# Brownsville Independent School District

# Martin Elementary

# 2020-2021 Campus Improvement Plan

**Board Approval Date:** November 4, 2020

# Mission Statement

**R. L. Martin Elementary School strives to maintain a learning environment that supports challenging experiences, as it enables students to become creative, innovative, and independent thinkers.**

# Vision

**Our instructional strategies will increase technological knowledge, cultural awareness, social growth, and individuals who can compete in a global, multicultural society.**

# Value Statement

**We believe that our students, parents, community, and staff are empowered by accelerated instruction to achieve academic excellence.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Martin Elementary analyzes data on a daily basis. Daily reviews include attendance and At-Risk reports. Campus personnel checks student attendance daily and follow necessary procedures to track excessive absences through parent contact and conferences. The Parent Liaison assists by making home visits as requested by teachers and by her analysis of attendance problems. Attendance percentages are shared with campus staff weekly to keep a campus wide focus of our attendance goal. Also, campus personnel consistently checks At-Risk reports through progress reports, benchmark results, and subgroup analysis of progress and give appropriate additional instruction through Tier instruction and afterschool tutorial.

The student population at Martin Elementary School is approximately 494 (PEIMS Snapshot date of 10/25/19) and serves students in grades Pre-Kinder- 3 through Fifth. According to the PEIMS Data Review of our campus profile, the student population includes: ( Hispanic - 94.3%, White - 5.5%, Economically Disadvantaged - 92,1%, English Language Learners (ELL) 37.4%, At-Risk 74.3%, Bilingual - 36.1%, Gifted & Talented - 5.3%, Special Ed. - 14.6%. The mobility rate for the 2017-2018 school year was 17%. As per PEIMS EOY Data Review for 2019-2020 the Attendance Rate was 96.4% and the Attendance Rate for At-Risk students was 96.16%.)

### Demographics Strengths

*Martin Elementary has established families with siblings of former students currently enrolled
*Communication and collaboration of Parent Liaison/Teachers/Administration/Parents to address attendance issues

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Need to increase student attendance in order to meet the attendance goal of 98.5% **Data Analysis/Root Cause:** Attendance rate data shows a decline to 96.4% (-2.1% ) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

**Need Statement 2:** Need to increase enrollment and retention of students at all grade levels by offering after school enrichment programs and tutorials **Data Analysis/Root Cause:** Martin Elementary is an older campus within an established community now in competition with charter schools and the perception that the campus is an outside older facility.

**Need Statement 3:** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

**Need Statement 4:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Data from state requirements, district and campus needs assessments show additional support would be beneficial for student achievement due to academic gaps from COVID-19.

# Student Learning

**Student Learning Summary**

Martin Elementary disaggregated data in various ways. Grade levels analyze data of BOY/MOY with no EOY data due to COVID-19 for C-PALLS TPRI/Tejas LEE along with District Benchmark tests, C&I Checkpoints, classroom assessments, fluency, TELPAS and STAAR 2019 results. Grade level meetings were held twice a month for this task and plans for student improvement were developed. Campus personnel also analyzed Accelerated Reader rates for improvement of reading levels and fluency. Data was discussed during RTI meetings held each six weeks to check on student progress in Tier instruction. Special Ed-General Ed Co-Planning was held each six weeks to review Sp.Ed/Dysleixa/504 student progress and review accommodations. BISD Specialists were also available during grade level meetings to assist in the disaggregation of data specifically in the areas of ELA/Math/Science/Social Studies/Bilingual/GT/At-Risk.

Grade Levels MET or SURPASSED the District Goal in the following: (Data results for C-PALLS/TPRI/Tejas LEE as of MOY and STAAR 2019 ONLY as STAAR 2020 not administered due to COVID-19)

*PK-3 MOY C-PALLS (EN) Phonological Awareness 70% (+0), Rapid Vocabulary Naming 100% (+30), Math Screener 70% (+0), Science Assessment 100% (+30) and C-PALLS (SP) in Science Assessment 86% (+16%)

*PK-4 MOY C-PALLS (EN) Phonological Awareness 85% (+15), Rapid Letter Naming 90% (+20), Math Screener 95% (+25), and Science Assessment 97% (+27) and C-PALLS (SP) Phonological Awareness 74% (+4), Math Screener 91% (+21), Science Assessment 100% (+30)

*Kinder MOY TPRI Phonics 82% (+12)

*2nd Gr. MOY Tejas LEE Word Reading 100% (+30)

*3rd Gr. STAAR 2019 Math 94% (+7), Rdg 84% (+7)

*4th Gr. STAAR 2019 Math 88% (+9), Rdg 81% (+16)

*5th Gr. STAAR 2019 Math 100% (=), Rdg 100% (+2)

OVERALL CAMPUS STAAR 2019: Math 94% (+6), Rdg 88%(+8)

Grade Levels DID NOT MEET District Goal in the following: (Data results for C-PALLs/TPRI/Tejas LEE as of MOY and STAAR 2019 ONLY as STAAR 2020 not administered due to COVID-19)

*PK-3 MOY C-PALLS (EN) Rapid Letter Naming 40% (-30) and C-PALLS-(SP) Phonological Awareness 43% (-27), Rapid Letter Naming 14% (-56), Rapid Vocabulary Naming 43% (-66), Math Screener 14% (-56)

*PK-4 MOY C-PALLS (EN) Rapid Vocabulary Naming 69% (-1)and C-PALLS- (SP) Rapid Letter Naming 48% (-22), Rapid Vocabulary Naming 13% (-57)

*Kinder MOY TPRI Phonological Awareness 27% (-43) and Tejas LEE Phonological Awareness 0% (-70), Phonics 17% (-53), Listening Comprehension 17% (-53)

*1st Gr. MOY TPRI Phonological Awareness 64% (-6), Phonics 66% (-4),Word Reading 30% (-40); Fluency 33% (-37), Reading Comprehension 41% (-29) and Tejas LEE

Phonological Awareness 0% (-70), Phonics 0% (-70), Word Reading 0% (-70), Fluency 0% (-70), Reading Comp. 0% (-70)

*2nd G. MOY TPRI Phonics 18% (-52), Word Reading 60% (-10), Fluency 56% (-14), Reading Comprehension 35% (-35%)and Tejas LEE Phonics 50% (-20), Fluency 0% (-70), Reading Comprehension 50% (-20)

*4th Gr. Although 4th Gr. had great gains in Math, Reading and Writing, the content area of Writing was at 72% on the 2019 STAAR wil the goal for the upcoming year to increase the overall STAAR Writing score to 80%+

*5th Gr. The content area of Science was the lowest performing area in all grade level STAAR 2019 testing with 65% (-21). Our campus goal is to improve Science scores with a goal of 88% (+23) to meet/surpass the previous STAAR Science 2018 result of 86%, Reading to 100% (+2), Math maintain 100% (=)

*Sp.Ed. Sp.Ed. fell below 60% (53% -7pts) on 2016 System Safeguards in Math. Overall perfomance rates for Sp.Ed. include Rdg (60% Met System Safeguard), Writing (42% -18 pts.) and Science (75% +15 pts Met Goal)

**Student Learning Strengths**

Although the EOY for 2020 included numerous challenges, Martin Elementary celebrated numerous strengths:

1. Collaboration of campus staff both in Grade Levels and vertically in analyzing assessment data to plan to targeted instruction

2. Co-curricular and extra-curricular activities as Science Fair, Destination Imagination, Brainsville, STEM activities, Coding, Chess, UIL, SuperStar Sprinters Running Club, Spelling Bee and Fine Arts Music and Art activities kept students engaged and exposed them to experiences beyond the classroom

3. Students had the opportunity to develop technology skills during COVID-19 for distant learning through the platforms of Seesaw, Google Classroom, Zoom, Class Dojo including Art, PE, Music, Library and Counselor collaboration with grade levels

**Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause:** Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

**Need Statement 2:** Need to increase availability of quality technology, software, and internet access along with personalized professional learning to support technology integration, instructional models and platforms for online, at-home, hybrid, blended, and/or fact-to-face instruction for students, faculty, staff and parents **Data Analysis/Root Cause:** Staff, parent and student survey results show availability and access issues with technology and support for training and implementation

**Need Statement 3:** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements **Data Analysis/Root Cause:** Data from Teacher Needs Surveys shows the use of content area supplemental instructional supplies and resources are effective in addressing student achievement gaps

**Need Statement 4:** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant based, and other areas). **Data Analysis/Root Cause:** Data from staffing reports reflect additional staff would allow for meeting programmatic requirements and improved student performance

**Need Statement 5:** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

**Need Statement 6:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Data from state requirements, district and campus needs assessments show additional support would be beneficial for student achievement due to academic gaps from COVID-19.

# School Processes & Programs

**School Processes & Programs Summary**

Martin Elementary has maintained a low turn-over of teachers and staff. Martin Elementary works to maintain staff quality throughout the school year with various professional development opportunities. Point of Contact representatives for content areas and lead teachers meet with grade levels and in vertical teams to disseminate information discussed at district level meetings/trainings.

Martin Elementary is pro-active in the area of curriculum and instruction and analyzing how it affects assessments. The campus keeps informed with district and state curricular and assessment updates and effectively shares information with teachers/staff/students/parents in grade level meetings, classroom instruction, parent meeting updates.

Martin Elementary disaggregates data in various ways. Grade levels analyze data of BOY/MOY/EOY for C-PALLS/TPRI/Tejas LEE along with District Benchmark tests, C&I Checkpoints, classroom assessments, fluency, TELPAS and STAAR results. Grade level meetings are held twice a month for this task and plans for student improvement are developed. Campus personnel also analyzed Accelerated Reader rates for improvement of reading levels and fluency. Data is also discussed during RTI meetings held each six weeks to check on student progress in Tier instruction. Also Special Ed-General Ed Co-Planning is held each six weeks to review Sp.Ed/Dysleixa/504 student progress and review accommodations. BISD Specialists are also available during grade level meetings to assist in the disaggregation of data specifically in the areas of ELA/Math/Science/ Social Studies/Bilingual/GT/Sp. Ed/504/Dyslexia.

Martin Elementary understands that the use of technology enhances the education of students. Students have the opportunity to access technology on a daily basis through classroom instruction, computer lab, science lab, and library. Teachers have the opportunity to receive professional development on the latest educational technology, platforms and updates on curriculum/assessment through webinars and distant learning. Both students and teachers make use of technology through SmartBoard instruction, Prodigy Math, STEMscopes, EduSmart Science, My Satori, Starfall, TEKSas Target Math, Target Reading and Writing, Education Galaxy, in addition to taking on-line assessments as District Benchmark Assessments, C&I Checkpoint Mini-Mark Assessments, TELPAS, and the use of IPODS for TPRI/Tejas LEE assessments, IPADS for 2nd Gr instruction through technology, and accessing BISD and Martin Elementary websites for information and resource links. The education programs of ECSE/LifeSkills/Resource/CMC/Inclusion/Dyslexia have access to computers/Hatch Computers/MOBI/REDCAT/SmartBoard/SRA/Hatch Tablets/Teach Smart System/Unique Learning.

**School Processes & Programs Strengths**

*Maintaining of staff with loss of only Dean of Instruction, one 2nd Gr. Teacher, one Life Skills I Teacher, one PK-4 Paraprofessional, and one ECSE Paraprofessional due to retirement

*Representation of grade level at District POC/Committees

*Grade level planning for data analysis and planning for instruction/assessment and improvement of individual teachers' data analysis using TANGO/Eduphoria

*All teachers have access to various forms of technology (projectors, document cameras, SmartBoards, etc.) to enhance instruction through the use of three computer labs, in addition to COWS, are available for student use

*PK-5th Gr. students have opportunities to experience/explore technology

**Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause:** Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

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**Need Statement 7:** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant based, and other areas). **Data Analysis/Root Cause:** Data from staffing reports reflect additional staff would allow for meeting programmatic requirements and improved student performance

# Perceptions

**Perceptions Summary**

Martin Elementary maintains self-contained classes in grades PK through 2nd Gr. with 3rd through 5th Gr being departmentalized. Programs include Block classes of PE, Library, and Art. PK-5th Gr. students also attend Counselors/Library on alternating weeks. Martin Elementary has an EOP in place along with a detailed discipline plan that detail set steps to follow according to specific incidents. In order to meet the needs of students, specialized instruction is provided through Special Education, Dyslexia, Speech, GT, Bilingual. Faculty and staff follow their assigned master schedule and duty rosters and receive appropriate staff development that focuses on various aspects of the school context and organization.

Martin Elementary maintains an active family and community involvement component in educating students. Parent involvement at the school level is an integral part of student success. Each grade level is required to have a parent involvement activity each six weeks to maintain the school-home-community connection. Community Involvement is represented in our Career-on-Wheels (Gr. PK-2nd) and Career Fair (Gr. 3-5) activities with community representation visible for students to explore future careers. Students also have the opportunity to examine various Universities and Colleges that are showcased weekly as "University Showcase" during Thursday's morning announcements and displayed daily on Teachers' Bulletin Boards located in the walk-ways and on the Cafeteria stage, in addition to campus-wide promotion of higher education on University/College t-Shirt Wednesdays.

In the area of School Culture and Climate, Martin Elementary has various campus staff, students, parents and community representatives in campus committees including SBDM, CATCH Team, Parent Involvement activities for each grade level, Parent Involvement meetings, along with campus extra-curricular activities and organizations as Brainsville, Coding Club, Chess Club, Destination Imagination, 5th Gr. Choir, Science Fair, Spelling Bee, Superstar Sprinters Running Club, UIL, and student participation in Jump Rope for Heart and Fun Run activities. Martin Elementary is constantly striving to maintain an open door policy in order to maintain a positive school culture and climate as an extension of the school/home/community connection. Through Migrant funding, school supplies are distributed to migrant students to assist with the transition from migrant family work schedule to students' school schedule and needs.

**Perceptions Strengths**

*Grade level meetings for planning and data analysis

*Maintaining Campus EOP

*Grade level representation on ALL campus/district committees

*School uniform policy followed district initiative

*Campus-wide use of eSchoolPlus for discipline mananagement

*Parent attendance at grade level presentations increased by 7.19% from previous school year

**PERCEPTION NEEDS:**

1. Maintain campus-wide communication through Grade Level/Various Campus Committee Mtgs/RTI Team/GenEd-Spec.Ed Co-planning/Vertical TEAM Mtgs for Math, Rdg.

& Writing.

2. Continue providing the after school Extended Day Enrichment Program (EDEP) for PK-5th Gr. students in order to increase enrollment

3. Increase student & parent participation in Campus & Community Events and maintain documentation for CATCH Program

4. PK parent representative will serve on the PAL Team. Parent representation on LPAC, SBDM, CATCH Committees

5. Increase campus provided parental involvement opportunities to increase participation by 5% by offering sessions on alternating days and times in order to give parents an opportunity to attend at a convenient time for them

6. Provide school supplies/clothing/hygiene products for PFS & Migrant students for school preparedness of essential items for daily living and school success.

7. Increase in attendance at weekly parent involvement meetings

8. Continue with Martin Elem. SuperStar Sprinters Running Club to motivate students for health and community fun run participation

9. Provide Parent Liaison mileage expense coverage for home visits in order to increase attendance.

**Need Statements Identifying Perceptions Needs**

**Need Statement 1 (Prioritized):** Need to increase student attendance in order to meet the attendance goal of 98.5% **Data Analysis/Root Cause:** Attendance rate data shows a decline to 96.4% (-2.1% ) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

**Need Statement 2:** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate **Data Analysis/Root Cause:** Data from Parent, Student, and Teacher Needs Surveys shows more support and variety in meeting times would allow for more parent participation

# Priority Need Statements

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels

**Data Analysis/Root Cause 1**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

**Need Statement 1 Areas**: Student Learning - School Processes & Programs

**Need Statement 3**: Need to increase student attendance in order to meet the attendance goal of 98.5%

**Data Analysis/Root Cause 3**: Attendance rate data shows a decline to 96.4% (-2.1% ) and Ar-Risk attendance rate decline to 96.16 (-2.34%)

**Need Statement 3 Areas**: Demographics - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) 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 Data

**Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

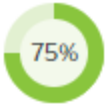
**Revised/Approved: May 15, 2020**

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

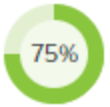
**Performance Objective 1:** Martin Elem. student performance for all students, all grades, all subjects will exceed 2019 STAAR Meets and Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Performance Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessment and aid in the sustainability of TLI through curricular supports in all content areas. Resources include<br>2nd Gr. Reading-Mentoring Minds Think Up ELAR<br>2nd Gr. Language Arts - TX Write Source Skills Book and Texas Assessment Preparation Gr. 2, Vocabulary Spelling City Digital Resource Gr 2<br>2nd Gr. Math-Mentoring Minds Think Up Math<br>3rd Gr. Reading-Teacher Created Materials Practicing for Success: Gr. 3 STAAR Reading; ECS Learning Systems STAAR Master Gr. 3; Mathwarmups.com 3rd Gr. Countdown to Reading STAAR 2019 Eng-Span plus Gauntlet 2020 Eng-Span; Mathwarmupscom 3rd Gr. Fast Focus Updated 2019 Eng only; Education Galaxy Gr 3 online test preparation<br>3rd Gr Language Arts - Vocabulary Spelling City Gr 3 Digital resource<br>3rd Gr. Math- Mathwarmups.com 3rd Gr Countdown to Math STAAR plus Gauntlet 2018 Lone Star Learning TEKSas Target Practice Math Digital Gr.3<br>3rd Gr Writing - Forde Ferrier Master Write:  Writing 3rd Gr<br>4th Gr. Reading-Math Warm-ups 4th Gr Reading STAAR Gauntlet Eng-Span; Education Galaxy Digital Resource for Reading-Writing-Math<br>4th Gr. Math - Lone Star Learning TEKSas Target Practice Digital Gr.4 Math<br>4th Gr. Writing-Forde Ferrier GAEP: Writing Revision and Editing Gr 4 Eng-Span<br>5th Gr Reading- Teacher Created Materials Practicing for Success STAAR Reading Eng-Span Gr. 5; GF Educators Step Up to the TEKS Reading Student Practice Book Eng-Span and Span TE; Time for Kids Rdg; Lone Star Learning TEKSas Target Practice Rdg Digital; ECS Learning Systems STAAR Master Reading 5th Gr. Eng-Span; Lone Star Learning TEKSas Target Practice Digital 5th Gr. Reading; Education Galaxy Digital Resource for Reading-Math-Science<br>5th Gr. Math-Teacher Created Materials Practicing for Success STAAR Math 5th Gr Eng-Span; ECS Learning Systems STAAR Master Quick Review 5th Gr. Eng-Span; STAAR Master Math 5th Gr Eng-Span; Lone Star Learning TEKSas | | |  | |

| | | | | |
|---|---|---|---|---|
| Target Practice Digital Gr.5<br>5th Gr. Science-Mentoring Minds Think Up Science Gr 5 Eng-Span; Teacher Created Materials Practicing for Success STAAR Science Gr. 5 Eng-Span; ECS Learning Systems STAAR Master Science Gr. 5 Eng-Span , Accelerate Learning STEMScope TX Gr. 5 Online<br>Gateway - Teacher supplies<br><br>-Various instructional resource/supplies ex. Lakeshore/Gateway/LD Products/Media Center/Warehouse/Office Depot/Teacher Created Materials will be ordered/printed to support<br>bilingual reading and math instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Lesson Plans with use of Resources documented<br><br>S: Evaluations, STAAR Scores<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Population:** TI, TIM, ELL, SE, AR, GT, DYS, All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Certified Extra Duty Pay - 211 Title I-A - 211-61-6118-00-009-Y-30-0F2-y - $1,345, General Supplies - 211 Title I-A - 211-13-6399-00-104-Y-30-AYP-Y - $5,000, General Supplies - 211 Title I-A - 211-11-6399-00-104-Y-30-0F2-Y - $27,853, General Supplies - Printing - 211 Title I-A - 211-11-6399-16-104-Y-30-0F2-Y - $6,000, Copy Paper for At-Risk Instructional Purposes - 162 State Compensatory - 162-11-6396-00-104-Y-30-000-Y - $2,000, General Supplies for At-Risk Instructional Purposes - 162 State Compensatory - 162-11-6399-00-104-Y-30-000-Y - $30,000, Lonestar Learning - TEKASas Target Practice Gr. 3-4-5 online resources PR420361 - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y - $0, Accerlerate Learning Inc - STEMscopes 5th Gr. online resource PR 420299 - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y - $0, Equipment under $5000 - 211 Title I-A - 211-23-6398-65-104-Y-30-OF2-Y - $4,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Improve instruction for all students including ELL, Spec. Ed, At-Risk, and Economically Disadvantaged students by providing resources for Bilingual students and teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking/reading/writing proficiencies) , intervention strategies based on student performance data to close the achievement gap and demonstrate progress, and resources to enhance instruction. Use of academic vocabulary and Word of the Week campus initiative to support sustainability of TLI and improve fluency; journal writing across content areas in PK-5th gr.; participation in FASCT Project to support Text Structures to improve literacy. Teaching supplies will be ordered from Gateway and Lakeshore for instructional purposes in order to meet our academic goals; Instructional supplies and general supplies will be ordered for ECSE- Life Skills 1-2 student use<br>**Milestone's/Strategy's Expected Results/Impact:** F: Lesson Plans, Sp.Ed. Instructional Logs, RtI Documentation, TELPAS Writing Samples, Writing Journals, C&I Mini-Marks, District Benchmarks<br><br>S: Teacher Observation, C-PALLS/TPRI/Tejas LEE Results, STAAR Results<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK-5th Gr. LEP Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Sp. Ed. Supplies for LS I-2 - 166 State Special Ed. - 166-11-6399-00-104-Y-23-OP1-Y- - $2,166, Sp. Ed. Supplies for PPCD - 166 State Special Ed. - 166-11-6399-00-104-Y-23-OP3-Y - $1,084, Sp. Ed. - Toner - 166 State Special Ed. - 166-11-6399-62-104-Y-23-000-Y - $510, General Supplies - Gateway and Lakeshore - 162 State Compensatory - 162-11-6399-00-104-Y-30-000-Y - $0, Sp. Ed. - Gloves - 166 State Special Ed. - 166-11-6399-00-104-Y-23-OP3-Y - $500 | | |  | |

| Strategy 3 Details | Reviews | | | |
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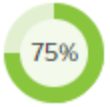
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Develop oral language skills: increase listening/speaking and reading/writing proficiency through the use of Sheltered Instruction Strategies, ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS.<br>**Milestone's/Strategy's Expected Results/Impact:** F: CPALLS, TPRI-Tejas Lee, Benchmark testing, Reading Fluency Teacher Observations, Progress Reports<br><br>S: CPALLS, TPRI, Tejas LEE, NRT, TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>PK-5th Bilingual Teachers<br>**Population:** PK-5th Gr. Students LEP - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 4 Details | Reviews | | | |
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| | Formative | | | Summative |
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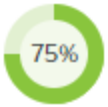
| **Strategy 4:** Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr, teachers will monitor writing process through the collection of weekly writing samples and record in the TELPAS Writing Portfolio and online TELPAS rating system. Implement District's Plan of Action for ELA and Reading including journal writing in content areas during the school day and EDEP.<br>**Milestone's/Strategy's Expected Results/Impact:** F: On-going teacher observation<br><br>S: TELPAS Writing, STAAR Writing, other district sponsored writing assessment<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Classroom Teachers<br>**Population:** All students PK-5th Gr. TI, TIM, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 5 Details | Reviews | | | |
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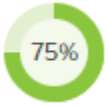
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** RtI: Martin Elementary will implement intervention through the Response to Intervention RtI Tier Model in order to support student academic growth and success<br>-Universal Screening<br>-All interventions should be scientifically researched-based<br>-Documentation of interventions and progress monitoring<br>-Use data to identify areas of need<br>-Monitor progress of struggling students<br>-Adjust instruction/interventions<br>-Review student outcome data to evaluate instruction<br>-eSchools<br><br>Tier I a minimum of 90 minutes devoted to ELA instruction<br>Tier II 30 minutes per day in small group in addition to the core instruction<br>Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-In Sheets, Pre/Post Tests, RtI forms<br><br>S: Results of C-PM TPRI -Tejas Lee, Results of Progress Monitoring, Results of District Benchmarks and C&I Mini-Mark Assessments, STAAR Results<br>**Staff Responsible for Monitoring:** Principal<br>-RTI Coordinator/Counselor<br>**Population:** PK3-4-5th Gr. Students LEP, MI, SE, GT, DYS, AR, TI - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 6 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Resources will be purchased to target assessed content areas for GT students in Gr. K-5th in order to improve GT student achievement of STAAR Masters Performance. Supplies will be purchased to target GT Art students' use for GT Projects and DI Team supplies.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Grade Level Writing Samples<br><br>S: TELPAS Writing Scores, 4th Gr. STAAR Writing Results<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>GT Teachers<br>**Population:** GT Students in Kinder -5th Gr. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** GT Supplies - 199 G/T Advanced Academics - $644 | 40% | 65% | 75% | |

| Strategy 7 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Monitor and emphasize the integrated math, reading, writing, and STREAM academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.<br>**Milestone's/Strategy's Expected Results/Impact:** F-Curriculum Frameworks Staff Development Agendas Lesson Plans<br><br>S-Monthly Campus Visitation Doc.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Physical Ed. Teachers<br>**Population:** All PK-5th Gr. Students Ti, MI, LEP, SE, AR, GT, DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Accelerate Learning Inc - STEMscopes 5th Gr. on-line resource - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y, Lonestar Learning - TEKSas Target Practice Gr-3,4,5 online resources - 211 Title I-A - 211-11-6299-62-104-Y-30-0F2-Y | 45% | 65% | 75% | |

| Strategy 8 Details | Reviews | | | |
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| **Strategy 8:** STEMscopes program will be implemented in core areas of Science in order to improve student achievement and STREAM foundation.<br>**Milestone's/Strategy's Expected Results/Impact:** F: STEMscopes usage reports, Computer Lab Schedule, Lesson Plans, Adm. Observations, Walk-throughs, District Benchmark Scores, Student C&I Science Mini-Marks, Progress Reports<br><br>Summative Evaluation: STAAR Results<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>5th Gr. Science Teacher<br>**Population:** Gr. 5 AR, TI, MI, LEP - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 65% | 75% | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Need Statements:**

| Student Learning |
| --- |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |
| **School Processes & Programs** |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Martin Elem. early childhood (PK-2) performance will increase by 5 percentage points over end-of-year 2019 results.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TPRI, Tejas Lee, OWL, CIRCLE and CPALLS+ Performance Reports for BOY and MOY only. EOY data not available due to COVID-19.

| Strategy 1 Details | Reviews | | | |
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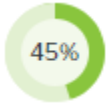
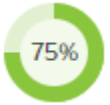
| | Oct | Jan | Mar | June |
| **Strategy 1:** PK Texas School Readiness program will present Parent Involvement sessions to parents on instructional and developmental strategies in order to assist PK-3 and PK-4 children in the transition from early childhood programs to elementary PK-3 and PK-4 Program.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Flyers<br><br>S: Program Evaluations<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>PK-3 and PK-4 Teachers<br>**Population:** PK-3 and PK-4 Students, Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 2 Details | Reviews | | | |
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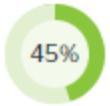
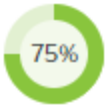
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** HB 4 High Quality PK Grant includes the Family Engagement Plan. A parent representative will serve on the PAL Team, in addition to PK-3 and PK-4 Teachers, Parent Liaison, and Librarian hosting Family Engagement PK Parent Involvement activities throughout the school year.<br>**Milestone's/Strategy's Expected Results/Impact:** F: PK Family Engagement agendas and Sign-In Forms, Flyers<br><br>S: Program Evaluations<br>**Staff Responsible for Monitoring:** Parent Liaison<br>PK-3 and PK-4 Teachers<br>**Population:** PK-3 and PK-4 Students, Parents - **Start Date:** September 1, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 3 Details | Reviews | | | |
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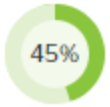
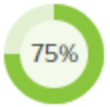
| **Strategy 3:** PK-3 and PK-4 Summer Bridge Program will be held as an orientation for incoming preschool children prior to the start of the school year.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Announcements, Agenda, Participants List<br><br>S: PK-3 and PK-4 Enrollment, After Action Plan, Evaluation,<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>PK-3 and PK-4 Teachers<br>**Population:** PK-3 and PK-4 students - **Start Date:** August 12, 2020 - **End Date:** September 25, 2020 |  | |  | |

| Strategy 4 Details | Reviews | | | |
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| **Strategy 4:** Highly qualified PK teachers will implement the PK-3 and PK-4 programs. PK-3 students will be provided half-day instruction and PK-4 students will be provided full day instruction in order to build a strong academic foundation.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Classroom observations, student progress reports, lesson plans, CPALLS BOY, MOY, EOY data<br><br>S: EOY CPALLS results<br>**Staff Responsible for Monitoring:** Principal<br>PK-3, PK-4 Teachers<br>**Population:** PK3 and PK-4 Students AR, LEP TI - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Salary for PK-4 Teachers (2 at .50 each) - 162 State Compensatory - 162-11-6119-00-104-Y-34-PKK-Y | 45% | 65% | 75% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

## Performance Objective 2 Need Statements:

### Student Learning

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

### School Processes & Programs

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase by 5% (rev. 10-21-2019)

**Evaluation Data Sources:** Results-based Data Analysis Report, STAAR Assessments for Migrant students, Migrant Program participation reports

| Strategy 1 Details | Reviews | | | |
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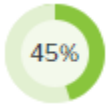
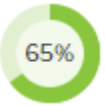
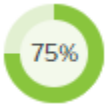
| **Strategy 1:** PFS and Migrant students at Martin Elem. will receive supplemental support services such as school supplies, hygiene products, clothing before other migrant students to ensure that they requirements delineated by NCLB Section 1304-d are addressed<br>**Milestone's/Strategy's Expected Results/Impact:** F: NGS Compliance Reports<br><br>S: Completed PFS Monitoring Tool<br>Completed Request for Supplemental Support Form with Student NGS Number and Parents-Students Signature<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Parent Liaison<br>**Population:** Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Clothing for Migrant students - 212 Title I-C (Migrant) - 212-11-6399-00-104-Y-24-0-F2-Y - $305 |  |  |  | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
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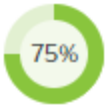
| **Strategy 2:** All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments. PFS students will receive supplemental support services before other migrant students.<br>**Milestone's/Strategy's Expected Results/Impact:** F: NGS Campus Reports<br><br>S: Distribution of Materials with students NGS number and Parent-Student signature<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Parent Liaison<br>**Population:** All Migrant, PFS Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 3 Details | Reviews | | | |
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| **Strategy 3:** In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 2nd grade Migrant students, pre-test and post-test results will be used by teachers and administrators to determine the Migrant students performing below grade level. Students performing below grade level will receive additional support through RtI Tier II-III interventions.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Pre-Assessment Results Campus Composites<br><br>S: Results of C-PALLS, TPRI, Tejas LEE, NRT, TELPAS<br>**Staff Responsible for Monitoring:** PK-2nd Gr. Teachers<br>Dean of Instruction<br>**Population:** All Migrant, PFS Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 65% | 75% | |

| Strategy 4 Details | Reviews | | | |
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| | Formative | | | Summative |
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| **Strategy 4:** Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Sign-in sheets, Visitation Logs, Flyers<br><br>S: Session Evaluations, Participants' Surveys, Migrant Parent CNA Results<br>**Staff Responsible for Monitoring:** Parent Liaison<br>Dean of Instruction<br>**Population:** Migrant Parents, PK-2nd Gr. Migrant students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 65% | 75% | |

| Strategy 5 Details | Reviews | | | |
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| | Formative | | | Summative |
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| **Strategy 5:** The academic progress of 1st Gr. Migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Three Week Progress Reports<br><br>S: Six Weeks Report Cards, TPRI, Tejas LEE Results, TELPAS results<br>**Staff Responsible for Monitoring:** Principal<br>1st Gr. Teachers<br>**Population:** 1st Gr. Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 65% | 75% | |

| Strategy 6 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Martin Elem. Migrant students will have an equal opportunity to attend summer school program to ensure promotion if needed, or to participate in the Migrant Summer Enrichment Program<br>**Milestone's/Strategy's Expected Results/Impact:** F: Summer School Eligibility Lists and Attendance Sheets<br><br>S: Participants Surveys, Teacher Surveys, End-of-Summer School Program Documentation<br>**Staff Responsible for Monitoring:** Principal<br>Teachers<br>**Population:** Migrant students PK-5th Gr. - **Start Date:** May 31, 2021 - **End Date:** June 30, 2021 | 10% | 10% | 50% | |

| Strategy 7 Details | Reviews | | | |
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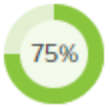
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Migrant students 3rd-5th Gr. STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.<br>**Milestone's/Strategy's Expected Results/Impact:** F: STAAR Remediation Enrollment Lists, NGS Report, District Benchmark results<br><br>S: STAAR Results<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** Migrant students Gr. 3-4-5 - **Start Date:** May 3, 2021 - **End Date:** June 30, 2020 | | |  | |

| Strategy 8 Details | Reviews | | | |
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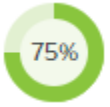
| **Strategy 8:** Martin Elem. will contact the MEP in order to secure academic information from the NGS data base for Migrant students and school districts nationwide will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Student information<br><br>S: Completed NGS Student Transfer Document<br>**Staff Responsible for Monitoring:** Parent Liaison<br>District Migrant-NGS<br>**Population:** Migrant students and parents, School Districts Nationwide - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 9 Details | Reviews | | | |
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| **Strategy 9:** Extended Day Enrichment Program will be available for Migrant PFS and Migrant students to participate in as there is a documented need for supplemental academic support in the core subjects ensuring that Migrant students have the same equal opportunity to meet academic challenges as non-migrant students.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Benchmark Results, Three Week Progress Reports<br><br>S: Completed PFS Plan of Action,<br>EDEP Attn. Sheet<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>EDEP Teachers<br>**Population:** Migrant PFS Students, Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 10 Details | Reviews | | | |
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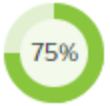
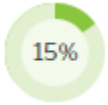
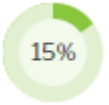
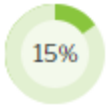
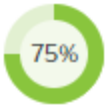
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 10:** In order to increase awareness of Migrant student needs, Martin Elem. Faculty and Staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant student.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Migrant Rosters, Timely placement into Interventions<br><br>S: Results of CPALLS, TPRI, Tejas Lee, TELPAS, NRT, STAAR<br>**Staff Responsible for Monitoring:** District Migrant Adm<br>Parent Liaison<br>**Population:** Campus Administration, Faculty and Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 11:** A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve Migrant students<br>**Milestone's/Strategy's Expected Results/Impact:** F: Migrant Parent Contact Log, Migrant Survey Parent info. letter<br><br>S: Results of Migrant Survey<br>**Staff Responsible for Monitoring:** District Migrant Adm<br>Parent Liaison<br>**Population:** Migrant Parents, Students and Teachers - **Start Date:** March 1, 2021 - **End Date:** April 2, 2021 |  |  | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 12:** A Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies, and Science will be held for all the PFS students in order to sharpen their skills and prepare the academically for the STAAR assessment<br>**Milestone's/Strategy's Expected Results/Impact:** F: Migrant Student Roster, Migrant Learning Academy schedule. Lesson Plans, Attendance Sheets<br><br>S: STAAR Results<br>**Staff Responsible for Monitoring:** District Migrant Adm<br>Dean of Instruction<br>**Population:** Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 3 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

## School Processes & Programs

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

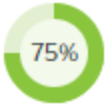
**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2018-2019 participation.

**Evaluation Data Sources:** Regional and state competition participation numbers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** All students will attend art & music on a weekly basis to increase their knowledge of history of the art form and expose the students to different art & music experiences.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Master Schedule<br><br>S: Grade Books/Works displayed<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** All PK-5th Gr. Students T1, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Supplies for Art instruction - 199 Local funds - 199-11-6399-50-104-Y-11-000-Y, Supplies for Music instruction - 199 Local funds - 199-11-6399-57-104-Y-11-000-Y | 45% | 60% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Students will participate in Art -Music contests,events,performances and art shows throughout the year sponsored by various organizations local, state, and national.<br>-Fire prevention<br>-Red Ribbon<br>-BISD Art Show<br>-International Children Art Show<br>-BISD Honors Choir Concert<br>**Milestone's/Strategy's Expected Results/Impact:** F: Contest Fliers/Lesson Plans<br><br>S: Contest Winners/End of Year Awards Ceremony<br>**Staff Responsible for Monitoring:** Art - Music Teachers<br>Dean of Instruction<br>**Population:** PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 10% | 50% | 50% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Students' art work will be displayed each six weeks in the New Bldg, at art competitions, and at the annual art show held in the gymnasium. Fine Arts activities, performances, contest awards presentation will be included as an extension of the home-school connection to increase parental involvement.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Student participation letters to parents,<br><br>S: Art Work on Display, Photos documenting displays, Awards presented at EOY Awards Ceremonies<br>**Staff Responsible for Monitoring:** Art Teacher<br>Dean of Instruction<br>**Population:** PK-5th Gr. Students TI, TIM, LEP, SE, AR, DYS, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Martin Elem. will promote the importance of higher education through the following activities:<br><br>College-University Awareness Presentations will expose students to opportunities through higher education and motivate them to aspire beyond a high school diploma; University/College Showcase will be presented every Thursday during Morning Announcements along with promoting higher education with University/College T-Shirt Days.<br><br>Career Day Fair (Fall Semester for 3rd-5th gr) and Career on Wheels (Spring Semester for PK-2nd Gr.) will give all students the opportunity to visit with community representatives from various professions that stress the importance of higher education.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Event flyers, pictures, Morning Announcements, Bulletin Board Displays<br><br>S: Lesson Plan Documentation, Student CNA Responses<br>**Staff Responsible for Monitoring:** Counselor<br>Dean of Instruction<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 4 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

## School Processes & Programs

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

**Performance Objective 1:** Martin Elem. will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan, and review of completed Maintenance Requests

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Martin Elem. will purposely promote energy savings activities to support implementation of the district's energy savings plan.<br>**Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the district energy savings plan will result in the decreased energy usage compared to prior year.<br>F: Monthly comparison of energy use<br>S: Annual comparison of energy use<br>**Staff Responsible for Monitoring:** District Facilities Adm<br>Principal<br>**Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

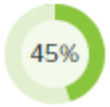
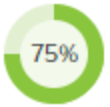
| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of Martin Elem.<br>**Milestone's/Strategy's Expected Results/Impact:** Survey results from campus will indicate prioritization of renovation plans.<br>F: Survey<br>S: Evaluations/analysis survey data<br>**Staff Responsible for Monitoring:** District Facilities Adm<br>Principal<br>**Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 60% | 75% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 1:** Martin Elem. will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Martin Elem. will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.<br><br>Local funding source will be used to purchase copy paper, cartridges, general supplies for teachers, coaches, counselor and nurse, in addition to library books to the benefit of students and their achievement; purchasing maintenance supplies for campus operating needs; miscellaneous computer needs for Administrators<br><br>Miscellaneous items will be purchased at HEB for use during staff development sessions;<br><br>Teacher planners will be purchased from Elite Promotions for use during Staff Dev.; Teacher incentives will be purchased for Teacher Appreciation Week;<br><br>Transportation will be covered for grade level field trips;<br><br>Student incentives will be used to increase student attendance and student achievement.<br>**Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs.<br><br>F: Monthly expenditure reports compared to CIP<br><br>S: EOY expenditure reports<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK-5th Gr. Students, T1, T-1A, BIL, AR, SE, GT, faculty and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Extra Duty - Overtime Sup PE - 199 Local funds - 199-11-6121-51-104-Y-11-000-Y - $50, Student Incentives - 211 Title I-A - 211-11-6498-00-104-y30-0f2-y - $1,210, Extra Duty Overtime - 199 Local funds - 199-51-6121-47-104-Y-99-000-Y - $50, BISD Warehouse - miscellaneous maintenance supplies - 199 Local funds - 199-51-6315-00-104-Y-99-000-Y - $4,500, HEB - miscellaneous supplies for staff dev - 199 Local funds - 199-13-6499-53-104-Y-99-000-Y - $800, Elite Promotions - Teacher Planners for use during Prof. Dev. - 199 Local funds - 199-23-6498-00-104-Y-99-000-Y - $2,000, Gateway - colored paper and supplies - 199 Local funds - 199-11-6399-00-104-Y-11-000-Y - $7,276, Warehouse - copy paper - 199 Local funds - 199-11-6396-00-104-Y-11-000-Y - $900, General supplies for PE Dept. - 199 Local funds - 199-11-6399-51-104-Y-11-000-Y - $900, General supplies for Teachers - cartridges - 199 Local funds - 199-11-6399-62-104-Y-11-000-Y - $2,000, Transportation - Field Trips - 199 Local funds - 199-11-6494-00-104-Y-11-000-Y - $4,000, Library Books and Awards - 199 Local funds - 199-12-6329-42-104-Y-99-000-Y - $1,500, Administrator Computer needs - 199 Local funds - 199-23-6649-000-104-Y-99-000-Y - $0, Counselor Supplies - 199 Local funds - 199-31-6399-00-104-Y-99-000-Y - $200, Nurse Supplies - 199 Local funds - 199-33-6399-00-104-Y-99-000-Y - $200, Salary Wages Subs - 199 Local funds - 199-11-6112-18-104-Y-11-000-Y - $600, Extra Duty Overtime - 199 Local funds - 199-23-6121-08-104-Y-99-000-Y - $50 |  | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Federal Programs will continue to fund Highly Qualified Staff to supplement allotted campus positions so that the needs of low performing students can be met.<br>PK-4 Paraprofessional (1)<br>Nurse (1)<br>Parent Liaison (1)<br><br>CCNA: School Process and Program<br>**Milestone's/Strategy's Expected Results/Impact:** F: District and Campus Benchmark Results, Teacher Observations, Student Progress Reports<br><br>S: EOY Student Passing Rates<br>EOY Assessment Results<br>**Staff Responsible for Monitoring:** Federal Prog. Adm<br>Principal<br>**Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 50% | 60% | 75% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Highly Qualified Teachers: Stipends will be paid to Grade Level Lead Teachers as a strategy to attract highly-qualified teachers to our campus which has been identified as a high need school.<br><br>CCNA: School Process and Program<br>**Milestone's/Strategy's Expected Results/Impact:** F: Position Control Reports, Meeting Agendas, Sign In Sheets, Professional Development Trnascript<br><br>S: T-TESS documentation<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** Grade Level Lead Teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

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

## Performance Objective 1 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

## School Processes & Programs

**Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Martin Elem. will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** In order to encourage and support a positive campus climate, opportunities for faculty and staff to earn Jean Day coupons will be offered throughout the school year; Faculty and Staff will be recognized during various Appreciation Days throughout the school year<br><br>CCNA: School Process and Programs<br>**Milestone's/Strategy's Expected Results/Impact:** F: Campus Newsletters, Daily Announcements, E-mails, Flyers promoting Jean Day and Staff Appreciation Days<br><br>S: Staff Needs Assessment Results<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** All Faculty and Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Martin Elem. will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Sources:** Media records with Public Information Office, enrollment data, documentation of campus/parent/community events included in weekly AA newsletter

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Campus contact will communicate with PIO contact to provide featured articles, current, and prior students-parent-staff recognitions, co-extra curricular activities, and parent-community events<br>**Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, alumni, and major events<br>F: Submission of information for articles and showcases<br>S: Staff Needs Assessment<br>**Staff Responsible for Monitoring:** PIO<br>Principal<br>**Population:** All Students, Parents, Faculty, Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Campus will update website at least monthly including showcasing student and community activities<br>**Milestone's/Strategy's Expected Results/Impact:** Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus-program activities and successes.<br>F: Checklist of websites indicating postings are current<br>S: Report at EOY for monthly checklist results<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>**Population:** All Students, Parents, Faculty, Staff, Community - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

**Evaluation Data Sources:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, or eSchoolPlus behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
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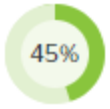
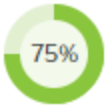
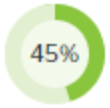
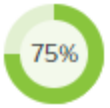
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Provide training for teachers on the use of eSchoolsPlus software to document classroom discipline at the beginning of the school year so that ISS and OSS are used as a last resort; assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning; train teachers on how to prepare and monitor RtI Plans, intervention strategies and appropriate resources for Tier instruction<br>**Milestone's/Strategy's Expected Results/Impact:** F: Prof. Dev. Agendas and Sign-in Sheets<br><br>S: ISS/OSS Report<br>**Staff Responsible for Monitoring:** Principal<br>RtI Coordinator/Counselor<br>**Population:** All Students - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 |  | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Provide training and support to classroom teachers and staff in discipline management and safe environments.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Principal will analyze ISS and OSS report at end of each 6 wks to determine increase or decrease<br><br>S: 6th Weeks Reports<br>**Staff Responsible for Monitoring:** Principal<br>PEIMS Supervisor<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>ISS/OSS placements of special education and other targeted student groups will decrease by 5%<br>Summative Impact:<br>PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 65% | 75% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety,<br>Violence and School Safety, Suicide Prevention, Intervention, and Postvention,<br>School-age Pregnancy, Child Abuse and Neglect, and Character Education.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results: Copies of Presentations, Sign-in Sheets and Agendas<br>Summative Impact: Decrease in the number of student discipline incidents compared to prior school year<br>**Staff Responsible for Monitoring:** Principal<br>Counselor<br>**Population:** Students, Parents, Faculty, Staff - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | 40% | 65% | 75% | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Refine and implement all safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
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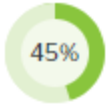
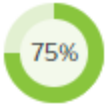
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Martin Elem. will develop and maintain an Emergency Operations Plan that will be multi-hazard in nature, reviewed and updated annually by the Campus Safety & Security Committee. The following drills must be practiced accordingly<br>in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment:<br>Fire Drills - 1x/p/month<br>Lockdown Drills - 3x/p/yr<br>Shelter-in-Place<br>Reverse evacuation<br>Drop & Cover<br>Evacuation<br>**Milestone's/Strategy's Expected Results/Impact:** F: After Action Reviews, EOP Binder<br><br>S: EOP Campus Drill Documentation Form<br>**Staff Responsible for Monitoring:** District Safety Coordinator<br>Assistant Principal/Campus Safety Coordinator<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 2 Details | Reviews | | | |
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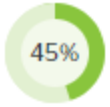
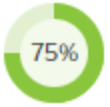
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Martin Elem. will have an identification security system in place. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In at the Office and be escorted at all times. Office staff must conduct sex offender search for all visitors.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Campus Sign-In Logs<br><br>S: Safety Audits, CNA Results<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Security Officer will be placed and assigned throughout the school year at Martin Elem. Security Services Dept. when possible will address current trends with students, Parents, Campus Faculty and Staff in the areas of:<br>Gang Awareness<br>Bullying<br>Internet Safety<br>Drug, Alcohol, and Tobacco Awareness<br>Gun Safety<br>Truancy<br>Emergency Operations Plan EOP Safety Procedures<br>**Milestone's/Strategy's Expected Results/Impact:** F: Evaluations, Sign-in Sheets<br><br>S. PEIMS Discipline Reports<br>**Staff Responsible for Monitoring:** BISD Police & Security Services<br>Principal<br>**Population:** All Students - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | 45% | 65% | 75% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021

**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Funding will be allocated for Parent Liaison's salary for assigned duties as the execution of the Parent Involvement program aimed at providing training on campus, district, community programs and assisting to improve student attendance, performance.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-In Sheets, Home Visit Logs, Purchase Receipts, Flyers<br><br>S: Evaluation, PI Dept. Binder Review<br>**Staff Responsible for Monitoring:** BISD Parent Involvement Adm<br>Principal<br>**Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-104-Y-30-OF2-Y - $900, General Supplies - 211 Title I-A - 211-61-6399-00-104-Y-30-0F2-Y - $900, Parent Liaison Mileage - 211 Title I-A - 211-61-6411-00-104-Y-30-0F2-Y - $900 | 45% | 65% | 75% | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Parent Liaison will conduct Annual Title 1 meetings offered at flexible meeting dates and times in Eng. and Span. to inform parents of services provided through Title 1 funds.<br><br>Title 1 Parent Survey will be conducted to evaluate the effectiveness of the Martin Elem. Parent Involvement efforts. Parent Survey will be available in both Eng. and Span.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Minutes, Survey Results<br><br>S: Composite of EOY survey, Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** September 1, 2020 - **End Date:** April 30, 2021 | 60% | 70% | 75% | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Martin Elem. shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement policy, to delineate how parents will be actively involved at Martin Elem. with the intention to increase participation<br>agreed upon by such parents, that shall describe the means for carrying out the detailed requirements. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in Eng. and Span. The policy shall be made available to local community and updated periodically to meet the changing needs of parents and Martin Elem.<br><br>Parent Liaison will disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. School-Parent-Student Compact information will be available to parents in both Eng. and Span.<br>**Milestone's/Strategy's Expected Results/Impact:** F: District and Martin Elem. Family Engagement Policy, School-Parent-Student Compacts<br><br>S: Composite of EOY survey, Title 1-A Parent Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Title I Schoolwide Elements:** 3.1 - **Population:** Parents, Staff, Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 4 Details | Reviews | | | |
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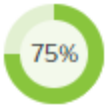
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Martin Elem. will ensure representation of community and parent involvement in the decision-making process. Parents will participate on campus committees, review and provide input of the following to ensure program requirements are met:<br>Family Engagement Policy, School-Parent-Student Compact, Campus Improvement Plan, CATCH Team, SBDM, PAL Team, LPAC<br>**Milestone's/Strategy's Expected Results/Impact:** F: Calendar, Agendas, Sign-in Sheets, Minutes, Flyers, Family Engagement Policy, School-Parent-Student Compact, Parent Representative List<br><br>S: Composite of meeting minutes, Title 1-A Parental Involvement Compliance Checklist<br>STAAR Results<br>Attendance Rates<br>Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 5 Details | Reviews | | | |
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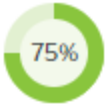
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Martin Elem. will host Parent Orientation Days offered at flexible meeting times and days to inform parents and community members both in Eng. and Span. of daily standard operating procedures and District Policy to include:<br>Student Code of Conduct<br>Student-Parent-School Compact<br>Parent & Family Engagement Policy<br>Emergency Operation Procedures<br>Volunteer Guidelines and Opportunities<br>Attendance Policy, Court Citation Info. Home Access Center<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Flyers, Brochures, Handouts. Session Evaluations, Authority to Volunteer forms.<br><br>S: Title 1-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rates, Disciipline Referrals<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Parents, Community - **Start Date:** August 12, 2020 - **End Date:** September 30, 2020 | 45% | 65% | 75% | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Parent Liaison will capitalize on District and Community resources by creating partnership agreements with agencies and organizations inviting them to participate and disseminate information about the public service that their agencies offer in order to continue building strong community partnerships. Flexible meeting times and days will be offered in order to allow for more parent involvement.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-In Sheets, Flyers, MOUs<br><br>S: Increased partnerships, results of Parent CNA<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Parents, Community - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 65% | 75% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Parent Liaison will educate Administration and Staff during Faculty and Grade Level mtgs. as to the academic and non-academic benefits of a strong parent-school partnership, along with providing truancy documentation procedures.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-In Sheets, Flyers,<br><br>S: Increased parent participation, Title 1-A Parental Involvement Compliance Checklists, STAAR Results, Attendance Rates, Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Faculty, Staff, Adm. - **Start Date:** August 5, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Parent Liaison will provide information to parents in Eng. and Span. on accessing Home Access Center at flexible times and dates to best meet parent schedule in order to inform them on accessing students' academic progress<br>**Milestone's/Strategy's Expected Results/Impact:** F: HAC Application Request<br><br>S: Parent Access Logs, Parent Conferences<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Parents, students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |
|  No Progress Accomplished Continue/Modify Discontinue | | | | |

## Performance Objective 1 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |
| **School Processes & Programs** |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Provide instructional support to Martin Elem. Staff that anchors the BISD District Frameworks on research-based strategies and best practices through professional development (Reading, Writing, Math, Science, Social Studiens,etc.), provide instructional support for sustainability of TLI that focuses on explicit instruction; instructional support for PK-3 and PK-4 programs through Early Childhood researched practices;<br>Support literacy improvement with FASCT Text Structures, Writers Workshop; Funds will be allocated to cover registration/travel for professional development and substitutes for teachers while at Prof. Dev.; Support journal writing opportunities throughout content areas and during EDEP; Prof. Dev. for Sp.Ed. Resource Teachers will be provided by C&I Dept. in areas of Data Analysis, Curriculum, Content Area and on-line resources Instruction, Data/Blue Prints, Frameworks/Curriculum Overview, TANGO Trends, Classroom Libraries/Units of Study, Writing Process-Literacy; TLI Instructional Routines, i3 Instructional Routines and Curriculum Strategies; PK-3 and PK-4 Teachers will receive training for Summer Bridge PK 3-4 Program for Early Childhood instructional gains; Teachers will receive FASCT Project refresher training and support for text structures implementation; professional development for data analysis of TANGO reports for literacy improvement, implement District's Plan of Action for ELA and Reading to focus on fluency, Early Childhood, content area journaling<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Walkthroughs with Strategies implemented<br>S: Evaluations<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** TI, TIM, ELL, SE, AR, GT, DYS, All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 60% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Provide Language Arts Professional Development: For new and existing Reading, Bilingual, Special Ed, and Dyslexia teachers in order to implement a comprehensive ELAR/SLAR instructional program and to increase achievement of ELL students to ensure advancement/progress of bilingual category for the academic school year for improvement on PBMAS and AMOA (following BISD bilingual transitional model)<br>-Implement District's Plan of Action for ELA and Reading through the school day and during EDEP<br>-Administrator Sheltered Instr. Trng. | 40% | 55% | 75% | |

-District Staff Development for Adm.
-Bilingual District Staff Development for Bilingual Paraprofessional Staff
- TELPAS Trng.
-ELPS
-BOY-MOY-EOY LPAC
-REACH Trng.
-TELPAS Progress Trng.
-Sheltered Instruction Trng. for New Teachers on Campus and PK, Kinder, 1st, and 2nd Gr. Teachers
-Mind Play/RAPS 360 Trng.
-ELPS
- TLI /CIP Supporting and Sustaining PD
-BOY, MOY,EOY Data Analysis of TPRI-Tejas LEE-C-PALLS
-Esperanza (Grades 1-2)
-Preparacion para la lectura
-Language Enrichment
-Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK
-Eng. Lang. Arts (ELA) and Span. Lang. Arts (SLA) Textbook Adoption
-Ensenando la lectura-PK
-ELAR/SLAR (Eng./Span. Lang. Arts & Rdg.) TEKS-TLI Grant
-PK Guidelines
-CCRS Standards
-TPRI/Tejas LEE
-State Adopted Textbooks
-Depth of Knowledge (DOK)
-RTI
-Vocabulary Development
-Fluency & Accuracy
-Sequencing & Pacing
-Writing Across the Curriculum
-Comprehension Strategies
-Effective research-based Teaching Practices
-Classroom Mgmt (eSchoools)
-PK3 and PK4 Teacher Trng.

**Milestone's/Strategy's Expected Results/Impact:** F: CIRCLE Phonological Awareness, Language Literacy System, C-PALLS/TPRI/Tejas LEE, Classroom Observations for implementation, Fluency Monitoring, Progress Reports, Sign-in Sheets, Agendas, Walk-throughs, ELPS, Rdg/Wrg. Checklists, Reduction of referrals to Dyslexia & Sp.Ed.

S: EOY Scores on C-PALLS /TPRI/Tejas LEE, NRT, TELPAS, STAAR

**Staff Responsible for Monitoring:** Principal
Dean of Instruction

**Population:** PK3-5th Gr. Students LEP, MI, SE, GT, DYS, AR, T1 - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021

| Strategy 3 Details | Reviews | | | |
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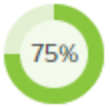
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** TLI Grant Sustainability: Professional development for teachers and staff order to support sustainability in order to maintain a working campus plan to include grade level data analysis of assessments to monitor/adjust instruction and report student achievement in literacy; Assessment analysis training for BOY/MOY/EOY of C-PALLs, TPRI, Tejas LEE, District Benchmarks, Mini-Marks, etc.<br>**Milestone's/Strategy's Expected Results/Impact:** F: PK C-PALLs, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th<br><br>S: Results of Rdg. TELPAS & STAARm EOY Data mtg. documentation<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK-5th Gr. Students TI, TIM, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 55% | 75% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Vertical Planning: Teachers will participate in Vertical Planning for curriculum,Literacy focus,assessment, data analysis, TLI strategy resources for sustainability, implementation of District's Plan of Action for ELA and Reading. 2nd-5th Gr. Teachers will meet as content specific teams to streamline instruction and resources; Math focus on implementation of TEKas Target Practice on-line resource for Gr. 3-5<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, TPRI/Tejas LEE K-2nd, Rdg. Benchmarks K-5th<br><br>S: Improved scores TPRI-Tejas LEE, TELPAS & STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK-5th Gr. Teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** LPAC SubstituteTeachers: Coverage of bilingual classrooms will be provided by LPAC substitute teachers in order for LPAC members to receive training and disaggregate data to make decisions on appropriate instructional settings for bilingual students<br>Bilingual funding will also be used for substitutes for Bilingual Teachers during STAAR Testing.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Bilingual Substitute Form, Agendas & Sign-in Sheets<br><br>S: Improved scores on C-PALLs/TPRI/Tejas LEE, NRT tests and STAAR ELA tests,<br>**Staff Responsible for Monitoring:** Principal<br>LPAC Chair<br>**Population:** PK-5th Gr. Bilingual Teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 30% | 60% | 75% | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Grade Level Meetings: PK-5th Gr. Teachers, Dyslexia, Sp.Ed. Resource Teachers will meet during Grade Level Planning Periods to review content area curriculum and data analysis for each grade level to implement vertical alignment in order to improve student achievement.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets,<br>Administrative observation<br>Report Card<br>Review of Binders<br>Content Area Unit Tests<br>District Benchmarks<br>Lesson Plans<br>Classroom/Grade Level Assessments<br><br>S: Results CPALLS/TPRI/Tejas LEE,<br>NRT, TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK3-5th Gr. Teachers T1 TIM, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Professional Development: will support C&I Curriculum Frameworks in Reading,Math,Sci STREAM,Soc. St. and the BISD Plan of Action for ELA and Reading so that teachers will have all updates of the in order to impact student achievement as requested<br>-Teachers /administration will attend various conferences to enhance student achievement.<br>-Provide strategies to motivate students<br>-Supports the Content Area curriculum<br>-Supports Pearson Reading and Math<br>-Promote vertical and horizontal articulation<br>-Provide researched-based strategies for improving student academic literacy.<br>-3rd & 4th Gr. Writing Teachers will attend BISD Writing Workshops to target Revising and Editing and Expository Writing<br>**Milestone's/Strategy's Expected Results/Impact:** F: Agendas, Sign-in Sheets, Teacher Observation<br><br>S: Results C-PALLs, TPRI-Tejas LEE, NRT, TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** PK-5th Gr. Teachers T1, T1M, LEP, AR, SE, GT - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Professional development for administrators - 211 Title I-A | 40% | 65% | 75% | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** Fine art and music teachers will attend professional development sessions and when available District-State Conferences<br>**Milestone's/Strategy's Expected Results/Impact:** F: Sign-in sheet, Flyers, Prof. Leave Request<br><br>S: PDS Transcript<br>**Staff Responsible for Monitoring:** Prinipal<br>Dean of Instruction<br>**Population:** Art and Music Teachers - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | | |  | |

| Strategy 9 Details | Reviews | | | |
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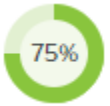
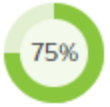
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:<br>Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and<br>immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance<br>**Milestone's/Strategy's Expected Results/Impact:** F: PDS Session Evaluation Report, PDS Session Attendance Report, Verified Homeless and/or Unaccompanied Youth<br>Enrollment Letter, eSchoolPLUS Special Programs Report,eSchoolPLUS At-Risk Progress Report, Benchmark Student Progress Reports<br><br>S: EOY results of CPALLS, TPRI,Tejas LEE, NRT, TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** AR Students - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | | |  | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 10:** Provide professional development based on level of expertise and need in the following areas:<br>Bullying Prevention, Suicide Prevention, Violence, Conflict Resolution, Recent drug use trends,<br>Resiliency, Developmental Assets, Dating Violence, Signs of Child Abuse, Response to Intervention -RtI Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure<br>**Milestone's/Strategy's Expected Results/Impact:** F: Attendance Roster<br>Prof. Dev. Eval.<br>PEIMS Disc. Reports<br><br>S: PDS documentation<br>**Staff Responsible for Monitoring:** Counselor<br>Dean of Instruction<br>**Population:** All Students - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | | |  | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Need Statements:**

| Student Learning |
| --- |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |
| **School Processes & Programs** |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**Performance Objective 2:** All Martin staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools. (DRAFT)

**Evaluation Data Sources:** Training records for staff and implementation documentation.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** All teachers, administration, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) (DRAFT)<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff. Summative: End of Year reports.<br>**Staff Responsible for Monitoring:** Administration<br>Campus Threat Assessment Leaders<br>**Population:** All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 | 75% | 75% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Martin ES will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) (DRAFT)<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff. Summative: End of Year reports.<br>**Staff Responsible for Monitoring:** Administration<br>Campus Threat Assessment Leaders<br>**Population:** All staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 | 75% | 75% | 75% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Martin ES will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus will provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) (DRAFT)<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff. Summative: End of Year reports.<br>**Staff Responsible for Monitoring:** Administration<br>Campus Threat Assessment Leaders<br>**Population:** All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 | 75% | 75% | 75% | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** Martin Elementary will implement technology-based instruction using hardware and software to address gaps in student academics and accessibility, as well as gaps in teacher skills, through adaptive, personalized, flexible and supplemental learning to show increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment) (DEIC approved 9-16-2019)

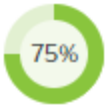
**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development sessiondata

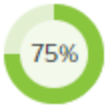
**Summative Evaluation:** Significant progress made toward meeting Objective

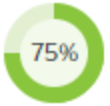
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Classroom computers, tablets and printers will be available for PK-5th Gr. students to use as a tool for developing skills in the content areas through instructional software and other multi-media resources as:<br>My Satori - Gr. 1-5<br>SeeSaw - K-2<br>Pearson Easy Bridge -K-5<br>STEMScopes - Gr. 5<br>Studies Weekly 2-5<br>Starfall- PK-1st<br>The following Sp.Ed. Programs of instruction will be equipped:<br>ECSE: Computers-HATCH Computers- SmartBoard-Hatch Tablets-Teach Smart System<br>LifeSkills: Computers - HATCH Computers, SmartBoard-Teach Smart System-Unique Learning Resource Computers - MOBI -REDCAT -SmartBoard<br>**Milestone's/Strategy's Expected Results/Impact:** F: Computer Usage Reports<br>Diagnostic Tests<br>Computer Program Usage Reports<br><br>S: Results of C-PALLs, TPRI, Tejas LEE, TELPAS, NRT, STAAR<br>**Staff Responsible for Monitoring:** Assistant Principal<br>TST<br>**Population:** All PK-5th Gr. students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** To increase proficiency in the content areas there will be implemented integrated challenging standard-based, inquiry-centered technology so that students will increase their conceptual knowledge at their appropriate grade level as demonstrated through the use of digital resources:<br>Texas Target Practice by LoneStar Learning for 3-5 Math, 5th Gr. Rdg-Wrting; STEMscopes Texas by Accelerate Learning Inc for Gr. 5 Sci, Education Galaxy, Vocabulary Spelling City<br>**Milestone's/Strategy's Expected Results/Impact:** F: Teacher Observation<br>Report Card<br>Print-out scores<br>Oral responses<br>End of Unit Assessment<br>C&I Mini-Marks<br>Usage Reports<br><br>S: Results from Campus assessments & District Benchmarks, Math STAAR Test<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Title I Schoolwide Elements:** 2.5 - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Online Digital Resources - 211 Title I-A - 211-11-6395-62-Y-30-0F2-Y | 45% | 65% | 75% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** EduSmart: Kinder-5th Gr. Science Teachers will use this program to facilitate the instruction of science and study skills to increase assessment results in Science.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Teacher Observations, Report Card, Results from C&I Mini-marks and campus assessments, Print-out scores & oral responses<br><br>S: Results of District Science Benchmarks and STAAR Science<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** Kinder-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 65% | 75% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Discovery Education: Students will be exposed to various social topics that correlate with curriculum objectives through the use of video clips through Studies Weekly in order to enhance instruction of social studies<br>**Milestone's/Strategy's Expected Results/Impact:** F: On-going Teacher Observation, written summaries, oral presentations, research projects<br><br>S: Campus Assessments Results<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>PK-5th Gr. Teachers<br>**Population:** PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** On-Line Computer Assessments: Students will take on-line assessments to evaluate academic progress using ETAZO for District-Campus Benchmarks, use of IPODs/Computers for CPALLs, TPRI,Tejas LEE<br>**Milestone's/Strategy's Expected Results/Impact:** F: On-going Teacher Data Analysis, District/Campus Benchmarks<br><br>S: Results of TELPAS, STAAR, C-PALLs /TPRI/Tejas LEE<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>PK-5th Gr. Teachers<br>**Population:** PK-5th Gr. students, T1, T1-M, LEP, AR, SE, GT - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Test NAV Reading: On-Line assessment practice site to prepare students for TELPAS on-line Reading Test & STAAR on-line assessment<br>**Milestone's/Strategy's Expected Results/Impact:** F: Test NAV for TELPAS Rdg<br><br>S: Results of Rdg. TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Assistant Principal<br>2nd-5th Gr. Teachers<br>**Population:** 2nd-5th Gr. LEP students - **Start Date:** September 1, 2020 - **End Date:** April 30, 2021 | | |  | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Technology hardware, software, supplies and materials will be ordered for instructional integration in the content areas and to increase the accessibility to technology for all students, teachers, and administrators and support staff. Purchases may include such items as computers, laptops, tablets, document cameras, projectors, televisions, interactive panels, and video equipment, as well as other equipment and peripherals needed to maintain and upgrade campus technology infrastructure.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Computer Usage Reports<br>Diagnostic Tests<br>Computer Program Usage Reports, Fixed Assets Reports<br><br>S: Results of C-PALLs, TPRI, Tejas LEE, TELPAS, NRT, STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>**Population:** PK-5th Gr. students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** HATCH Warranty/License - 211 Title I-A - 211-11-6249-62-104-Y-30-0F2-Y - $0, Document Cameras, Projectors, Head phones, HATCH Computers, Computers /printers for Adm. use, licenses - 211 Title I-A - 211-11-6398-00-104-Y-30-0F2-Y - $0, Computers and tablets - 211 Title I-A - 211-11-6398-62-104-Y-30-0F2-Y - $32,000 | 40% | 65% | 75% | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

## Performance Objective 1 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |
| **School Processes & Programs** |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

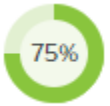
**Performance Objective 1:** Martin Elem. will increase the overall attendance rate to 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** A food pantry and clothes closet will be implemented in campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log,<br><br>S: District Benchmark Scores, Student Progress Reports, EOY C-PM, TPRI, Tejas LEE, NRT, TELPAS, STAAR Results<br>**Staff Responsible for Monitoring:** Principal<br>Parent Liaison<br>**Population:** Homeless Youth - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring - management included in Campus Improvement Plan;<br>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential;<br>Establish communication with parents ,teachers,students to inform of attendance issues<br>**Milestone's/Strategy's Expected Results/Impact:** F: Daily monitoring of Attn. Folder, Weekly review of campus attendance rates,<br>Monitor campus Attendance Mgmt. plans as needed by campus visitations by Pupil Services<br><br>S: Semester Attn. Rates<br>**Staff Responsible for Monitoring:** Principal<br>Asst Principal-PEIMS Supervisor<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | |  | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Train attendance clerk and Parent Liaison to consistently monitor and communicate students daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students<br><br>Train Adm. and Parent Liaison on effective implementation and ue of the School Messenger Notification Systems for effective monitoring of student attendance and maximize instruction.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Flyers, Agenda, Sign-in sheets<br>Six weeks Attn. Report<br>School Messenger<br>Notification System<br>eSchoolPlus<br><br>S: EOY Attn. Report<br>**Staff Responsible for Monitoring:** Pupil Services Adm.<br>Asst. Principal-PEIMS Supervisor<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 65% | 75% | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

**Performance Objective 2:** Martin Elem. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR reports for At-Risk students

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Martin Elementary School will implement 5th Gr. SSI and Gr. 3-4 At-Risk Tutorial that focuses on remediation strategies in core-area subjects for low-performing students and Bilingual students in order to decrease the retention rate and improve student achievement. Resources and materials will be ordered to support Tutorial instruction from Gateway.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Weekly assessments eSchoolPLUS and generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, District Benchmark Scores, and Student Progress Reports<br>S: STAAR Results, Retention Rate<br>**Staff Responsible for Monitoring:** Dean on Instruction Tutorial Teachers<br>**Title I Schoolwide Elements:** 2.6 - **Population:** Gr. 3-5 TI, AR, LEP - **Start Date:** September 7, 2020 - **End Date:** May 7, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Professional Extra Duty Pay - 5th Gr. SSI Tutorial - 162 State Compensatory - 162-11-6118-00-104-Y-24-SSI-Y - $4,718, Professional Extra Duty Pay - Gr. 3-4 At-Risk Tutorial - 162 State Compensatory - 162-11-6118-00-104-Y-30-000-Y - $69,100 | 30% | 60% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.<br>**Milestone's/Strategy's Expected Results/Impact:** F: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports<br><br>S: EOY results of STAAR , C-PALLs, TPRI, Tejas LEE, NRT, TELPAS<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** AR, TI, LEP, MI - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-31-104-Y-30-000-Y | 40% | 60% | 75% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** After school Extended Day Enrichment Program will be held daily to provide enrichment activities that are academic and extra-curricular to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Weekly assessments eSchoolPLUS and generated EDEP Schedule, Attendance Report, EDEP Lesson Plans, District Benchmark Scores, and Student Progress Reports<br><br>S: STAAR Results , Attendance Rate, Retention Rate<br>**Staff Responsible for Monitoring:** Principal<br>Dean on Instruction<br>**Population:** Elementary AR Students - **Start Date:** August 17, 2020 - **End Date:** May 24, 2021<br>**Need Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** ASP SS Med - 211 Title I-A - 211-11-6141-00-104-Y-30-ASP-Y - $365, ASP Tchr Retirement - 211 Title I-A - 211-11-6146-00-104-Y-30-ASP-Y - $2,246, ASP Emp. Benefits Local - 211 Title I-A - 211-11-6148-00-104-Y-30-ASP-Y - $59, ASP Emp. Benefits - 211 Title I-A - 211-11-6149-00-104-Y-30-ASP-Y - $377, Professional Extra Duty Pay - EDEP - 162 State Compensatory - 162-11-6118-00-104-Y-30-ASP-Y - $0, Professional Extra Duty Pay - EDEP After School Program - 211 Title I-A - 211-11-6118-11-104-Y-24-ASP-Y - $0, Professional Extra Duty Pay - EDEP After School - 211 Title I-A - 211-11-6118-00-104-Y-30-ASP-Y - $25,153 | 10% | 50% | 70% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Student tablets, laptops, printers, and projectors, license for student computer use, apps, and supplies will be used to enhance At-Risk educational opportunities in content areas:<br>**Milestone's/Strategy's Expected Results/Impact:** F: Computer use annotated on Lesson Plans, Computer lab schedules, Adm. Observations-Walk-throughs, District Benchmark Scores, C&I Mini-Marks, Student Progress Reports<br><br>S: Results of CPALLS/TPRI/Tejas LEE, NRT, TELPAS, STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>**Population:** AR Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 70% | 75% | 90% | |
| 0% No Progress 100% Accomplished Continue/Modify Discontinue | | | | |

## Performance Objective 2 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |
| **School Processes & Programs** |
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas, writing across the curriculum and science in all grade levels **Data Analysis/Root Cause**: Due to COVID-19 and no EOY assessments, MOY Data analysis showed that PK-2nd grade students did not meet district goals in C-PALLS/TPRI/Tejas Lee, Grade 4 Writing and Gr. 5 Science STAAR 2019 declines |

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Martin Elem. will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Sources:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Federal Programs will continue to fund campus nurse at 40% and supplies to assist with the execution of the health program aimed at monitoring and assisting low-performing students at schoolwide campuses improve overall health in order to improve student attendance-performance.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Time and Effort Logs<br>Referrals<br>Supply Requests<br><br>S: EOY Attendance Rates<br>**Staff Responsible for Monitoring:** Health Services Administrator<br>Principal<br>**Population:** Campus Nurse - **Start Date:** August 5, 2020 - **End Date:** May 28, 2021 | 45% | 60% | 75% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530 effective 09-01-2007.<br>**Milestone's/Strategy's Expected Results/Impact:** F-Classroom Observations<br>PE student attn. records<br>Updated District Policy<br>Evaluation of specific skills<br><br>S-School Health Index<br>Physical Fitness Assessment<br>**Staff Responsible for Monitoring:** Principal<br>Physical Ed. Teachers<br>**Population:** All PK-5th Gr. Students TI,MI, LEP, SE, AR, GT, DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 45% | 60% | 75% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.<br>**Milestone's/Strategy's Expected Results/Impact:** F-Updated District Policy<br>Classroom Observations<br><br>S-TEA required report for Fitness Assessment Results & Student Follow-up<br>**Staff Responsible for Monitoring:** Principal<br>C&I PE Specialist<br>**Population:** All Students Gr. 3-5 - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 30% | 60% | 75% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Maintain and improve Coordinated Approach to Child Health-CATCH Teams that implement the Coordinated School Health Program PK-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity -MVPA, and any other indicator recommended by School Health Advisory Council -SHAC in order to comply with Senate Bill 19 and Senate Bill 892 effective 09-01-2009.<br>**Milestone's/Strategy's Expected Results/Impact:** F-Implementation Doc.<br>Lesson Plans<br>Fitness Assessment Obs.<br>Student Grades<br>Attendance Rates<br><br>S-SHAC Recommendations<br>CATCH Activities<br>CATCH Visitation Reports<br>School Health Index<br>Improvement Plan Standardized Tests Results<br><br>**Staff Responsible for Monitoring:** Assistant Principal<br>CATCH Champion<br>**Population:** PK-5th Gr. CATCH Team Reps Safety Coordinator PE Coaches School Nurse Counselor Food Service Mgr Parent Liaison Parent CATCH Rep CATCH Champion Student Reps. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 55% | 75% | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Provide information on the Wellness-Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08-01-2004 and revisions 08-01-2007.<br>**Milestone's/Strategy's Expected Results/Impact:** F: Campus Visitation Observations<br>Updated District Policy, Agendas, Sign-In Sheets<br><br>S: CATCH Binder<br>**Staff Responsible for Monitoring:** Assistant Principal<br>CATCH Champion<br>**Population:** PK-5th Gr. Students TI, MI, LEP, SE AR, GT, DYS Teachers, Parents, Adm. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** To promote and ensure physical fitness and awareness of the importance of health & wellness, students in grades Pre K-5 will be provided with opportunities to participate in Community Fun Runs, Jump Rope for Heart, BISD Elementary Track and Field Day, Congenital Heart Disease and Diabetes Awareness events. The home/school connection will be extended to parent/family involvement in campus & community health & wellness activities/events. Participation will also be activity for the Martin Elem. SuperStar Sprinters Fun Run Team.<br>**Milestone's/Strategy's Expected Results/Impact:** F-Classroom Observations<br>PE student attn. records<br>Updated District Policy<br>Evaluation of specific skills<br><br>S-School Health Index<br>Physical Fitness Assessment<br>**Staff Responsible for Monitoring:** Principal<br>PE Coaches<br>**Population:** PK-5th Gr. Students TI, MI, LEP, SE, AR, GT, DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** The Youth Connection Project Dept. will ensure support services for students identified as homeless. Teachers, Parent Liaisons will coordinate with counselors to help students in need and to maintain consistent attendance<br>**Milestone's/Strategy's Expected Results/Impact:** F: Monthly eSchools at-Risk campus contact to ensure support services provided to students classified as homeless<br><br>S: EOY Homeless Youth roster of students served throughout<br>**Staff Responsible for Monitoring:** Youth Connection Project Coordinator<br>Parent Liaison<br>**Population:** Homeless Elementary Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 40% | 60% | 75% | |

0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

# State Compensatory

## Budget for Martin Elementary

| Account Code | Account Title | Budget |
|---|---|---|
| 6100 Payroll Costs | | |
| 162-11-6118-00-104-Y-24-SSI-Y | 6118 Extra Duty Stipend - Locally Defined | $4,718.00 |
| 162-11-6118-00-104-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | $69,100.00 |
| | **6100 Subtotal:** | **$73,818.00** |
| | | |
| 6300 Supplies and Services | | |
| 162-11-6396-00-104-Y-30-000-Y | 6396 Supplies and Materials - Locally Defined | $2,000.00 |
| 162-11-6399-00-104-Y-30-000-Y | 6399 General Supplies | $30,000.00 |
| | **6300 Subtotal:** | **$32,000.00** |

# Personnel for Martin Elementary

| Name | Position | Program | FTE |
|---|---|---|---|
| Alma L. Garza | PK Teacher | State Comp | .50 |
| Cristina De Leon | PK Teacher | State Comp | .50 |
| Yurytzy Ruiz | PK Teacher | State Comp | .50 |

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Martin Elementary Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. The CNA was uploaded onto the Martin Elementary Website with separate links for students (Gr. 2-5), Parents, and Staff made available from March 3-13, 2020. Parents were also given the opportunity to complete the Parent Survey during Open House held on March 9 and each classroom and a computer lab were made available for parent use. Students in Grades 2-5 completed their survey by the March 13th deadline set by campus Admministration. Martin Elementary emailed BISD Assessment Dept. to run the surveys and results were emailed to the Dean of Instruction on April 22, 2020. The total number of survey participants included: Students - 246, Staff - 55, Parents - 49. As part of the CNA, PK-5th Grade Level Teams along with Sp. Ed. and Sp. Pops. Depts. completed their Wish List Form prioritzing resources and technology needs in order to meet campus goals. This documentation was submitted to the Dean of Instruction by the May 8th deadline.

The Martin Elementary SBDM Committee met via Zoom on May 15, 2020 to review the CNA results, lists strengths, prioritize needs and gave input on the development of the CIP 2020-2021. Data Analysis of the CNA in the form of strengths, list of needs and priorities were compiled in the Multiple Measures of Data sections including: Demographics, Student Academic Achievement, School Processes and Programs, and Perception. Based on the CNA and taking into account the distance learning that took place due to COVID-19, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal listed followed the District Improvement Plan to have a 3 point increase of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year, in addition to increasing the number of students achieving at the Masters performance level in all tested content areas.

SBDM Committee members that participated in the CNA data analysis and CIP development along with their roles were listed on the roster included at the end of the CIP.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Martin Elem. SBDM Committee gave input on May 15, 2020 on the development of the CIP for 2020-2021 and made revisions as to setting goals and developing activities using data from CNA from students, staff, parents and community along with teacher input for staff development needs. There were a total of 24 SBDM Committee members involved in the process including: 2 Administrators, 8 Classroom Teachers, 1 Non-Classroom Professional, 2 Paraprofessionals, 1 Parent Liaison, 2 Business Representatives, 2 Committee Representatives, 1 District Level Professional, 3 Parents one of which is a bilingual parent, and 2 students with one representing 4th grade and the other student representing 5th grade.

SBDM Committee members and their roles were listed on the roster included at the end of the CIP.

### 2.2: Regular monitoring and revision

The Martin Elem. SBDM Committee will meet on the first Wednesday of each month throughout the 2020-2021 school year to review the CIP for revisions, budget updates, along with campus updates. Formative Reviews are to be made in November, February, April in addition to the Summartive Review completed by June.

Documentation of SBDM Committee meetings including Agendas, Sign-in Sheets, and Minutes that include reference to CNA data analysis and CIP monitoring and revision will be uploaded onto the 2020-2021 Plan Addendums. Projected CIP Review dates include: November 4, 2020, February 3, 2021 and April 7, 2021 with CNA analysis and CIP development projected on May 5, 2020. (UPDATE SPECIFIC DATES THROUGHOUT 2020-2021)

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

The Martin Elem. CIP is uploaded onto the campus website with the most current plan's revision date noted. The CIP is in English with oral translation in Spanish available upon request. Also, an English printed copy of the CIP is available for viewing in the Dean of Instruction's Office with oral translation in Spanish available upon request. The SBDM Committee has a membership that includes 3 parents, one of who is a bilingual parent. As an extension of topics discussed at SBDM Committee Meetings, the Dean of Instruction presents at Parent Involvement meetings bilingually, in addition to giving updates regarding the CIP as documented in the Parent Involvement Binder located in the Office.

## 2.4: Opportunities for all children to meet State standards

Martin Elementary Staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of After SchoolTtutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. State Comp. allocations will be used toward Afterschool Tutorial and Extended Day Enrichment Program to improve student achievement. Tier instruction will be used during daily instruction with pull out of small group being used for Tier II and Tier III instruction. (Ex. CIP 2020-2021 Goal 1, Objective 1, Strategy 1, pg. 22) UPDATE pg. UPON CIP REVISION

## 2.5: Increased learning time and well-rounded education

In order to increase learning time and well-rounded education, Grades 3-5 will provide departmentalized instruction in the content areas. This will allow teachers to focus instruction on the assigned content area and assist with focused planning for targeted objectives. Teachers in Grades 3-5 will also have vertical planning sessions in order to collaborate regarding instructional strategies and resources and to develop continuity of instruction . Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including the TELPAS, campus and district benchmark tests & C&I Checkpoints, Prodigy Math, STEMscopes, FASCT Project data, TPRI/Tejas LEE/C-PALLs, etc. to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (Ex. CIP 2020-2021 Goal 8, Objective 1, Strategy 2, pg. 66) UPDATE pg. UPON CIP REVISION

## 2.6: Address needs of all students, particularly at-risk

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program based on his/her individual needs. Data analysis plays an important role. Through the use of Grade Level/Vertical Planning and data analysis meetings, in conjunction with tutorials and staff development, students will become better prepared because their teachers will be better prepared. RTI meetings will be held every six weeks to analyze the progress of students and to review

the effectiveness of the Tier II/III instruction, in addition to making recommendations for further assessment for special programs as Special Education, Dyslexia, and 504. (Ex. CIP 2020-2021 Goal 9, Objective 2, Strategy 1, pg. 72) UPDATE pg. UPON CIP REVISION

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

Martin Elementary will develop the Parent and Family Engagement Policy with a committee consisting of the Principal, Parent Liaison, and parent representatives. The Parent and Family Engagement Policy will be available in pamphlet form located in the Office both in English and Spanish at the beginning of the 2020-2021 school year and distributed to new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled parent meetings and review the policy througohout the school year. The Parent and Family Engagement Policy will also be uploaded onto the Martin Elementary website in both English and Spanish. (Ex. CIP 2020-2010 Goal 6, Objective 1, Strategy 3, pg. 52) UPDATE pg. UPON CIP REVISION

## 3.2: Offer flexible number of parent involvement meetings

Parent education will be provided to parents by the campus Parent Liaison as well as the District's Parental Involvement Center. Parent trainings and Annual Title 1 Meetingwill be held at flexible meeting days and times in order to allow for parents to attend sessions that best meet their schedule of availability presented in English and Spanish. Specific meeting dates, times, meeting location, agenda and sign-in sheet documentation is maintained in the Parent Involvement Binder located in the Office.

These sessions will focus on how to help students achieve in the content areas, state assessments, ELL services that support college readiness, digital citizenship, GALAXY-GT Program information, and the importance of parent involvement, in addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills. As an extension of the Parent Involvement Program, PK-3 through 5th Gr. Teachers will hold Parent Involvement activities once per Six Weeks focusing on curriculum, resources, and instructional strategies to improve the School-Home connection. Grade Level Parent Involvement activities are held at alternating meeting times in order to offer flexible parent meeting times and presentations are also in English and Spanish. (Ex. CIP 2020-2021 Goal 6, Objective 1, Strategy 2, pg. 52) UPDATE pg. UPON CIP REVISION

# 2020-2021 Site Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Gilda Jo | Principal |
| Meeting Facilitator | VACANCY VACANCY | Dean of Instruction |
| Classroom Teacher | Yurytzy Ruiz | PK Teacher - Y2 |
| Classroom Teacher | Yvonne McClain | Kinder Teacher |
| Classroom Teacher | Maria Palomo | 1st Gr. Teacher - Y2 |
| Classroom Teacher | Mayra Parada | 2nd Gr. Teacher - Y2 |
| Classroom Teacher | Mary Guerrero | 3rd Gr. Teacher - Y2 |
| Classroom Teacher | Michelle Flores | 4th Gr. Teacher - Y2 |
| Classroom Teacher | Josefina Garcia | 5th Gr. Teacher - Y1 |
| Classroom Teacher | Laura Silguero | Resource Teacher - Y2 |
| Non-classroom Professional | Micaela Willingham | Librarian - Y2 |
| Paraprofessional | Genesis Solis | LPAC Instructional Aide - Y1 |
| Paraprofessional | Margarita De | PK-4 Paraprofessional - Y2 |
| Parent Liaison | Laura Krause | Parent Liaison - Y2 |
| Business Representative | Rolando Ramirez | Amigo Loan Company - Y2 |
| Business Representative | Leticia Scheiber | John Scheiber Photography - Y2 |
| Community Representative | Sunni Fitzwater | Sunni's Muffins - Y1 |
| Community Representative | Juan Palomo | US Navy Retired - Y2 |
| District-level Professional | Dahlia Castro | BISD C&I Math Specialist - Y2 |
| Parent | Lina Hilario | Parent - Y2 |
| Parent | Crystal Childs | Parent - Y1 |
| Student | Summer Gonzalez | 5th Gr. Student |
| Parent | Xiomara Yado | Parent - Y1 |
| Student | VACANCY 2 VACANCY 2 | 4th Gr. Student - Y1 |

# Campus Funding Summary

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 1 | Supplies for Art instruction | 199-11-6399-50-104-Y-11-000-Y | $0.00 |
| 1 | 4 | 1 | Supplies for Music instruction | 199-11-6399-57-104-Y-11-000-Y | $0.00 |
| 3 | 1 | 1 | Extra Duty - Overtime Sup PE | 199-11-6121-51-104-Y-11-000-Y | $50.00 |
| 3 | 1 | 1 | Extra Duty Overtime | 199-51-6121-47-104-Y-99-000-Y | $50.00 |
| 3 | 1 | 1 | BISD Warehouse - miscellaneous maintenance supplies | 199-51-6315-00-104-Y-99-000-Y | $4,500.00 |
| 3 | 1 | 1 | HEB - miscellaneous supplies for staff dev | 199-13-6499-53-104-Y-99-000-Y | $800.00 |
| 3 | 1 | 1 | Elite Promotions - Teacher Planners for use during Prof. Dev. | 199-23-6498-00-104-Y-99-000-Y | $2,000.00 |
| 3 | 1 | 1 | Gateway - colored paper and supplies | 199-11-6399-00-104-Y-11-000-Y | $7,276.00 |
| 3 | 1 | 1 | Warehouse - copy paper | 199-11-6396-00-104-Y-11-000-Y | $900.00 |
| 3 | 1 | 1 | General supplies for PE Dept. | 199-11-6399-51-104-Y-11-000-Y | $900.00 |
| 3 | 1 | 1 | General supplies for Teachers - cartridges | 199-11-6399-62-104-Y-11-000-Y | $2,000.00 |
| 3 | 1 | 1 | Transportation - Field Trips | 199-11-6494-00-104-Y-11-000-Y | $4,000.00 |
| 3 | 1 | 1 | Library Books and Awards | 199-12-6329-42-104-Y-99-000-Y | $1,500.00 |
| 3 | 1 | 1 | Administrator Computer needs | 199-23-6649-000-104-Y-99-000-Y | $0.00 |
| 3 | 1 | 1 | Counselor Supplies | 199-31-6399-00-104-Y-99-000-Y | $200.00 |
| 3 | 1 | 1 | Nurse Supplies | 199-33-6399-00-104-Y-99-000-Y | $200.00 |
| 3 | 1 | 1 | Salary Wages Subs | 199-11-6112-18-104-Y-11-000-Y | $600.00 |
| 3 | 1 | 1 | Extra Duty Overtime | 199-23-6121-08-104-Y-99-000-Y | $50.00 |
| | | | | **Sub-Total** | $25,026.00 |
| | | | | **Budgeted Fund Source Amount** | $25,026.00 |
| | | | | **+/- Difference** | $0.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Copy Paper for At-Risk Instructional Purposes | 162-11-6396-00-104-Y-30-000-Y | $2,000.00 |
| 1 | 1 | 1 | General Supplies for At-Risk Instructional Purposes | 162-11-6399-00-104-Y-30-000-Y | $30,000.00 |
| 1 | 1 | 2 | General Supplies - Gateway and Lakeshore | 162-11-6399-00-104-Y-30-000-Y | $0.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 4 | Salary for PK-4 Teachers (2 at .50 each) | 162-11-6119-00-104-Y-34-PKK-Y | $0.00 |
| 9 | 2 | 1 | Professional Extra Duty Pay - 5th Gr. SSI Tutorial | 162-11-6118-00-104-Y-24-SSI-Y | $4,718.00 |
| 9 | 2 | 1 | Professional Extra Duty Pay - Gr. 3-4 At-Risk Tutorial | 162-11-6118-00-104-Y-30-000-Y | $69,100.00 |
| 9 | 2 | 2 | Dean of Instruction Salary | 162-13-6119-31-104-Y-30-000-Y | $0.00 |
| 9 | 2 | 3 | Professional Extra Duty Pay - EDEP | 162-11-6118-00-104-Y-30-ASP-Y | $0.00 |
| | | | | **Sub-Total** | $105,818.00 |
| | | | | **Budgeted Fund Source Amount** | $105,818.00 |
| | | | | **+/- Difference** | $0.00 |

| 166 State Special Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | Sp. Ed. Supplies for LS I-2 | 166-11-6399-00-104-Y-23-OP1-Y- | $2,166.00 |
| 1 | 1 | 2 | Sp. Ed. Supplies for PPCD | 166-11-6399-00-104-Y-23-OP3-Y | $1,084.00 |
| 1 | 1 | 2 | Sp. Ed. - Toner | 166-11-6399-62-104-Y-23-000-Y | $510.00 |
| 1 | 1 | 2 | Sp. Ed. - Gloves | 166-11-6399-00-104-Y-23-OP3-Y | $500.00 |
| | | | | **Sub-Total** | $4,260.00 |
| | | | | **Budgeted Fund Source Amount** | $4,260.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 G/T Advanced Academics | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 6 | GT Supplies | | $644.00 |
| | | | | **Sub-Total** | $644.00 |
| | | | | **Budgeted Fund Source Amount** | $644.00 |
| | | | | **+/- Difference** | $0.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Certified Extra Duty Pay | 211-61-6118-00-009-Y-30-0F2-y | $1,345.00 |
| 1 | 1 | 1 | General Supplies | 211-13-6399-00-104-Y-30-AYP-Y | $5,000.00 |
| 1 | 1 | 1 | General Supplies | 211-11-6399-00-104-Y-30-0F2-Y | $27,853.00 |
| 1 | 1 | 1 | General Supplies - Printing | 211-11-6399-16-104-Y-30-0F2-Y | $6,000.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Lonestar Learning - TEKASas Target Practice Gr. 3-4-5 online resources PR420361 | 211-11-6299-62-104-Y-30-0F2-Y | $0.00 |
| 1 | 1 | 1 | Accerlerate Learning Inc - STEMscopes 5th Gr. online resource PR 420299 | 211-11-6299-62-104-Y-30-0F2-Y | $0.00 |
| 1 | 1 | 1 | Equipment under $5000 | 211-23-6398-65-104-Y-30-OF2-Y | $4,000.00 |
| 1 | 1 | 7 | Accelerate Learning Inc - STEMscopes 5th Gr. on-line resource | 211-11-6299-62-104-Y-30-0F2-Y | $0.00 |
| 1 | 1 | 7 | Lonestar Learning - TEKSas Target Practice Gr-3,4,5 online resources | 211-11-6299-62-104-Y-30-0F2-Y | $0.00 |
| 3 | 1 | 1 | Student Incentives | 211-11-6498-00-104-y30-0f2-y | $1,210.00 |
| 6 | 1 | 1 | Misc. Operating Costs | 211-61-6499-53-104-Y-30-OF2-Y | $900.00 |
| 6 | 1 | 1 | General Supplies | 211-61-6399-00-104-Y-30-0F2-Y | $900.00 |
| 6 | 1 | 1 | Parent Liaison Mileage | 211-61-6411-00-104-Y-30-0F2-Y | $900.00 |
| 7 | 1 | 7 | Professional development for administrators | | $0.00 |
| 8 | 1 | 2 | Online Digital Resources | 211-11-6395-62-Y-30-0F2-Y | $0.00 |
| 8 | 1 | 7 | HATCH Warranty/License | 211-11-6249-62-104-Y-30-0F2-Y | $0.00 |
| 8 | 1 | 7 | Document Cameras, Projectors, Head phones, HATCH Computers, Computers /printers for Adm. use, licenses | 211-11-6398-00-104-Y-30-0F2-Y | $0.00 |
| 8 | 1 | 7 | Computers and tablets | 211-11-6398-62-104-Y-30-0F2-Y | $32,000.00 |
| 9 | 2 | 3 | ASP SS Med | 211-11-6141-00-104-Y-30-ASP-Y | $365.00 |
| 9 | 2 | 3 | ASP Tchr Retirement | 211-11-6146-00-104-Y-30-ASP-Y | $2,246.00 |
| 9 | 2 | 3 | ASP Emp. Benefits Local | 211-11-6148-00-104-Y-30-ASP-Y | $59.00 |
| 9 | 2 | 3 | ASP Emp. Benefits | 211-11-6149-00-104-Y-30-ASP-Y | $377.00 |
| 9 | 2 | 3 | Professional Extra Duty Pay - EDEP After School Program | 211-11-6118-11-104-Y-24-ASP-Y | $0.00 |
| 9 | 2 | 3 | Professional Extra Duty Pay - EDEP After School | 211-11-6118-00-104-Y-30-ASP-Y | $25,153.00 |
| | | | | **Sub-Total** | $108,308.00 |
| | | | | **Budgeted Fund Source Amount** | $106,963.00 |
| | | | | **+/- Difference** | -$1,345.00 |

| 212 Title I-C (Migrant) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | Clothing for Migrant students | 212-11-6399-00-104-Y-24-0-F2-Y | $305.00 |
| | | | | **Sub-Total** | $305.00 |
| | | | | **Budgeted Fund Source Amount** | $305.00 |

| 212 Title I-C (Migrant) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total** | $244,361.00 |

# Addendums

**Definitions**

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

***Note:*** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

**Notice of Report** — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

**Prohibited Conduct** — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

**Investigation of Report** — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

**Concluding the Investigation** — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**Notice to Parents** — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**District Action**

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

*Discipline* — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

| | |
|---|---|
| | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
| *Corrective Action* | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| *Transfers* | The principal or designee shall refer to FDB for transfer provisions. |
| *Counseling* | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| **Confidentiality** | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| **Appeal** | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| **Records Retention** | Retention of records shall be in accordance with CPC(LOCAL). |
| **Access to Policy and Procedures** | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |

# Brownsville Independent School District

## EARLY CHILDHOOD LITERACY (PK-3)

## HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

## BOARD GOAL 1: THIRD GRADE READING
## English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 46% to 50% by June 2024.

**Yearly Target Goals**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 46% | 47% | 48% | 49% | 50% |

**Closing the Gaps Student Groups Yearly Targets**

| | Hispanic | White | Economic Disadvantage | English Learner | Special Education |
|---|---|---|---|---|---|
| 2020 | 46% | 67% | 44% | 41% | 25% |
| 2021 | 47% | 68% | 45% | 42% | 26% |
| 2022 | 48% | 69% | 46% | 43% | 27% |
| 2023 | 49% | 70% | 47% | 44% | 28% |
| 2024 | 50% | 71% | 48% | 45% | 29% |

Minimum size criteria set to 25 or more students.

## BOARD GOAL 2: THIRD GRADE MATH
## English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 56% to 60% by June 2024.

**Yearly Target Goals**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 56% | 57% | 58% | 59% | 60% |

**Closing the Gaps Student Groups Yearly Targets**

| | Hispanic | White | Economic Disadvantage | English Learner | Special Education |
|---|---|---|---|---|---|
| 2020 | 56% | 56% | 54% | 53% | 31% |
| 2021 | 57% | 57% | 55% | 54% | 32% |
| 2022 | 58% | 58% | 56% | 55% | 33% |
| 2023 | 59% | 59% | 57% | 56% | 34% |
| 2024 | 60% | 60% | 58% | 57% | 35% |

Minimum size criteria set to 25 or more students.

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **MARTIN EL**

Campus Number: **031901104**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus STAAR Performance



**STAAR Performance Rates by Tested Grade, Subject, and Performance Level**

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 80% | **87%** | - | 87% | * | - | - | - | - | 100% | - | 92% | 67% | 85% | 88% |
| | 2018 | 77% | 80% | **79%** | * | 79% | * | - | - | - | - | 36% | - | 80% | 75% | 80% | 69% |
| At Meets Grade Level or Above | 2019 | 45% | 46% | **57%** | - | 56% | * | - | - | - | - | 67% | - | 62% | 33% | 56% | 54% |
| | 2018 | 43% | 42% | **41%** | * | 39% | * | - | - | - | - | 36% | - | 44% | 25% | 40% | 35% |
| At Masters Grade Level | 2019 | 27% | 26% | **35%** | - | 33% | * | - | - | - | - | 33% | - | 43% | 0% | 34% | 33% |
| | 2018 | 25% | 22% | **19%** | * | 18% | * | - | - | - | - | 0% | - | 22% | 0% | 20% | 23% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 79% | 85% | **98%** | - | 98% | * | - | - | - | - | 100% | - | 100% | 89% | 98% | 96% |
| | 2018 | 78% | 86% | **90%** | * | 89% | * | - | - | - | - | 73% | - | 92% | 75% | 89% | 88% |
| At Meets Grade Level or Above | 2019 | 49% | 56% | **67%** | - | 67% | * | - | - | - | - | 67% | - | 73% | 44% | 63% | 54% |
| | 2018 | 47% | 54% | **52%** | * | 50% | * | - | - | - | - | 36% | - | 54% | 38% | 49% | 42% |
| At Masters Grade Level | 2019 | 25% | 27% | **43%** | - | 42% | * | - | - | - | - | 33% | - | 46% | 33% | 41% | 38% |
| | 2018 | 23% | 27% | **22%** | * | 23% | * | - | - | - | - | 0% | - | 26% | 0% | 24% | 31% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 83% | **84%** | * | 83% | * | - | - | - | - | 47% | - | 82% | 90% | 83% | 72% |
| | 2018 | 73% | 79% | **65%** | - | 65% | - | - | - | - | - | 44% | - | 65% | 67% | 63% | 47% |
| At Meets Grade Level or Above | 2019 | 44% | 51% | **44%** | * | 42% | * | - | - | - | - | 27% | - | 45% | 40% | 43% | 38% |
| | 2018 | 46% | 49% | **38%** | - | 38% | - | - | - | - | - | 31% | - | 35% | 56% | 34% | 37% |
| At Masters Grade Level | 2019 | 22% | 23% | **23%** | * | 20% | * | - | - | - | - | 13% | - | 25% | 10% | 24% | 17% |
| | 2018 | 24% | 23% | **14%** | - | 14% | - | - | - | - | - | 13% | - | 15% | 11% | 15% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 82% | **89%** | * | 88% | * | - | - | - | - | 73% | - | 90% | 80% | 88% | 83% |
| | 2018 | 78% | 86% | **80%** | - | 80% | - | - | - | - | - | 63% | - | 80% | 78% | 77% | 70% |
| At Meets Grade Level or Above | 2019 | 48% | 53% | **64%** | * | 63% | * | - | - | - | - | 27% | - | 65% | 60% | 62% | 48% |
| | 2018 | 49% | 56% | **51%** | - | 51% | - | - | - | - | - | 50% | - | 50% | 56% | 48% | 37% |
| At Masters Grade Level | 2019 | 28% | 30% | **34%** | * | 32% | * | - | - | - | - | 20% | - | 35% | 30% | 31% | 28% |
| | 2018 | 27% | 30% | **29%** | - | 29% | - | - | - | - | - | 13% | - | 28% | 33% | 29% | 20% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 67% | 78% | **77%** | * | 76% | * | - | - | - | - | 33% | - | 78% | 70% | 76% | 62% |
| | 2018 | 63% | 74% | **59%** | - | 59% | - | - | - | - | - | 38% | - | 60% | 56% | 58% | 57% |
| At Meets Grade Level or Above | 2019 | 35% | 44% | **41%** | * | 39% | * | - | - | - | - | 27% | - | 45% | 20% | 40% | 24% |
| | 2018 | 39% | 48% | **36%** | - | 36% | - | - | - | - | - | 38% | - | 35% | 44% | 34% | 33% |
| At Masters Grade Level | 2019 | 11% | 14% | **13%** | * | 14% | * | - | - | - | - | 20% | - | 14% | 10% | 14% | 7% |
| | 2018 | 11% | 14% | **3%** | - | 3% | - | - | - | - | - | 6% | - | 3% | 0% | 3% | 3% |
| Grade 5 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 91% | **98%** | - | 98% | - | - | - | - | - | 93% | - | 98% | 100% | 98% | 100% |
| | 2018 | 84% | 90% | **97%** | - | 97% | - | - | - | - | - | 75% | * | 96% | * | 96% | 97% |
| At Meets Grade Level or Above | 2019 | 54% | 56% | **65%** | - | 65% | - | - | - | - | - | 47% | - | 64% | 75% | 60% | 69% |
| | 2018 | 54% | 59% | **60%** | - | 60% | - | - | - | - | - | 50% | * | 59% | * | 58% | 66% |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus STAAR Performance

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Masters Grade Level | 2019 | 29% | 28% | **22%** | - | 22% | - | - | - | - | - | 27% | - | 22% | 25% | 19% | 24% |
| | 2018 | 26% | 28% | **31%** | - | 31% | - | - | - | - | - | 0% | * | 30% | * | 27% | 34% |
| Grade 5 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 90% | 96% | **98%** | - | 98% | - | - | - | - | - | 93% | - | 98% | 100% | 98% | 100% |
| | 2018 | 91% | 97% | **98%** | - | 98% | - | - | - | - | - | 88% | * | 98% | * | 98% | 97% |
| At Meets Grade Level or Above | 2019 | 58% | 70% | **89%** | - | 89% | - | - | - | - | - | 87% | - | 91% | 75% | 87% | 79% |
| | 2018 | 58% | 74% | **90%** | - | 90% | - | - | - | - | - | 38% | * | 91% | * | 89% | 94% |
| At Masters Grade Level | 2019 | 36% | 46% | **65%** | - | 65% | - | - | - | - | - | 47% | - | 65% | 63% | 64% | 66% |
| | 2018 | 30% | 43% | **72%** | - | 72% | - | - | - | - | - | 38% | * | 74% | * | 73% | 83% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 84% | **65%** | - | 65% | - | - | - | - | - | 47% | - | 64% | 75% | 60% | 55% |
| | 2018 | 76% | 85% | **84%** | - | 84% | - | - | - | - | - | 25% | * | 85% | * | 83% | 86% |
| At Meets Grade Level or Above | 2019 | 49% | 60% | **38%** | - | 38% | - | - | - | - | - | 40% | - | 36% | 50% | 32% | 28% |
| | 2018 | 41% | 51% | **39%** | - | 39% | - | - | - | - | - | 0% | * | 40% | * | 39% | 40% |
| At Masters Grade Level | 2019 | 24% | 28% | **14%** | - | 14% | - | - | - | - | - | 20% | - | 15% | 13% | 13% | 14% |
| | 2018 | 17% | 20% | **9%** | - | 9% | - | - | - | - | - | 0% | * | 9% | * | 9% | 11% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **87%** | * | 86% | 100% | - | - | - | - | 69% | - | 87% | 83% | 85% | 82% |
| | 2018 | 77% | 78% | **81%** | * | 80% | * | - | - | - | - | 53% | * | 81% | 75% | 80% | 77% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **58%** | * | 57% | 100% | - | - | - | - | 45% | - | 60% | 49% | 55% | 49% |
| | 2018 | 48% | 49% | **50%** | * | 50% | * | - | - | - | - | 36% | * | 51% | 47% | 48% | 49% |
| At Masters Grade Level | 2019 | 24% | 23% | **31%** | * | 30% | 80% | - | - | - | - | 25% | - | 32% | 22% | 29% | 28% |
| | 2018 | 22% | 21% | **24%** | * | 24% | * | - | - | - | - | 9% | * | 26% | 15% | 25% | 29% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **90%** | * | 90% | * | - | - | - | - | 75% | - | 91% | 85% | 89% | 87% |
| | 2018 | 74% | 74% | **79%** | * | 79% | * | - | - | - | - | 49% | * | 80% | 76% | 79% | 73% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **55%** | * | 54% | * | - | - | - | - | 42% | - | 57% | 48% | 53% | 54% |
| | 2018 | 46% | 44% | **46%** | * | 45% | * | - | - | - | - | 37% | * | 46% | 48% | 44% | 47% |
| At Masters Grade Level | 2019 | 21% | 18% | **26%** | * | 25% | * | - | - | - | - | 22% | - | 29% | 11% | 25% | 24% |
| | 2018 | 19% | 17% | **21%** | * | 21% | * | - | - | - | - | 6% | * | 22% | 14% | 20% | 25% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **95%** | * | 95% | * | - | - | - | - | 86% | - | 96% | 89% | 94% | 93% |
| | 2018 | 81% | 85% | **89%** | * | 89% | * | - | - | - | - | 71% | * | 90% | 81% | 88% | 86% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **74%** | * | 74% | * | - | - | - | - | 58% | - | 77% | 59% | 71% | 61% |
| | 2018 | 50% | 55% | **63%** | * | 63% | * | - | - | - | - | 43% | * | 65% | 52% | 62% | 60% |
| At Masters Grade Level | 2019 | 26% | 31% | **48%** | * | 47% | * | - | - | - | - | 33% | - | 50% | 41% | 45% | 44% |
| | 2018 | 24% | 28% | **41%** | * | 41% | * | - | - | - | - | 14% | * | 43% | 24% | 41% | 47% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | **77%** | * | 76% | * | - | - | - | - | 33% | - | 78% | 70% | 76% | 62% |
| | 2018 | 66% | 71% | **59%** | - | 59% | - | - | - | - | - | 38% | - | 60% | 56% | 58% | 57% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | **41%** | * | 39% | * | - | - | - | - | 27% | - | 45% | 20% | 40% | 24% |
| | 2018 | 41% | 45% | **36%** | - | 36% | - | - | - | - | - | 38% | - | 35% | 44% | 34% | 33% |
| At Masters Grade Level | 2019 | 14% | 15% | **13%** | * | 14% | * | - | - | - | - | 20% | - | 14% | 10% | 14% | 7% |
| | 2018 | 13% | 13% | **3%** | - | 3% | - | - | - | - | - | 6% | - | 3% | 0% | 3% | 3% |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **65%** | - | 65% | - | - | - | - | - | 47% | - | 64% | 75% | 60% | 55% |
| | 2018 | 80% | 82% | **84%** | - | 84% | - | - | - | - | - | 25% | * | 85% | * | 83% | 86% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **38%** | - | 38% | - | - | - | - | - | 40% | - | 36% | 50% | 32% | 28% |
| | 2018 | 51% | 51% | **39%** | - | 39% | - | - | - | - | - | 0% | * | 40% | * | 39% | 40% |
| At Masters Grade Level | 2019 | 25% | 21% | **14%** | - | 14% | - | - | - | - | - | 20% | - | 15% | 13% | 13% | 14% |
| | 2018 | 23% | 19% | **9%** | - | 9% | - | - | - | - | - | 0% | * | 9% | * | 9% | 11% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Progress

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu-ously Enrolled | Non-Continu-ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 69 | **74** | * | 73 | * | - | - | - | - | 83 | - | 75 | 72 | 75 | 71 |
| | 2018 | 63 | 65 | **48** | - | 48 | - | - | - | - | - | 46 | - | 45 | 72 | 47 | 45 |
| Grade 4 Mathematics | 2019 | 65 | 64 | **80** | * | 79 | * | - | - | - | - | 77 | - | 82 | 65 | 78 | 69 |
| | 2018 | 65 | 66 | **68** | - | 68 | - | - | - | - | - | 61 | - | 66 | 78 | 64 | 63 |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | **88** | - | 88 | - | - | - | - | - | 90 | - | 87 | 94 | 91 | 90 |
| | 2018 | 80 | 81 | **75** | - | 75 | - | - | - | - | - | 86 | * | 74 | * | 74 | 70 |
| Grade 5 Mathematics | 2019 | 83 | 88 | **98** | - | 98 | - | - | - | - | - | 93 | - | 98 | 100 | 98 | 100 |
| | 2018 | 81 | 87 | **96** | - | 96 | - | - | - | - | - | 86 | * | 95 | * | 95 | 97 |
| All Grades Both Subjects | 2019 | 69 | 69 | **85** | * | 85 | * | - | - | - | - | 86 | - | 86 | 81 | 85 | 83 |
| | 2018 | 69 | 71 | **71** | - | 71 | - | - | - | - | - | 64 | * | 69 | 81 | 70 | 70 |
| All Grades ELA/Reading | 2019 | 68 | 67 | **81** | * | 81 | * | - | - | - | - | 87 | - | 81 | 82 | 82 | 81 |
| | 2018 | 69 | 69 | **61** | - | 61 | - | - | - | - | - | 60 | * | 59 | 79 | 60 | 58 |
| All Grades Mathematics | 2019 | 70 | 71 | **89** | * | 89 | * | - | - | - | - | 85 | - | 91 | 81 | 88 | 84 |
| | 2018 | 70 | 72 | **81** | - | 81 | - | - | - | - | - | 69 | * | 80 | 83 | 79 | 81 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Prior Year and Student Success Initiative



| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | **71%** | - | 71% | - | - | - | - | - | 44% | 70% | 65% |
| | 2018 | 38% | 44% | **58%** | - | 58% | - | - | - | - | - | 50% | 59% | * |
| Mathematics | 2019 | 45% | 57% | **85%** | - | 85% | - | - | - | - | - | 63% | 85% | 82% |
| | 2018 | 47% | 57% | **60%** | - | 60% | - | - | - | - | - | 50% | 58% | * |
| **Student Success Initiative** | | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2019 | 78% | 84% | **91%** | - | 91% | - | - | - | - | - | 80% | 90% | 81% |
| Students Requiring Accelerated Instruction | 2019 | 22% | 16% | **9%** | - | 9% | - | - | - | - | - | 20% | 10% | 19% |
| STAAR Cumulative Met Standard | 2019 | 86% | 91% | **100%** | - | 100% | - | - | - | - | - | 100% | 100% | 100% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | 2019 | 83% | 92% | **100%** | - | 100% | - | - | - | - | - | 100% | 100% | 100% |
| STAAR Cumulative Met Standard | 2019 | 90% | 96% | **100%** | - | 100% | - | - | - | - | - | 100% | 100% | 100% |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 471
Grade Span: EE - 05
(Current EL Students)

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Rate by Subject and Performance Level** | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **87%** | 72% | 72% | - | - | - | - | - | - | 83% | 72% | 73% |
| | 2018 | 77% | 78% | **81%** | 64% | 64% | - | - | - | - | - | - | 50% | 64% | 63% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **58%** | 35% | 35% | - | - | - | - | - | - | 42% | 35% | 35% |
| | 2018 | 48% | 49% | **50%** | 34% | 34% | - | - | - | - | - | - | 50% | 34% | 35% |
| At Masters Grade Level | 2019 | 24% | 23% | **31%** | 20% | 20% | - | - | - | - | - | - | 33% | 20% | 21% |
| | 2018 | 22% | 21% | **24%** | 16% | 16% | - | - | - | - | - | - | 50% | 16% | 18% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **90%** | 81% | 81% | - | - | - | - | - | - | 80% | 81% | 81% |
| | 2018 | 74% | 74% | **79%** | 57% | 57% | - | - | - | - | - | - | * | 57% | 57% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **55%** | 38% | 38% | - | - | - | - | - | - | 40% | 38% | 38% |
| | 2018 | 46% | 44% | **46%** | 30% | 30% | - | - | - | - | - | - | * | 30% | 30% |
| At Masters Grade Level | 2019 | 21% | 18% | **26%** | 15% | 15% | - | - | - | - | - | - | 20% | 15% | 15% |
| | 2018 | 19% | 17% | **21%** | 14% | 14% | - | - | - | - | - | - | * | 14% | 15% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **95%** | 89% | 89% | - | - | - | - | - | - | 100% | 89% | 90% |
| | 2018 | 81% | 85% | **89%** | 77% | 77% | - | - | - | - | - | - | * | 77% | 76% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **74%** | 51% | 51% | - | - | - | - | - | - | 40% | 51% | 50% |
| | 2018 | 50% | 55% | **63%** | 43% | 43% | - | - | - | - | - | - | * | 43% | 43% |
| At Masters Grade Level | 2019 | 26% | 31% | **48%** | 36% | 36% | - | - | - | - | - | - | 40% | 36% | 37% |
| | 2018 | 24% | 28% | **41%** | 27% | 27% | - | - | - | - | - | - | * | 27% | 28% |
| All Grades Writing | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | **77%** | 44% | 44% | - | - | - | - | - | - | - | 44% | 44% |
| | 2018 | 66% | 71% | **59%** | 38% | 38% | - | - | - | - | - | - | * | 38% | 39% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | **41%** | 0% | 0% | - | - | - | - | - | - | - | 0% | 0% |
| | 2018 | 41% | 45% | **36%** | 25% | 25% | - | - | - | - | - | - | * | 25% | 28% |
| At Masters Grade Level | 2019 | 14% | 15% | **13%** | 0% | 0% | - | - | - | - | - | - | - | 0% | 0% |
| | 2018 | 13% | 13% | **3%** | 0% | 0% | - | - | - | - | - | - | * | 0% | 6% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **65%** | 27% | 27% | - | - | - | - | - | - | * | 27% | 29% |
| | 2018 | 80% | 82% | **84%** | 77% | 77% | - | - | - | - | - | - | - | 77% | 77% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **38%** | 13% | 13% | - | - | - | - | - | - | * | 13% | 18% |
| | 2018 | 51% | 51% | **39%** | 31% | 31% | - | - | - | - | - | - | - | 31% | 31% |
| At Masters Grade Level | 2019 | 25% | 21% | **14%** | 7% | 7% | - | - | - | - | - | - | * | 7% | 12% |
| | 2018 | 23% | 19% | **9%** | 8% | 8% | - | - | - | - | - | - | - | 8% | 8% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | **85%** | 80% | 80% | - | - | - | - | - | - | * | 80% | 81% |
| | 2018 | 69% | 71% | **71%** | 66% | 66% | - | - | - | - | - | - | * | 66% | 67% |
| All Grades ELA/Reading | 2019 | 68% | 67% | **81%** | 77% | 77% | - | - | - | - | - | - | * | 77% | 78% |
| | 2018 | 69% | 69% | **61%** | 64% | 64% | - | - | - | - | - | - | * | 64% | 63% |
| All Grades Mathematics | 2019 | 70% | 71% | **89%** | 83% | 83% | - | - | - | - | - | - | * | 83% | 84% |
| | 2018 | 70% | 72% | **81%** | 68% | 68% | - | - | - | - | - | - | * | 68% | 70% |
| **Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)** | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | **71%** | 63% | 63% | - | - | - | - | - | - | * | 63% | 65% |
| | 2018 | 38% | 44% | **58%** | * | * | - | - | - | - | - | - | - | * | * |
| Mathematics | 2019 | 45% | 57% | **85%** | 80% | 80% | - | - | - | - | - | - | * | 80% | 82% |
| | 2018 | 47% | 57% | **60%** | * | * | - | - | - | - | - | - | * | * | * |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | * | 100% | 100% | - | - | - | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **91%** | * | 91% | 100% | - | - | - | - | 95% | 91% | 83% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | **7%** | * | 7% | 0% | - | - | - | - | 2% | 7% | 14% |
| Other Exclusions | 1% | 2% | **2%** | * | 2% | 0% | - | - | - | - | 3% | 2% | 3% |
| Not Tested | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% |
| **2018 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | * | 100% | * | - | - | - | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **91%** | * | 91% | * | - | - | - | - | 90% | 93% | 85% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | **7%** | * | 7% | * | - | - | - | - | 9% | 6% | 7% |
| Other Exclusions | 1% | 2% | **2%** | * | 2% | * | - | - | - | - | 2% | 2% | 8% |
| Not Tested | 1% | 0% | **0%** | * | 0% | * | - | - | - | - | 0% | 0% | 0% |
| Absent | 1% | 0% | **0%** | * | 0% | * | - | - | - | - | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | * | - | - | - | - | 0% | 0% | 0% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2017-18 | 95.4% | 95.4% | **96.3%** | * | 96.3% | * | - | - | - | - | 94.3% | 96.2% | 96.4% |
| 2016-17 | 95.7% | 95.8% | **96.5%** | * | 96.5% | 94.9% | - | * | - | - | 95.5% | 96.4% | 96.5% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2017-18 | 0.4% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.3% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2017-18 | 1.9% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.9% | 1.3% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.8% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.7% | 3.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 93.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 91.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.0% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.1% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 94.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Attendance, Graduation, and Dropout Rates



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Received TxCHSE | 0.8% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.9% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.0% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 4.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | 90.0% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 89.7% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 68.5% | 85.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 88.5% | 96.3% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 5.0% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 6.0% | 13.2% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 82.0% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 60.8% | 73.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 86.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 85.9% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 37.7% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 87.2% | 95.1% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 4.9% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 7.2% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 81.5% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 56.5% | 52.7% | - | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 85.1% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 84.0% | 94.1% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Graduation Profile

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2017-18 Annual Graduates)** | | | | |
| Total Graduates | - | - | 3,253 | 347,893 |
| By Ethnicity: | | | | |
| African American | - | - | 4 | 43,502 |
| Hispanic | - | - | 3,215 | 173,272 |
| White | - | - | 25 | 107,052 |
| American Indian | - | - | 0 | 1,226 |
| Asian | - | - | 9 | 15,589 |
| Pacific Islander | - | - | 0 | 528 |
| Two or More Races | - | - | 0 | 6,724 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 61 | 5,855 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 87 | 3,538 |
| Foundation H.S. Program (No Endorsement) | - | - | 113 | 49,432 |
| Foundation H.S. Program (Endorsement) | - | - | 110 | 16,542 |
| Foundation H.S. Program (DLA) | - | - | 2,882 | 272,526 |
| Special Education Graduates | - | - | 286 | 25,962 |
| Economically Disadvantaged Graduates | - | - | 3,134 | 166,956 |
| LEP Graduates | - | - | 405 | 21,359 |
| At-Risk Graduates | - | - | 1,769 | 144,805 |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **College, Career, and Military Ready Graduates (Student Achievement) *** ** | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 65.5% | 67.4% | - | - | - | - | - | - | - | - | - | - | - |
| **College Ready Graduates *** ** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 50.0% | 51.9% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 58.2% | 61.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 46.0% | 49.9% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 42.1% | 44.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 20.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.9% | 18.7% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.4% | 18.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 20.1% | 22.4% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.0% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 28.7% | 36.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 13.2% | 22.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.8% | 4.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 2.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.0% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 38.7% | 53.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 17.3% | 37.2% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.3% | 4.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 2.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 2.6% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus CCMR-Related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TSIA Results (Graduates >= Criterion) (Annual Graduates)** | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2017-18 | 32.1% | 54.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 23.4% | 53.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 23.7% | 44.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.8% | 45.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 18.1% | 39.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 12.9% | 39.0% | - | - | - | - | - | - | - | - | - | - | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2017-18 | 58.4% | 82.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 50.5% | 81.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 2.0% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.8% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 3.9% | 4.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.4% | 2.3% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 0.9% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.2% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 25.8% | 24.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 26.2% | 31.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 15.3% | 15.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 15.9% | 23.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 7.3% | 2.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 7.2% | 3.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 10.8% | 5.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 10.9% | 8.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 14.5% | 13.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 15.0% | 22.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 50.7% | 27.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 49.1% | 23.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 42.5% | 14.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 41.3% | 8.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 52.8% | 14.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus CCMR-Related Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2017 | 51.3% | 8.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 38.0% | 7.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 38.3% | 5.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 44.6% | 11.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 41.4% | 6.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **SAT/ACT Results (Annual Graduates) ***** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2017-18 | 74.6% | 76.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016-17 | 73.5% | 71.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| 2017-18 | 37.9% | 22.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average SAT Score (Annual Graduates) ***** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 1036 | 960 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2017-18 | 521 | 489 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 515 | 472 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| **Average ACT Score (Annual Graduates) ***** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 20.3 | 17.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017-18 | 20.9 | 18.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Other Postsecondary Indicators



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Advanced Dual-Credit Course Completion (Grades 9-12)** | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 43.4% | 49.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 37.1% | 47.1% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 17.3% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 16.8% | 29.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 24.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.5% | 19.8% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2017-18 | 21.2% | 18.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 5.7% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2017-18 | 22.8% | 24.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 21.8% | 25.3% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2016-17 | 54.6% | 59.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 54.7% | 56.8% | - | - | - | - | - | - | - | - | - | - | - |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2016-17 | 59.2% | 63.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 55.7% | 62.5% | - | - | - | - | - | - | - | - | - | - | - |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 471 | 100.0% | 44,356 | 5,416,400 |
| Students by Grade: | | | | |
| Early Childhood Education | 6 | 1.3% | 0.2% | 0.3% |
| Pre-Kindergarten | 78 | 16.6% | 8.0% | 4.4% |
| Kindergarten | 63 | 13.4% | 5.9% | 6.9% |
| Grade 1 | 71 | 15.1% | 6.8% | 7.1% |
| Grade 2 | 70 | 14.9% | 6.6% | 7.2% |
| Grade 3 | 51 | 10.8% | 6.5% | 7.3% |
| Grade 4 | 64 | 13.6% | 6.9% | 7.6% |
| Grade 5 | 68 | 14.4% | 7.3% | 7.7% |
| Grade 6 | 0 | 0.0% | 6.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.1% | 7.5% |
| Grade 8 | 0 | 0.0% | 7.2% | 7.5% |
| Grade 9 | 0 | 0.0% | 8.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.4% |
| Grade 11 | 0 | 0.0% | 7.6% | 6.9% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 1 | 0.2% | 0.1% | 12.6% |
| Hispanic | 444 | 94.3% | 98.3% | 52.6% |
| White | 26 | 5.5% | 1.4% | 27.4% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 0 | 0.0% | 0.2% | 4.5% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.4% |
| Economically Disadvantaged | 434 | 92.1% | 88.5% | 60.6% |
| Non-Educationally Disadvantaged | 37 | 7.9% | 11.5% | 39.4% |
| Section 504 Students | 25 | 5.3% | 8.7% | 6.5% |
| English Learners (EL) | 176 | 37.4% | 34.6% | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 0 | 0.0% | 1.0% | 1.4% |
| Students w/ Dyslexia | 16 | 3.4% | 5.4% | 3.6% |
| At-Risk | 350 | 74.3% | 67.3% | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 69 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 32 | 46.4% | 55.3% | 42.4% |
| Students with Physical Disabilities | 13 | 18.8% | 11.5% | 21.9% |
| Students with Autism | 14 | 20.3% | 12.2% | 13.7% |
| Students with Behavioral Disabilities | 5 | 7.2% | 18.9% | 20.6% |
| Students with Non-Categorical Early Childhood | 5 | 7.2% | 2.1% | 1.4% |
| Mobility (2017-18): | | | | |
| Total Mobile Students | 61 | 17.0% | 15.0% | 15.4% |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Student Information



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| By Ethnicity: | | | | |
| African American | 1 | 0.3% | | |
| Hispanic | 59 | 16.5% | | |
| White | 1 | 0.3% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 5.9% | 1.8% | 1.7% | 12.5% | 4.3% | 6.2% |
| Grade 1 | 1.7% | 10.7% | 3.1% | 14.3% | 16.2% | 5.5% |
| Grade 2 | 2.1% | 5.9% | 1.8% | 20.0% | 3.0% | 2.3% |
| Grade 3 | 0.0% | 3.0% | 1.1% | 0.0% | 1.1% | 0.9% |
| Grade 4 | 0.0% | 1.6% | 0.5% | 0.0% | 1.0% | 0.5% |
| Grade 5 | 0.0% | 0.7% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 6 | - | 2.6% | 0.4% | - | 1.6% | 0.5% |
| Grade 7 | - | 3.8% | 0.6% | - | 2.2% | 0.6% |
| Grade 8 | - | 1.6% | 0.4% | - | 3.2% | 0.7% |
| Grade 9 | - | 6.5% | 7.2% | - | 22.4% | 12.7% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 18.3 | 19.2 | 18.9 |
| Grade 1 | 15.1 | 17.8 | 18.8 |
| Grade 2 | 20.1 | 17.8 | 18.7 |
| Grade 3 | 22.4 | 19.2 | 18.9 |
| Grade 4 | 17.4 | 21.6 | 19.2 |
| Grade 5 | 27.4 | 21.1 | 21.2 |
| Grade 6 | - | 21.9 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 17.0 | 16.6 |
| Foreign Languages | - | 20.8 | 18.9 |
| Mathematics | - | 19.9 | 17.8 |
| Science | - | 20.1 | 18.9 |
| Social Studies | - | 19.8 | 19.3 |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 53.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 39.2 | 73.7% | 56.5% | 64.1% |
| Teachers | 31.8 | 59.8% | 44.0% | 49.8% |
| Professional Support | 4.4 | 8.3% | 9.5% | 10.1% |
| Campus Administration (School Leadership) | 3.0 | 5.6% | 2.9% | 3.0% |
| Educational Aides: | 14.0 | 26.3% | 11.7% | 10.3% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 58.0 | 4,414.0 |
| Part-time | 0.0 | n/a | 2.0 | 572.0 |
| Counselors | | | | |
| Full-time | 1.0 | n/a | 149.0 | 12,433.0 |
| Part-time | 0.0 | n/a | 11.0 | 1,097.0 |
| Total Minority Staff: | 50.9 | 95.6% | 94.0% | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.6% |
| Hispanic | 29.5 | 92.6% | 90.3% | 27.7% |
| White | 2.4 | 7.4% | 8.9% | 58.4% |
| American Indian | 0.0 | 0.0% | 0.1% | 0.3% |
| Asian | 0.0 | 0.0% | 0.1% | 1.7% |
| Pacific Islander | 0.0 | 0.0% | 0.3% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 2.8 | 8.8% | 32.0% | 23.8% |
| Females | 29.0 | 91.2% | 68.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.2% | 1.4% |
| Bachelors | 26.9 | 84.5% | 79.4% | 73.6% |
| Masters | 4.9 | 15.5% | 19.0% | 24.3% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.7% | 7.0% |
| 1-5 Years Experience | 1.0 | 3.1% | 14.3% | 28.9% |
| 6-10 Years Experience | 2.0 | 6.3% | 17.6% | 19.0% |
| 11-20 Years Experience | 19.3 | 60.6% | 39.3% | 29.3% |
| Over 20 Years Experience | 9.5 | 30.0% | 26.0% | 15.7% |
| Number of Students per Teacher | 14.8 | n/a | 15.2 | 15.1 |

# TEXAS EDUCATION AGENCY
## Texas Academic Performance Report
## 2018-19 Campus Staff Information



| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 8.8 | 6.3 |
| Average Years Experience of Principals with District | 12.0 | 8.4 | 5.4 |
| Average Years Experience of Assistant Principals | 12.5 | 8.4 | 5.3 |
| Average Years Experience of Assistant Principals with District | 12.5 | 8.2 | 4.7 |
| Average Years Experience of Teachers: | 18.9 | 15.1 | 11.1 |
| Average Years Experience of Teachers with District: | 18.1 | 14.3 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $49,007 | $47,218 |
| 1-5 Years Experience | $43,844 | $49,170 | $50,408 |
| 6-10 Years Experience | $49,256 | $50,423 | $52,786 |
| 11-20 Years Experience | $52,766 | $55,575 | $56,041 |
| Over 20 Years Experience | $69,687 | $64,161 | $62,039 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,342 | $55,810 | $54,122 |
| Professional Support | $65,510 | $67,073 | $64,069 |
| Campus Administration (School Leadership) | $85,384 | $84,030 | $78,947 |
| Instructional Staff Percent: | n/a | 58.7% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,043.6 |

District Name: BROWNSVILLE ISD
Campus Name: MARTIN EL
Campus Number: 031901104

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 170 | 36.1% | 34.1% | 19.7% |
| Career & Technical Education | 0 | 0.0% | 31.3% | 26.3% |
| Gifted & Talented Education | 25 | 5.3% | 12.0% | 8.1% |
| Special Education | 69 | 14.6% | 12.1% | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.1 | 3.4% | 2.7% | 6.4% |
| Career & Technical Education | 0.0 | 0.0% | 5.6% | 4.9% |
| Compensatory Education | 0.0 | 0.0% | 0.9% | 2.7% |
| Gifted & Talented Education | 0.1 | 0.3% | 0.5% | 2.0% |
| Regular Education | 24.2 | 76.0% | 78.8% | 71.4% |
| Special Education | 6.5 | 20.4% | 11.4% | 9.1% |
| Other | 0.0 | 0.0% | 0.2% | 3.6% |

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report**

# Texas Education Agency
# 2019 Accountability Ratings Overall Summary
## MARTIN EL (031901104) - BROWNSVILLE ISD

## Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|---|---|---|---|
| Overall | | 94 | A |
| | | | |
| Student Achievement | | 89 | B |
| STAAR Performance | 59 | 89 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| | | | |
| School Progress | | 92 | A |
| Academic Growth | 85 | 92 | A |
| Relative Performance (Eco Dis: 92.1%) | 59 | 91 | A |
| | | | |
| Closing the Gaps | 100 | 100 | A |

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

| | |
|---|---|
| ELA/Reading | Earned |
| Mathematics | Earned |
| Science | Not Earned |
| Social Studies | Not Eligible |
| Comparative Academic Growth | Earned |
| Postsecondary Readiness | Earned |
| Comparative Closing the Gaps | Earned |