Abilene Independent School District

Martinez Elementary

2023-2024 Campus Improvement Plan

Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Martinez Elementary Special Education students have steadily increased over the years. We need to get more Special Education teachers and/or Interventionist to be able to give more one on one help to our students with needs and gaps in their academic progress.

Root Cause 1: We do not have enough help with our Special Education students. We have Instructional Aides, but as far as teachers, we currently just have 2 Special Education teachers for K-5.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 2: Martinez Elementary has many kinder students who come to us without Pre-k experience. Out of the 90 students enrolled only 57 students have Pre-k experience. Without the experience of Pre-k, students are not prepared for the rigor of kindergarten and they come to us behind, academically as well as socially.

Root Cause 2: Many of our families are still fearful of the pandemic and are keeping their students at home. We also have many that feel that Pre-k is not necessary for the students to be successful. They do not see the advantage of laying that foundation for their student early.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 3: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%.

Root Cause 3: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Problem Statement 3 Areas: Demographics - Student Achievement - Demographics

Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.

Root Cause 4: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Martinez will establish a Campus Leadership Team and implement interventions to address areas of need based on the system safe guards on the state ratings report

High Priority

Evaluation Data Sources: Sign in sheet, benchmarks, STAAR

Strategy 1 Details	Reviews			
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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: sign in sheets, common assessments, benchmarks, report cards **Staff Responsible for Monitoring:** Principal, IC, AP, teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	N/A	55%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	
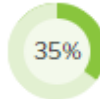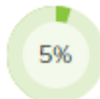
Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: 100% of staff and students will demonstrate characteristics of a leader.

High Priority

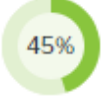**Evaluation Data Sources:** Leader in Me Evidence binders, event surveys

Strategy 1 Details		Reviews			
Strategy 1: During Leadership day, each classroom will provide a classroom presentations connected to LIM		**Formative**			**Summative**
Strategy's Expected Result/Impact: leadership day surveys **Staff Responsible for Monitoring:** Admin team, teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**		Oct	Jan	Apr	June
		10%	35%		

Strategy 2 Details		Reviews			
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		**Formative**			**Summative**
Strategy's Expected Result/Impact: grade level meeting notes, leadership day survey, LIM surveys **Staff Responsible for Monitoring:** Admin team, classroom teachers, Lighthouse team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**		Oct	Jan	Apr	June
		5%	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: By Spring 2024, make schools more inclusive and increase student favorable reports of school belonging by at least 5% over spring 2023 to 70% in grades 3-5

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	**Formative**			**Summative**
Strategy's Expected Result/Impact: student/family surveys	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	5%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Assess and increase diverse perspectives represented in library holdings and curriculum resources	**Formative**			**Summative**
Strategy's Expected Result/Impact: library survey of resources and books	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Librarian and LRC aide **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	5%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Develop a process for reporting acts of intolerance	**Formative**			**Summative**
Strategy's Expected Result/Impact: google forms to turn in, phone calls/hotlines to report	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	5%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: Work in collaboration with ACU student body to tutor our 5th grade students in Math, RLA, and Science.

Evaluation Data Sources: sign in sheets from tutors

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: Increase Kindergarten emergent readers from 45% to 75%

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: CSF 1, 2, 4	**Formative**			**Summative**
The LLI team will target kinder during the first six weeks of school focusing on letter and number recognition, sight words, and phonics.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Running Records, BAS, Report card, Kinder common assessment **Staff Responsible for Monitoring:** Principal. LLI teachers, Kinder teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4	35%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Running Records will be maintained reflecting Reading Levels and progress of students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Running records, BAS, report card, kinder common assessments	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, IC, Kinder teachers, LLI teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 3, 4 - Demographics 1, 3 - Student Achievement 2, 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4	30%	65%		

Performance Objective 1 Problem Statements:

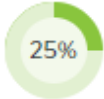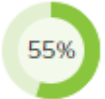| Demographics |
|---|
| **Problem Statement 1**: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%.   **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals. |
| **Problem Statement 3**: Martinez Elementary has many kinder students who come to us without Pre-k experience. Out of the 90 students enrolled only 57 students have Pre-k experience. Without the experience of Pre-k, students are not prepared for the rigor of kindergarten and they come to us behind, academically as well as socially.   **Root Cause**: Many of our families are still fearful of the pandemic and are keeping their students at home. We also have many that feel that Pre-k is not necessary for the students to be successful. They do not see the advantage of laying that foundation for their student early. |
| **Student Learning** |
| **Problem Statement 3**: Martinez Elementary has many kinder students who come to us without Pre-k experience. Out of the 90 students enrolled only 57 students have Pre-k experience. Without the experience of Pre-k, students are not prepared for the rigor of kindergarten and they come to us behind, academically as well as socially.   **Root Cause**: Many of our families are still fearful of the pandemic and are keeping their students at home. We also have many that feel that Pre-k is not necessary for the students to be successful. They do not see the advantage of laying that foundation for their student early. |

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: To decrease the number of ISS placements for the 2023-2024 school year by 20% with the use of CHAMPS campus wide and implementation of Foundations.

    High Priority

    Evaluation Data Sources: discipline referrals and ISS placements data sheet

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: discipline data sheets **Staff Responsible for Monitoring:** Admin team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	25%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: Increase the Sped sub-population STAAR passing rate in both Reading and Math to at least 60% in both subject areas

    High Priority

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

Strategy 1 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: grade level sign in sheets, common assessments, report cards, benchmarks, STAAR
    Staff Responsible for Monitoring: Admin team, sped paraprofessionals, Sped teachers,
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Demographics 2 - Student Achievement 3 - Student Learning 2 - Curriculum, Instruction, and Assessment 3
		10%	50%		

0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Martinez Elementary Special Education students have steadily increased over the years. We need to get more Special Education teachers and/or Interventionist to be able to give more one on one help to our students with needs and gaps in their academic progress.   **Root Cause**: We do not have enough help with our Special Education students. We have Instructional Aides, but as far as teachers, we currently just have 2 Special Education teachers for K-5.

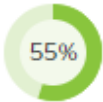| Student Learning |
|---|
| **Problem Statement 2**: Martinez Elementary Special Education students have steadily increased over the years. We need to get more Special Education teachers and/or Interventionist to be able to give more one on one help to our students with needs and gaps in their academic progress.   **Root Cause**: We do not have enough help with our Special Education students. We have Instructional Aides, but as far as teachers, we currently just have 2 Special Education teachers for K-5. |

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: Increase the 5th grade Science passing from 38% to 50%

    High Priority

    Evaluation Data Sources: classroom common assessments report card, district benchmarks, MAP testing, STAAR

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: report cards, benchmarks, STAAR **Staff Responsible for Monitoring:** Principal, IC, classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	**Oct**	**Jan**	**Apr**	**June**
	20%	55%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 5: Increase, 3rd, 4th, and 5th grade Reading and Math STAAR passing rate to 78%

    High Priority

    Evaluation Data Sources: classroom common assessments, benchmarks, MAP Growth results, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Tutoring and intervention will target students who are not successful in Math, Reading, and Writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: common assessments, report cards, STAAR, MAP assessments	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Principal, IC, teachers
 	
    Title I:
    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
    - Additional Targeted Support Strategy
 	
    Problem Statements: Student Achievement 1 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5
    Funding Sources: Heggerty Bridge the Gap - Title I, Part A - $372.60, Supplemental Tutoring Allocation - State Comp Ed - $5,100
	20%	50%		

Strategy 2 Details	**Reviews**			
Strategy 2: Provide personalized practice opportunities in response to formative assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased percentage of students meeting growth targets and grade level norms	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Principal, IC, classroom teachers
 	
    Title I:
    2.4, 2.6
    - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5
    Funding Sources: Amplify Reading (Greades 3-5) - Title I, Part A - $7,000
	30%	50%		

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%.   **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 6: Increase the percentage of Grade 1-2 students on grade level for Reading from 70% to 87%.

    High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Use formative assessment data to create and provide resources for small groups led by campus interventionists, Title I instructional aides, and temporary tutors.		**Formative**			**Summative**

Strategy's Expected Result/Impact: increased numbers of students meeting growth targets and grade level performance norms
    Staff Responsible for Monitoring: Principal, classroom teachers, IC
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 5: Effective Instruction
    Problem Statements: Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5
    Funding Sources: Flyleaf Decodables - Title I, Part A - $17,246.28, Raz-Plus - Title I, Part A, Tutor Suzanne Southerland (20hours x 33 weeks) - Title I, Part A - $18,755
		Oct	Jan	Apr	June

		20%	40%		
Strategy 2 Details		**Reviews**			
Strategy 2: Use Amplify Reading with all Grade 1 students to support reading development.		**Formative**			**Summative**

Strategy's Expected Result/Impact: increased percentage of Grade 1 students meeting grade level norms
    Staff Responsible for Monitoring: Principal, IC, classroom teachers
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Funding Sources: Amplify Reading (Grade 1) - Title I, Part A - $7,000
		Oct	Jan	Apr	June

		20%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Use decodables from Flyleaf resources to assist our struggling readers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the number of K-3 reading on grade level to 85% or more in each grade level.	N/A	40%		
Staff Responsible for Monitoring: Principal, IC, Classroom teachers				
Title I: 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** - Title I, Part A - $10,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%.   **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 7: Increase the number of students who attain a Million Word Reader status to 3 or more students

High Priority

Evaluation Data Sources: EOY Million Word Reader report

Strategy 1 Details	Reviews			
Strategy 1: Weekly goal announcements and recognition will be implemented to increase the number of million word readers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: EOY million word reader data sheets **Staff Responsible for Monitoring:** LRC aide and librarian **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	30%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 8: Increase the Performance of Student Success Status from 0 out of 9 met targets to 4 out of 9 targets met

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Tutoring daily campus wide intervention, RTI interventions, small group instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: common assessments, benchmarks, STAAR	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, AP, IC, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5	15%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%. **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.
Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

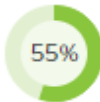| School Processes & Programs |
| --- |
| **Problem Statement 1**: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students. |

Goal 2: Expect and support active learner engagement in classrooms.

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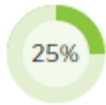
High Priority

Evaluation Data Sources: log of Chromebooks for the campus

Strategy 1 Details			Reviews		
Strategy 1: continue to purchase devices with additional title 1 funding			**Formative**		**Summative**
Strategy's Expected Result/Impact: continue to have available devices for all students		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**		55%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 10: Increase the Math Scores for our African american students from 30% to 50% and for our hispanic 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

> **High Priority**

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

Strategy 1 Details	Reviews			
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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Oct- common assessments, Jan and Apr MAP assessments
    Staff Responsible for Monitoring: Admin team, classroom teacher
 	
    Title I:
2.5, 2.6
 - **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
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5
    Funding Sources: Tutor - Title I, Part A - $3,840
	25%	50%		

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%. **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 11: Increase the Reading scores for our African American students from 23% to 50% and for our hispanic 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

    High Priority

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

Strategy 1 Details		Reviews			
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		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: OCT-common assessments, JAN and April-MAP assessments **Staff Responsible for Monitoring:** Admin team, classroom teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5 **Funding Sources:** Tutors - Title I, Part A - $3,840		15%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%. **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

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

    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	**Formative**			**Summative**
Strategy's Expected Result/Impact: sign in sheets	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin team, parent coordinator **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	10%	50%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders.

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

High Priority

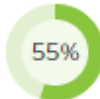**Evaluation Data Sources:** UIL competitions

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

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

High Priority

Evaluation Data Sources: sign in sheets, invitations

Strategy 1 Details	Reviews			
Strategy 1: CSF 5 and 6	**Formative**			**Summative**
Provide parents and the community an opportunity to attend on campus activities	**Oct**	**Jan**	**Apr**	**June**
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 **Staff Responsible for Monitoring:** Admin team, Lighthouse committee **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	35%	55%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Work with Adult Education to come to our events in order to promote education for our parents of our students.

Evaluation Data Sources: calendar dates/times for the events

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: CSF 1,2,3,7	**Formative**			**Summative**
Staff training Balanced Literacy, Comprehension tookit, STEMscopes, Guided Math, LIM, BAS	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: training day sign in sheets, lesson plans, STEMscopes suage reports **Staff Responsible for Monitoring:** Admin team, District Content directors **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5	35%	55%		
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%.   **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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.

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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: agenda **Staff Responsible for Monitoring:** kinder teachers, Admin team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 4 - Student Learning 3 - Curriculum, Instruction, and Assessment 4	20%	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Martinez Elementary has many kinder students who come to us without Pre-k experience. Out of the 90 students enrolled only 57 students have Pre-k experience. Without the experience of Pre-k, students are not prepared for the rigor of kindergarten and they come to us behind, academically as well as socially. **Root Cause**: Many of our families are still fearful of the pandemic and are keeping their students at home. We also have many that feel that Pre-k is not necessary for the students to be successful. They do not see the advantage of laying that foundation for their student early.

Student Learning

Problem Statement 3: Martinez Elementary has many kinder students who come to us without Pre-k experience. Out of the 90 students enrolled only 57 students have Pre-k experience. Without the experience of Pre-k, students are not prepared for the rigor of kindergarten and they come to us behind, academically as well as socially. **Root Cause**: Many of our families are still fearful of the pandemic and are keeping their students at home. We also have many that feel that Pre-k is not necessary for the students to be successful. They do not see the advantage of laying that foundation for their student early.

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: We will conduct weekly safety audits on campus, including checking doors and making sure they have no malfunctions.

High Priority

Evaluation Data Sources: Weekly audit google doc that is shared with Tony Lassiter and Dan Cottner

Strategy 1 Details	Reviews			
Strategy 1: Weekly checks of all campus doors by admin team to make sure all doors are functioning properly and those in need of repair are getting work orders put in.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Safety of all campus students and personnel. **Staff Responsible for Monitoring:** Admin team: Mildred Petty, Yolanda Morales, Mandy Welch, Kara Moschetto (PE teacher in charge of checking gym doors) **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	60%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 4: Raise our attendance rating to 95% by having Credit Recovery for our students who are attendance issues, starting 2nd six weeks. They will come every Thursday from 330-530 to catch up on work and make-up time from excessive absences.

    Evaluation Data Sources: Data sheets of students with excessive absences and roll sheets from Credit Recovery

Strategy 1 Details		Reviews		
Strategy 1: Students with excessive absences will attend Credit Recovery to assist with tutoring on assignments missed		**Formative**		**Summative**
Strategy's Expected Result/Impact: Help students who have excessive absences get the necessary instruction needed to be successful while completing the time missed from being absent.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Linda Piazza. Principal, Mildred Petty, Tutors for Credit Recovery, Steven Pritchett, Shawna Sampson, Kathrine Gomez, Sheri Daniell **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 1 - Student Achievement 1, 2 - Student Learning 4 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 5	25%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Increase the passing rates for our African American students in math from 30% to 50% as well as our Hispanic students from 43% to 60%. **Root Cause**: Our student population of Hispanics is considerably high and African American student population is growing. We will need to watch both groups in order to achieve our goals.

Student Learning
Problem Statement 4: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner. **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

School Processes & Programs
Problem Statement 1: Students who are behind on Reading and/or Math are not getting the interventions they need in a timely manner.   **Root Cause**: RTI interventions not getting started at an earlier stage. Teachers not knowing exactly when the RTI process should be started on struggling students.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	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	2	1	During Leadership day, each classroom will provide a classroom presentations connected to LIM
1	2	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
1	3	1	Commit to inclusive language and graphics on all internal and public communications
1	3	2	Assess and increase diverse perspectives represented in library holdings and curriculum resources
1	3	3	Develop a process for reporting acts of intolerance
2	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.
2	1	2	Running Records will be maintained reflecting Reading Levels and progress of students
2	2	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	3	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	4	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.
2	5	1	Tutoring and intervention will target students who are not successful in Math, Reading, and Writing.
2	7	1	Weekly goal announcements and recognition will be implemented to increase the number of million word readers.
2	8	1	Tutoring daily campus wide intervention, RTI interventions, small group instruction
2	9	1	continue to purchase devices with additional title 1 funding
2	10	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
2	11	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
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 tookit, STEMscopes, Guided Math, LIM, BAS
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

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's **Needs Assessment** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's **Formative and Summative Year-End Reviews** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1	Supplemental Tutoring Allocation		$5,100.00
				Sub-Total	$5,100.00
			Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1	Heggerty Bridge the Gap		$372.60
2	5	2	Amplify Reading (Greades 3-5)		$7,000.00
2	6	1	Tutor Suzanne Southerland (20hours x 33 weeks)		$18,755.00
2	6	1	Flyleaf Decodables		$17,246.28
2	6	1	Raz-Plus		$0.00
2	6	2	Amplify Reading (Grade 1)		$7,000.00
2	6	3			$10,000.00
2	10	1	Tutor		$3,840.00
2	11	1	Tutors		$3,840.00
				Sub-Total	$68,053.88