Common assessments, STAAR Staff Responsible for Monitoring: Prinicpal, IC, classroom teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Increase the 5th grade Science passing from 52% to 70%

Targeted or ESF High Priority

Evaluation Data Sources: classroom common assessments report card, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: STEMscope will be utilized for Science in grades 3-5 as a supplement via classroom computers and computer labs. Tutoring will also be used to target struggling students.</p> <p>Strategy's Expected Result/Impact: report cards, benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Principal, IC, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: Increase, 3rd, 4th, and 5th grade Reading and Math STAAR passing rate to 82%

Targeted or ESF High Priority

Evaluation Data Sources: classroom common assessments, benchmarks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Tutoring and intervention will target students who are not successful in Math, Reading, and Writing. Strategy's Expected Result/Impact: common assessments, report cards, STAAR, MAP assessments Staff Responsible for Monitoring: Principal, IC, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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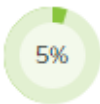
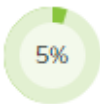




Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 5: Increase the number of students on grade level for Reading in 1st grade from 70% to 87%

Targeted or ESF High Priority

Evaluation Data Sources: common assessments, BAS, running records, report cards

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The use of small groups, LLI teachers and Title 1 paraprofessionals will be used to target struggling students in Reading.</p> <p>Strategy's Expected Result/Impact: BAS, running records, report cards</p> <p>Staff Responsible for Monitoring: Principal, IC, AP, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of students on grade level for Reading in 2nd grade from 70% to 87%</p> <p>Strategy's Expected Result/Impact: common assessments, BAS, report cards</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers, AP, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The use of small groups, LLI teachers, and Title 1 paraprofessionals will be used to target struggling students in Reading</p> <p>Strategy's Expected Result/Impact: BAS, running records, report cards</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 6: Increase the number of students who attain a Million Word Reader status to 10 or more students

Targeted or ESF High Priority

Evaluation Data Sources: EOY Million Word Reader report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly goal announcements and recognition will be implemented to increase the number of million word readers.</p> <p>Strategy's Expected Result/Impact: EOY million word reader data sheets</p> <p>Staff Responsible for Monitoring: LRC aide and librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 7: Increase the Performance Index Score o 45 to 55 on Index 2 (Student Progress)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Tutoring daily campus wide intervention, RTI interventions, small group instruction Strategy's Expected Result/Impact: common assessments, benchmarks, STAAR Staff Responsible for Monitoring: Principal, AP, IC, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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




Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 8: Martinez will establish a Campus Leadership Team and implement interventions to address areas of need based on the system safeguards on the state ratings report

Targeted or ESF High Priority

Evaluation Data Sources: Sign in sheet, benchmarks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Martinez Elementary will have a campus wide consultation committee to meet throughout the year to ensure campus goals, strategies and system safeguards are being monitored and assessed</p> <p>Strategy's Expected Result/Impact: sign in sheets, common assessments, benchmarks, report cards</p> <p>Staff Responsible for Monitoring: Principal, IC, AP, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 9: Continue to maintain devices for classrooms with additional devices available in cases of broken or needing repair .

Targeted or ESF High Priority

Evaluation Data Sources: log of Chromebooks for the campus

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: continue to purchase devices with additional title 1 funding Strategy's Expected Result/Impact: continue to have available devices for all students Staff Responsible for Monitoring: Admin team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration

Performance Objective 1: To decrease the number of ISS placements for the 2021-2022 school year by 20% with the use of CHAMPS campus wide and implementation of Foundations.

Targeted or ESF High Priority

Evaluation Data Sources: discipline referrals and ISS placements data sheet






Strategy 1 Details	Reviews			
<p>Strategy 1: Use of Tier 1, 2, and 3 infractions. Increase Foundations meetings throughout the year. Prepare teachers with more in class solutions for misbehavior, more classroom observations for STOIC.</p> <p>Strategy's Expected Result/Impact: discipline data sheets</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	 5%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop a culture, climate and environment that values collaboration

Performance Objective 2: Increase the Sped sub-population STAAR passing rate in both Reading and Math to at least 71% in both subject areas

Targeted or ESF High Priority

Evaluation Data Sources: common assessments, report cards, benchmarks, STAAR

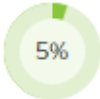
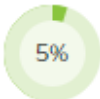




Strategy 1 Details	Reviews			
<p>Strategy 1: During grade level meetings discussion will be held reviewing Sped student's performance on common assessments, report cards, and benchmarks. Tutoring will be built in during the day to provide assistance to these students. Student conferences will also be held with an admin member in order to promote student success. Frequent parent/teacher conferences.</p> <p>Strategy's Expected Result/Impact: grade level sign in sheets, common assessments, report cards, benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Admin team, sped paraprofessionals, Sped teachers,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration

Performance Objective 3: 100% of staff and students will demonstrate characteristics of a leader.

Targeted or ESF High Priority

Evaluation Data Sources: Leader in Me Evidence binders, leadership Day survey








Strategy 1 Details	Reviews			
<p>Strategy 1: During Leadership day, each classroom will provide a classroom presentations connected to LIM Strategy's Expected Result/Impact: leadership day surveys Staff Responsible for Monitoring: Admin team, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% classroom participation in Leadership Day. 100% of student will have a Leadership notebook, 100% of staff with be LIM trained, 100% of classrooms will have a mission statement and 7 habit poster Strategy's Expected Result/Impact: grade level meeting notes, leadership day survey, LIM surveys Staff Responsible for Monitoring: Admin team, classroom teachers, Lighthouse team</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration

Performance Objective 4: By Spring 2021, make schools more inclusive and increase student favorable reports of school belonging by at least 5% over spring 2019 to 70% in grades 3-5

Targeted or ESF High Priority

Evaluation Data Sources: school/district survey for students and families






Strategy 1 Details	Reviews			
Strategy 1: Commit to inclusive language and graphics on all internal and public communications Strategy's Expected Result/Impact: student/family surveys Staff Responsible for Monitoring: Admin team Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assess and increase diverse perspectives represented in library holdings and curriculum resources Strategy's Expected Result/Impact: library survey of resources and books Staff Responsible for Monitoring: Librarian and LRC aide Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop a process for reporting acts of intolerance Strategy's Expected Result/Impact: google forms to turn in, phone calls/hotlines to report Staff Responsible for Monitoring: Admin team Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Build partnerships with local business and organizations

Performance Objective 1: Invite community and business members to Martinez elementary Leadership Event

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheets, invitations

Strategy 1 Details	Reviews			
Strategy 1: to have parents and community members invited to Leadership and Bingo Lingo night Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Admin team, parent coordinator Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
	 5%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Build partnerships with local business and organizations

Performance Objective 2: 100% of GT students will be involved in enrichment activities preparing them for college and the workforce

Targeted or ESF High Priority

Evaluation Data Sources: UIL competitions






Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff

Performance Objective 1: Increase parent involvement and community involvement opportunities to at least 10 activities

Targeted or ESF High Priority

Evaluation Data Sources: sign in sheets, invitations






Strategy 1 Details	Reviews			
<p>Strategy 1: CSF 5 and 6 Provide parents and the community an opportunity to attend on campus activities</p> <p>Strategy's Expected Result/Impact: Provide parents and community an opportunity to attend on campus activities invite them to: PAC meetings Meet the teacher Top Tiger (every six weeks) Parent Forums Fall Festival Bingo Lingo Habit Hunt Christmas Sing Along Kinder Graduation 5th Grade Awards Talent Show</p> <p>Staff Responsible for Monitoring: Admin team, Lighthouse committee</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates

Performance Objective 1: 100% of teachers will be provided staff development in classroom strategies to promote student engagement and success

Targeted or ESF High Priority

Evaluation Data Sources: staff development sign in sheets, grade level meeting notes, lesson plans, walk throughs






Strategy 1 Details	Reviews			
<p>Strategy 1: CSF 1,2,3,7 Staff training Balanced Literacy, Comprehension toolkit, STEMscopes, Guided Math, LIM, BAS</p> <p>Strategy's Expected Result/Impact: training day sign in sheets, lesson plans, STEMscopes suage reports</p> <p>Staff Responsible for Monitoring: Admin team, District Content directors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates

Performance Objective 2: 100% of Kindergarten teachers will host Early Childhood/Head Start students in order to connect to the learning environment and to foster learning. Due to Covid, videos of all important campus information shown to the students and put on school webpage.

Targeted or ESF High Priority

Evaluation Data Sources: agenda of events, video order






Strategy 1 Details	Reviews			
Strategy 1: Create a transition day during the spring for the purpose of introducing ECC students to feel safe and connected to the environment Strategy's Expected Result/Impact: agenda Staff Responsible for Monitoring: kinder teachers, Admin team Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates

Performance Objective 3: Increase the Math Scores for our African american students from 30% to 50% and for our white population from 43% to 60% through the use of extra tutorials using teachers and Title 1 funds. The groups for tutorials will be based on each students skill level based on past STAAR data, and MAP assessment data. STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data, commons assessment, MAP assessments






Strategy 1 Details	Reviews			
<p>Strategy 1: Use of teachers to tutor students on a scheduled time of day in order to fill in the gaps for all students, especially African American and White students</p> <p>Strategy's Expected Result/Impact: Oct- common assessments, Jan and Apr MAP assessments</p> <p>Staff Responsible for Monitoring: Admin team, classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutor - Title I, Part A - \$3,840</p>	Formative			Summative
	Oct	Jan	Apr	June
	 35%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Meet or exceed all federal and state mandates

Performance Objective 4: Increase the Reading scores for our African American students from 23% to 50% and for our White students from 39% to 60% through the use of extra tutorials using teachers and Title 1 Funds. The groups for tutorials will be based on each students skill level based on past STAAR data and MAP assessment data

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data, common assessments, MAP assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use of teachers to tutor students on a scheduled time of day in order to fill in the gaps of all students, especially focusing on African American Students and White students</p> <p>Strategy's Expected Result/Impact: OCT-common assessments, JAN and April-MAP assessments</p> <p>Staff Responsible for Monitoring: Admin team, classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutors - Title I, Part A - \$3,840</p>	Formative			Summative
	Oct	Jan	Apr	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	CSF 1, 2, 4 The LLI team will target kinder during the first six weeks of school focusing on letter and number recognition, sight words, and phonics.
1	1	2	Running Records will be maintained reflecting Reading Levels and progress of students
1	2	1	CSF 1,2,4 Grade level meeting will be held at least monthly checking pacing guides, rigor and alignment of curriculum
1	2	2	Vertical team meetings with 3rd grade ELAR so teachers can build a writing curriculum that will assist with incoming 4th graders
1	3	1	STEMscope will be utilized for Science in grades 3-5 as a supplement via classroom computers and computer labs. Tutoring will also be used to target struggling students.
1	4	1	Tutoring and intervention will target students who are not successful in Math, Reading, and Writing.
1	5	1	The use of small groups, LLI teachers and Title 1 paraprofessionals will be used to target struggling students in Reading.
1	5	2	Increase the number of students on grade level for Reading in 2nd grade from 70% to 87%
1	5	3	The use of small groups, LLI teachers, and Title 1 paraprofessionals will be used to target struggling students in Reading
1	6	1	Weekly goal announcements and recognition will be implemented to increase the number of million word readers.
1	7	1	Tutoring daily campus wide intervention, RTI interventions, small group instruction
1	8	1	Martinez Elementary will have a campus wide consultation committee to meet throughout the year to ensure campus goals, strategies and system safeguards are being monitored and assessed
1	9	1	continue to purchase devices with additional title 1 funding
2	1	1	Use of Tier 1, 2, and 3 infractions. Increase Foundations meetings throughout the year. Prepare teachers with more in class solutions for misbehavior, more classroom observations for STOIC.
2	2	1	During grade level meetings discussion will be held reviewing Sped student's performance on common assessments, report cards, and benchmarks. Tutoring will be built in during the day to provide assistance to these students. Student conferences will also be held with an admin member in order to promote student success. Frequent parent/teacher conferences.
2	3	1	During Leadership day, each classroom will provide a classroom presentations connected to LIM
2	3	2	100% classroom participation in Leadership Day. 100% of student will have a Leadership notebook, 100% of staff will be LIM trained, 100% of classrooms will have a mission statement and 7 habit poster
2	4	1	Commit to inclusive language and graphics on all internal and public communications
2	4	2	Assess and increase diverse perspectives represented in library holdings and curriculum resources
2	4	3	Develop a process for reporting acts of intolerance
3	1	1	to have parents and community members invited to Leadership and Bingo Lingo night
4	1	1	CSF 5 and 6 Provide parents and the community an opportunity to attend on campus activities
5	1	1	CSF 1,2,3,7 Staff training Balanced Literacy, Comprehension toolkit, STEMscopes, Guided Math, LIM, BAS

Goal	Objective	Strategy	Description
5	2	1	Create a transition day during the spring for the purpose of introducing ECC students to feel safe and connected to the environment
5	3	1	Use of teachers to tutor students on a scheduled time of day in order to fill in the gaps for all students, especially African American and White students
5	4	1	Use of teachers to tutor students on a scheduled time of day in order to fill in the gaps of all students, especially focusing on African American Students and White students

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	CSF 1, 2, 4 The LLI team will target kinder during the first six weeks of school focusing on letter and number recognition, sight words, and phonics.
1	1	2	Running Records will be maintained reflecting Reading Levels and progress of students
1	2	1	CSF 1,2,4 Grade level meeting will be held at least monthly checking pacing guides, rigor and alignment of curriculum
1	2	2	Vertical team meetings with 3rd grade ELAR so teachers can build a writing curriculum that will assist with incoming 4th graders
1	3	1	STEMscope will be utilized for Science in grades 3-5 as a supplement via classroom computers and computer labs. Tutoring will also be used to target struggling students.
1	4	1	Tutoring and intervention will target students who are not successful in Math, Reading, and Writing.
1	5	1	The use of small groups, LLI teachers and Title 1 paraprofessionals will be used to target struggling students in Reading.
1	5	2	Increase the number of students on grade level for Reading in 2nd grade from 70% to 87%
1	5	3	The use of small groups, LLI teachers, and Title 1 paraprofessionals will be used to target struggling students in Reading
1	6	1	Weekly goal announcements and recognition will be implemented to increase the number of million word readers.
1	7	1	Tutoring daily campus wide intervention, RTI interventions, small group instruction
1	8	1	Martinez Elementary will have a campus wide consultation committee to meet throughout the year to ensure campus goals, strategies and system safeguards are being monitored and assessed
1	9	1	continue to purchase devices with additional title 1 funding
2	1	1	Use of Tier 1, 2, and 3 infractions. Increase Foundations meetings throughout the year. Prepare teachers with more in class solutions for misbehavior, more classroom observations for STOIC.
2	2	1	During grade level meetings discussion will be held reviewing Sped student's performance on common assessments, report cards, and benchmarks. Tutoring will be built in during the day to provide assistance to these students. Student conferences will also be held with an admin member in order to promote student success. Frequent parent/teacher conferences.
2	3	1	During Leadership day, each classroom will provide a classroom presentations connected to LIM
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Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Tutor		\$3,840.00
5	4	1	Tutors		\$3,840.00
Sub-Total					\$7,680.00
Grand Total					\$7,680.00

Addendums