

Socorro Independent School District
Benito Martinez Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

Our Mission is to "Best prepare and inspire all our students for life long learning. Help them, teach them and love them." "PATRIOT PRIDE COMES FROM INSIDE!"

Vision

Tomorrow's Leaders Learning Today

Value Statement

Principal: Greg M Hatch

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Benito Martinez is one of 48 campuses in the Socorro Independent School District. Benito Martinez opened its doors in 1991, just celebrating its 25th anniversary, and served primarily middle class families. For the 2015/16 school year Benito Martinez served 589 students in grades Kindergarten thru Fifth Grade. The breakdown for 2015/16 is as follows:

Student Total	589	100%
Early Education Grade	5	0.85%
Kindergarten Grade	70	11.88%
1st Grade	103	17.49%
2nd Grade	113	19.19%
3rd Grade	101	17.15%
4th Grade	103	17.49%
5th Grade	94	15.96%

Five years ago, 746 students were served by Benito Martinez, which is a decrease of 21%. The student population for 2015/16 is as follows

Gender		
Female	275	46.69%
Male	314	53.31%

Ethnicity		
Hispanic-Latino	539	91.51%

Race		
American Indian - Alaskan Native	0	0.00%
Asian	4	0.68%
Black - African American	10	1.70%

Native Hawaiian - Pacific Islander	0	0.00%
White	<u>34</u>	5.77%
Two-or-More	<u>2</u>	0.34%

Benito Martinez students were identified into various programs, the breakdown of students in these programs is as follows

Student by Program	Count	Percent
Bilingual	<u>122</u>	20.71%
English as a Second Language (ESL)	<u>1</u>	0.17%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<u>363</u>	61.63%
Reduced Lunch Participation	<u>68</u>	11.54%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>17</u>	2.89%
Special Education (SPED)	<u>88</u>	14.94%
Title 1 Participation	<u>589</u>	100.00%
Dyslexia	<u>1</u>	0.17%
Homeless Statuses		
Homeless Status Total	<u>4</u>	0.68%

Of our 88 Special Education Students, 35 are in Speech Therapy, 12 are mainstreamed (monitored or coteach), 16 have resource (support facilitation), and 25 are self contained in our FLS and PAS units.

At Benito Martinez there are 2 Administrators, 1 SCEI (curriculum) coach, 33 teachers, 7 full time aides, and 3 part time aides. Of the 33 teachers 29 (88%) are female and 4 (12%) are male, also, of the 33 teachers 28 are hispanic, 4 are white, and 1 is Pacific Islander, and 21% of our teachers currently hold Master's degrees. We currently have 1 first year teacher and the average experience of our teachers is 8 years. We did experience teacher turn over this year with two veteran teachers retiring.

Our Title I program is school wide and consists of Parent Involvement programs and activities, the ICU Program which provides help in all core subject areas, Professional Development and Supplies used to support learning at all grade levels and in all content areas, and 2 Temporary Instructional Aides. Our State Compensatory Education Program consists of a SCE-I Coach who provides support for teachers and At Risk students, Intersession tutoring/interventions, Summer School, and Robotics Camps.

Our SIT (School Improvement Team) meets monthly and consists of administration, teachers, staff, parents, and community business members.

The CNA (Campus Needs Assessment) is based on longitudinal and current year data desegregation.

Demographics Strengths

Our class size, for the most part, is low - averaging about 17 students per class in most grade levels. This allows for more small group and individualized differentiated instruction to happen in the classrooms.

To support our student population we offer

- After school tutoring 1st thru 5th
- Saturday Schools 3rd thru 5th
- Intersession (all grade levels)
- Summer School (all grade levels)
- Robotics Camps
- MRVC 2nd thru 5th
- The Power of ICU (LunchBunch (during lunch) 3rd thru 5th and Encore(after school) K thru 5th) in order to support learning and offer Extra Time and Extra Help on all assignments
- GT
- Young Rembrandts art classes after school
- VASSP
- RtI

We also stress implementing "The Fundamental Five" in each classroom and are continually looking for best practices to be applied across the campus in every classroom.

Demographics Needs

Benito Martinez needs to do a much better job at screening for dyslexia. Next year we will only have one student identified with dyslexia, far below the norm. We need training to help identify these students so that we can get them the help that they need to be successful.

We need to continue to grow in expertise in Special Education. We showed tremendous growth in our SPED STAAR Alt 2 scores this year and that will be reflected when the PBMAS data is released. But, we need to continue to support these students so that they will continue to grow academically and achieve their full potential.

Student Achievement

Student Achievement Summary

At this time we have very limited STAAR data. What we do have is 5th grade Math and Reading and all STAAR Alt II data.

STAAR Alt II data below:

STAAR ALT II COMPARISON

Grade	Test	2015	2016	Change
3rd	Math	100%	100%	0%
	Reading	100%	50%	-50%
4th	Math	81.82%	100%	18.18%
	Reading	81.82%	83.33%	1.51%
	Writing	72.73%	83.33%	10.60%
5th	Math	71.43%	91.67%	20.24%
	Reading	71.43%	83.33%	11.90%
	Science	71.43%	91.67%	20.24%

There was only one area in which we went down, 3rd grade reading, where there were only 2 students testing.

There was only one area in which we stayed the same, 3rd grade math, but that was at 100%

All other areas showed improvement with all but one improvement in double digits

Current 5th Grade STAAR Data

2016 5th Grade STAAR: Grade Level and Cohort Comparisons

Test	2016 5th Grade	2015 5th Grade	Grade Level Change	2015 4th Grade	Cohort Change
Math	91.1%	85.0%	6.1%	73.7%	17.4%
Reading	83.3%	84.3%	-1.0%	73.7%	9.6%
Science	86.5%	64.8%	21.7%	N/A	N/A

2016 4th Grade STAAR: Grade Level and Cohort Comparisons

Test	2016 4th Grade	2015 4th Grade	Grade Level Change	2015 3rd Grade	Cohort Change
Math	67.8%	72.4%	-4.6%	72.6%	-4.8%
Reading	72.2%	72.4%	-0.2%	84.5%	-12.3%
Writing	72.2%	75.9%	-3.7%	N/A	N/A

2016 3rd Grade STAAR Grade Level Comparisons

Test	2016 3rd Grade	2015 3rd Grade	Grade Level Change
Math	72.6%	78.3%	-5.7%
Reading	75.8%	84.5%	-8.7%

From 2015 to 2016 5th Grade compared to 5th Grade we had a 6.1% growth in Math STAAR, a 1% decline in Reading STAAR, and a 21.7% increase in Science STAAR.

But, if you look at cohort data and compare last year's 4th graders to this year's 5th graders we had a 17.4% growth in Math STAAR and a 9.6% growth in Reading STAAR.

Our 4th and 3rd Grade data, both grade level and cohort, did not show growth in any category this year on the STAAR exam.

The one area, not shown in the table, where we did show growth in this area was in 3rd grade Reading STAAR Advanced Academic Performance (formerly referred to as commended) where we grew from 7.1% to 26.3% - a change of +19.2%.

This past year, for the 2nd year in a row, Benito Martinez earned 4 distinction designations, they were in:

Academic Achievement in Reading/ELA

Academic Achievement in Science

Top 25% Closing the Achievement Gaps

Post Secondary Readiness

Our goal is to earn all 6 distinction designations for this past school year!

Student Achievement Strengths

We continue to grow academically as shown by the statistics in the Summary. We have put programs in place to better support our Early Childhood grade levels so that when they reach 3rd grade they are ready and able to be successful on the STAAR Test.

Our SPED students showed tremendous growth (as measured by STAAR Alt 2), especially our unit students whose passing rates increased by double figures in most testing areas.

Our 5th grade LEP students showed great gains in 5th grade math STAAR with an 86% pass rate, but work needs to be done on our LEP reading programs and support with only 57% passing reading STAAR. As for Science STAAR, we had over 60% of our LEP students pass.

Our 4th grade LEP students showed great gains as measured by STAAR with at least 60% passing in Math, Reading, and Writing STAAR

Our 3rd grade LEP students showed great gains in math (as measured by STAAR) with a 95% passing rate and over 60% passing in Reading STAAR.

As of now, we were able to exit 6 5th graders from our Bilingual program who will be going on to Middle School with their At Risk code removed.

We have a comprehensive Coordinated School Health Plan at Benito Martinez. Every student has 45 minutes of PE scheduled each and every day supported by a Certified PE Coach and two PE Aides (one a fully certified PE teacher.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKA. From our data analysis, we have identified the most current, critical student achievement needs. They are listed in priority order:

- We need to continue our emphasis on our Bilingual/ESL and SPED populations and their continued success.

- We will be working very closely with data this year, especially in the testing grade levels in order to undo this downward trend that occurred this past year in STAAR scores. Our PLC meetings will be designed to be more data intensive and driven so that these students' gaps and misconceptions can be addressed and therefore increase student achievement.
- We need a greater focus on small groups and teacher interventions within the classroom.
- We continue to struggle on district benchmark tests. We need to analyze our practices to ensure that our students have received the proper rigorous instruction necessary for them to be able to demonstrate their knowledge and skills on the district benchmark tests.
- We need to continue to hone our skills in the Fundamental Five in order to provide those research-based best practices and learning opportunities for our students.
- We need to identify more students with Dyslexia due to the fact that we are extremely below the national and district average, only serving one child next school year. We need training so that we can better identify these students so that they can get the language support they need to be successful.

School Culture and Climate

School Culture and Climate Summary

During this past year Benito Martinez Elementary School was on the TV News for multiple events held here at the school

- Childhood Cancer Rally
- Mayor Leeser Visit
- Veteran's Day Parade
- STAAR Bazaar
- Career Fair

and, we dominated the front page of the El Paso Times on October 20, 2015 for Mayor Leeser's visit in conjunction with our Childhood Cancer Rally.

We are focusing on having at least one Parent event each month during the school year to include:

- Math Night
- Science Night
- Literacy Night
- Holiday Performances
- Mother/Son Breakfast
- Father/Daughter Dance
- 5th Grade SSI Meeting
- Open House
- Student Led Parent/Teacher Conferences

We also will hold Principal Parent Power Hour (formerly called Coffee with the Principal) each and every 9 weeks in order to keep parents more fully informed of what is happening on campus, as well as a "State of the School" newsletter designed for the same purpose.

We will continue with "The Power of ICU" program to instill within the students that hard work and dedication are important to be successful and continue with the mantras "Every Student Completes Every Assignment" and "If its not Done Right, its not Done."

We will continue with our Attendance Initiatives in order to try and increase student attendance

We will continue with our other incentive programs to reward hard work and academic excellence, for example

- Black Shirt STAAR Command program

- Lock Ins
- STAAR Bazaar

We will continue to work on providing great customer service to every individual who walks in our front door and will continue to monitor their ratings of our customer service

We will continue with our open door policy in order to best serve our parents and other stakeholders

School Culture and Climate Strengths

During this past school year Benito Martinez Elementary was positively represented on the Local News more times than any other Elementary campus in SISD!

We held numerous activities throughout the year to involve our students, parents, and community. Many of these events made it only the local news and into SISD news.

We continue to set the standard when it comes to a College going Culture with numerous campuses now copying our College Ceiling Tile Initiative

School Culture and Climate Needs

We need to work on our Parent Volunteer Program. At times it appears to be moving in the right direction and then stagnates. We need to find ways to get more parents involved on a daily basis and work towards recognition at the Volunteer Banquet at the end of the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of Benito Martinez Elementary School's faculty are Highly Qualified. When hiring we always look for experience, expertise, and that they meet the highly qualified status.

In the past three years we have only had one teacher put themselves on the Transfer list. All other openings that we have interviewed for have been due to retirement or additional staff. Because of this we have a very stable faculty and staff here at Benito Martinez.

We try to treat our teachers as family and are constantly trying to let them know how much they are needed and appreciated. This is done through

- Pan Dulce (approx every 3 weeks)
- Breakfasts
- Luncheons (catered and cookouts)
- Surprise Treats (Pay Days and \$100,000 dollar bars, etc.)
- Gifts each and every day during Teacher Appreciation Week
- Attendance Incentives
- Christmas Party
- Etc.

We also provide regular PD and resources to our teachers to help them move to the next level

Staff Quality, Recruitment, and Retention Strengths

This past year we had another teacher earn her Master's Degree and two more start on theirs.

We have regular award/reward/thank you programs for our teachers to let them know that all they do for our kids is greatly appreciated

Staff Quality, Recruitment, and Retention Needs

Our big area of need is Teacher Attendance. There were times this past year that Benito Martinez was the only school in the district not to meet the district goal of 95%. We will be looking for new and innovative ways to encourage teachers to "Make it Count" and come to work each and every day. Our goal is to move from the bottom of the teacher attendance rankings to top.

We continue to focus on growth when it comes to "The Fundamental Five." We will continue to work and grow in this area to ensure that teachers are using the best practices outlined in this book and District initiative.

We are implementing "Writing without Tears" this school year for our Early Childhood students and will need to provide support and PD for those teachers so that they can properly implement this program in their classrooms.

We will be expanding our "Johnny Can Spell" initiative to an additional grade level and will need to budget the funds necessary to buy the materials and provide the PD necessary.

We will be operating 4th grade in teams this year as opposed to rotations. This means that we need to provide "Empowering Writers" training to additional teachers to ensure that all 4th grade students are receiving great writing instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Benito Martinez Elementary School we continue to strive for sustained continuous growth for our students. To help accomplish this we are currently using the following resources

- Mentoring Minds
- STAAR Master
- Mindplay Virtual Reading Coach
- iStation
- Hedgehog Science
- Balanced Literacy
- Johnny Can Spell
- Writing without Tears
- StemScopes
- Guided Reading
- Guided Math
- Empowering Writers
- Time Magazine for Kids
- Etc.

We have also adopted "The Power of ICU" program to support students in their learning and in their ability to turn in their assignments at the proficient level. This program provides Extra Help and Extra Time to students via our LunchBunch program and our Encore program. LunchBunch is during the students lunch time in which they get their trays, go to the ICU room, eat their lunch, and then work on assignments which they are struggling with or behind in turning in. This room is staffed with TIAs, PE aides (one being a certified teacher the other will finish this year), PE Coach, and SCEI Coach. Admin, when available, also goes into LunchBunch to assist the students to be successful on their assignments. Encore is held after school and is staffed by certified teachers, and it is for the same purpose, Extra Help and Extra Time so that students can be successful in their classwork.

We have also integrated alternative seating methods. We discovered research 3 years ago on the effectiveness of Stability Balls for students that were easily distracted. We now utilize these stability balls throughout the school for those students labeled ADD, ADHD, and others who have a hard time staying on task and paying attention. We have found this intervention to be successful approximately 80% of the time and will continue to utilize this for those students in need. We also have utilized standing desks for those students who find it easier to learn and concentrate standing up.

We preach "Fundamental Five" here at Benito Martinez Elementary School. Our expectations are that throughout the year we will witness

- Lesson Frames,

- Teachers working in the Power Zone,
- Frequent Small Group Purposeful Talk,
- Recognition and Reinforcement, and
- Critical Writing

occurring regularly in each and every classroom.

Benito Martinez is very big on data analysis and desegregation. We analyze each and every major assessment given, and many of the minor ones. Our benchmark assessment analysis allows us to target low performing SE's via PODs (Problem of the Day) and small Friday assessments that test the students on the struggling SE's in multiple ways. This way we can see if our interventions with these struggling SE's is effective, or not. And if not, allows us to modify our instruction until the students are able to master the TEKS. At this point we remove that TEKS from the Friday assessment and add another low and struggling SE to the list.

Each administrator does at least five walkthroughs a week, and Tweets good things found in the classrooms that are visited.

Curriculum, Instruction, and Assessment Strengths

Throughout the year there was not a single week where our administration did not meet the five a week walkthrough expectation or the five a week Tweet expectation, subsequently winning the 2nd district Twitter challenge.

We, through our SCEI Coach and administration, hold regular Professional Development training in order to introduce teachers to best practices and latest educational research.

We pride ourselves in providing our teachers with every possible resource that our budget will allow. When teachers come to Admin needing a new resource we diligently find a way to make it happen.

We hold regular talks with our teachers concerning students, data, and assessment. During these talks we are able to discern both teacher and student need and act on it in a timely manner. This past year we initiated one on one Teacher Talks where we sat down and discussed each and every student and their strengths/weaknesses as well as needs. This allowed us to better tailor our PD to help the teachers address those student needs and weaknesses.

Curriculum, Instruction, and Assessment Needs

We need to get better with some areas of "Fundamental Five." Our lesson frames need to be more precise and teachers need better understanding of the "We Will" and "I Will" statements. We also need to work on our exit tickets in order to give students more opportunity to write critically. Finally, we need to ensure quality FSGPT (Frequent Small Group Purposeful Talk) is going on in each and every classroom and that the talk is focused around the learning.

We need to ensure that all of our tutoring dollars are well spent. This past year very few walkthroughs were conducted and documented during tutoring time, Saturday School, Intersession, or Summer School. This next year we will be requiring one walkthrough per week of a tutoring/intervention period per week.

Family and Community Involvement

Family and Community Involvement Summary

During this past year Benito Martinez Elementary School was on the TV News for multiple events held here at the school

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- Father/Daughter Dance
- 5th Grade SSI Meeting
- Open House
- Student Led Parent/Teacher Conferences

We also will hold Principal Parent Power Hour (formerly called Coffee with the Principal) each and every 9 weeks in order to keep parents more fully informed of what is happening on campus, as well as a "State of the School" newsletter designed for the same purpose.

We will continue with our open door policy in order to best serve our parents and other stakeholders

We always have Parents and Community members present at our SIT meetings.

This past year our Parent Volunteer Coordinator was elected the SHAC (School Health Advisor Council) President.

Our CIS/Parent Liaison works tirelessly to continue to support our students, parents, and community. She works side by side with our Parent Volunteer Coordinator in planning and implementing lessons, classes, etc. that will benefit our parents and community.

Family and Community Involvement Strengths

Each and every month school is open we will have an opportunity for parents and the community to come in and participate in school events.

This past year our Father/Daughter Dance and Mother/Son breakfast were resounding successes. We will look for opportunities to implement a Father/Son and a Mother/Daughter activity this school year. It is something that the parents have asked for and that we will work diligently to provide for them.

We provided Thanksgiving Baskets for families in need and had a Christmas Angel Tree which provided many students with Christmas gifts who otherwise would not have had any. Numerous individuals and stakeholders made donations for the Thanksgiving Baskets as well as took tags of the the Christmas Angel Tree and provided Christmas presents to our underprivileged students.

Our CIS/Parent Liaison continues to be a shining example of what a CIS should be. She regularly works with our Parent Volunteer Coordinator to provide learning opportunities for our parents. For the third straight year our CIS brought in a nutritionist to teach parents about healthy cooking and healthy meals. She also organized a campus volunteer luncheon for which there was a great turn out of very thankful parents and volunteers.

Family and Community Involvement Needs

Our parents are very thankful for our Father/Daughter and Mother/Son activities, but they have asked for a Father/Son and a Mother/Daughter activity. We have started discussing a possible Father/Son campout on our soccer/football field for next school year but still need to work on an idea for a Mother/Daughter activity. We also did not hold a grandparent activity this past year as we had in years before, this is something we need to look at again.

Our parent volunteer program needs to be more consistent. Our parent monitor program was very inconsistent this past year. We need a more consistent program to help ensure the safety of our students.

Our goal this year is to have a recognized Parent Involvement Program that will be recognized at the Volunteer Luncheon.

School Context and Organization

School Context and Organization Summary

Benito Martinez has made great gains in Campus morale over the past three years. We constantly and consistently listen to all stakeholders in order to find ways to improve our practices that will lead to greater student achievement. Our SIT meetings always include opportunities for parents, businesses, community members, DSC personnel, and most importantly teachers to express concerns, needs, thoughts, and ideas for improving our school.

This year we have revamped our upper elementary structure in order to provide more time on task for students. In 3rd and 4th grade we will be working with teacher teams who will have responsibility for theirs and their partners students. There will be a Math/Science teacher and a Reading/ELA teacher in the team, and each teacher will teach their own Social Studies component. Each grade level will have a self contained bilingual section. We have vacated the upstairs science lab so that any 3rd or 4th grade teacher can reserve the lab in order to do science labs and experiements with their students. In 5th grade we will continue to have a three way rotation for our monolingual coded students. There will be a Math, Science, ELAR rotation - each lasting two hours. This will give each testing area more time on task. There will also be a self contained bilingual 5th grade section.

Each and every 9 weeks we allow our teachers a day to plan. In the upper grades we do it by content area to ensure vertical alignment between our testing subjects. In the lower grades we allow our teachers to plan horizonatally in order to support their grade level colleagues.

PLCs are held on a weekly basis providing needed PD for our teachers.

Multiple types of Teacher Talks are held throughout the Year

- Data Talks
- At Risk Talks
- One on One Teacher Talks
- Accountability Talks

Each of these talks are designed to support teacher growth and learning as well as support student growth and achievement. Many of these talks are an integral part of our RtI process.

School Context and Organization Strengths

Teachers regulary have the opportunity for collaboration both vertically and horizontally. They also have multiple opportunities to meet and work with the administration either via PLCs, Talks, and the SIT Committee.

We strive to include each and every faculty member in a committee each and every year. We believe that everybody has a voice and there needs to be a forum for that voice to be heard. No one person can serve on a committee for more than two years in a row so that everybody has the opportunity to serve in varied capacities across the campus. Possible committees for one to serve on:

- SIT
- Attendance
- Olweus
- Safety
- Etc.

We are becoming more and more data driven each and every year. We diligently desegregate the data after each and every assessment. These activities lead to the Teacher Data Talks and are used to determine tutoring and intervention groups, TEKS and SEs that need to be retaught, gaps and misconceptions that need to be addressed, areas to cover in our short 5 question Friday quizzes, etc. We are focusing on better use of the data analysis and incorporating that data analysis into everything that we do in the classroom.

School Context and Organization Needs

Even though we are moving more towards a true data driven culture we still have room to grow in that area. We need to focus on areas that we struggle, mainly our LEP population. Our data desegregation and analysis needs to be very extensive and detailed in this area so that our interventions for these students are very prescriptive to each individual student's needs.

We are also working to improve our classroom instruction, especially when it comes to small group interventions and stations. These need to be more purposeful so that we can move our Tier III students out of Tier III and into Tier II.

Admin walkthroughs need to focus on Fundamental Five, the use of data in the classroom to drive instruction, and how teachers are supporting their Tier III students. We have some teachers who are still unsure about group and station work and want their students day in and day out seated in rows and columns. This practice will not be allowed to continue this year and we will continue to implement Kagan strategies and structures and ensure those who need help and PD in this area will receive it so that they can more fully implement it in their classroom.

We will also be pushing Thinking Maps this year, and will look for opportunities to have teachers trained who have not been so already.

Technology

Technology Summary

Benito Martinez Elementary School prides itself on being above the curve in SISD when it comes to technology. Over the past 3 years Benito has strived to be the most technologically innovative elementary school in the district. During that time we have

- Replaced all of the outdated computers in the 3rd thru 5th grade lab with zero clients
- Increased the number of computers in the 3rd thru 5th grade lab from 22 to 50
- Added 20 new zero clients to the Kinder thru 2nd grade lab
- Added 22 new zero clients to the Library creating a new Library Lab
- Purchased 48 Tablets and 2 tablet carts (Tech Tubs) that can be used in any classroom on the campus
- Increased our number of Wireless Access Points so that the Tablets can connect without problems anywhere on campus
 - We have more WAPs per square foot than any other elementary school in the district
- Purchased 5 sets of ActiVotes for use in the classrooms
- Upgraded at least 1 computer in each and every teacher's classroom
- Created the Project's Lab with 26 i5 8 gig all in one computers which is probably the highest powered elementary lab in SISD
- Purchased multiple Lego Mindstorm Robotics Kits and Mars Modules to accompany those kits
- Upgraded all office staff computers to ensure that our PEIMS, Attendance, PO's, etc. can be worked on efficiently
- Created a SWAT room with the biggest Green Screen of any elementary school in the district, rivaling the green screen as some high schools
 - Purchased a new laptop to support our media cart and allow our SWAT team to be able to use the Green Screen with fidelity
- Increased the number of computers in each teacher's classroom based on the number of available RJ45s
- Increased the memory in all of the older computers on campus to a minimum of 2GB with most up to 3GB

Our teachers regularly use the technology throughout all aspects of their teaching. Rarely is there a day goes by where the labs are not full and the tablet carts are not checked out.

Our Projects lab is used daily for in class projects, Mindplay Virtual Reading Coach, iStation Reading and Math, TIA interventions, and afterschool and on Saturdays for Robotics.

Our early childhood elementary lab is used daily for iStation math and reading. The teachers sign up and rotate in throughout the week. Each early childhood class spends at least two hours in the lab each and every week.

Our upper elementary lab is used daily for iStation math and reading as well as for classroom projects. The teachers sign up for their scheduled time and each class spends at least two hours a week in the lab.

Kahoot! has become a big hit on campus with numerous grade levels using the tablets on a regular basis in order to engage the students in a fun and effective

way.

Many projects throughout the campus are technology driven

We participated in hour of code with all grade levels this past year and look forward to doing so again this next year.

Technology Strengths

Our Tech Trainer has been great, and the District IT Department has been a great help and support as we have worked to upgrade the technology on this campus.

We have a low enrollment but 4 dedicated computer labs. We probably offer more on computer time than most due to our number of labs and low enrollment.

Our Robotics team did real well two years ago and we hope to bring that enthusiasm and success back this year.

Most of our computers in our labs are less than 3 years old, and there is at least one new computer in each and every teacher's classroom

Technology Needs

We need to continue to upgrade many of the computers in the classrooms and in the Early Childhood computer lab. There are still 22 older computers in that lab that need to be upgraded. Our goal is to eventually have a mini lab (up to six computers) in each and every classroom. This will require the regular purchase of desktop computers from each and every year's budget. The older computers (Dell 740's and Dell 520's) continue to fail each and every year leaving classrooms short on computers. We also need to work on having more technology in our labs, to include IWB's, Multifunction Printers, Cameras, etc. The mini labs in the classrooms would allow teachers to have a technology station in their small group/centers rotations. The addition of these mini labs would increase student access to technology and help them achieve their potential through the use of 21st century learning experiences that meet their generations preferred learning model.

Our next big push will be to start upgrading the projectors in the classrooms. We would like to eventually have all the same new DELL projectors which will allow us to stock only a single bulb as opposed to having five different bulbs in stock at all times.

Comprehensive Needs Assessment Data Documentation

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

Goals


Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Benito Martinez will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of Benito Martinez personnel will be trained with safety guidelines through campus Emergency Operating Plan (EOP).

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will be present and visible before school, during school (to include lunch duty), after school, and at all school events in order to ensure that a safe environment is provided to all stakeholders.	1, 2, 10	Administration Leadership Team	Decreased Anonymous Alerts to the district. Decreased parent complaints about the safety of their children. Olweus Surveys. Climate Surveys			
2) Hall Pass system will be used and monitored to ensure all visitors present an identification and sign-in prior to visiting any area of the school. Hall Pass system runs an identification through the national sex offender registry.	1, 2, 10	Administration Leadership Team Security Guard Office Staff Teachers	Hall Pass Reports Ensuring that all visitors have proper Hall Pass sticker ID when going past the front desk.			
Funding Sources: 199 - General - 350.00						
3) Ensure that all faculty, staff, and students have and wear a Benito Martinez ID card that shows that they belong to the Benito Martinez Community in order to safeguard all stakeholders from intruders, etc.	1, 2, 3, 4, 6, 9	Administration Leadership Team Security Guard Office Staff Teachers	Visibly being able to verify that all campus personnel and students have their badges at all times.			
Funding Sources: 199 - General - 1000.00						
4) Create a strong Parent Volunteer Program which promotes parent participation in monitoring the safety of the school.	1, 2, 6	Administration Leadership Team Parent Volunteer Coordinator	Sign in sheets Schedules showing dates and times of parental support and involvement			
Funding Sources: 199 - General - 500.00						

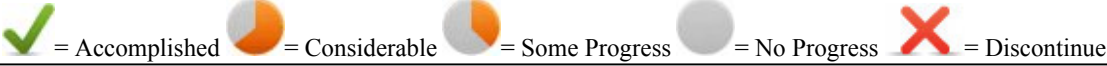
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Benito Martinez will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: There will be documentation for each and every drill conducted each month and or semester. We will continue to try and improve on our practice. Sign in sheets for all Safety Committee Meetings will be available.

Summative Evaluation 2:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fire drills will be held on a monthly basis. This will include fire drills with multiple scenarios.	1, 2	Administration Leadership Team Security Guard	Fire drill reports submitted to the district	✓	✓	✓
2) All required emergency drills (lock down, shelter in place, reverse evacuation, etc.) will be held each and every semester.	1, 2	Administration Leadership Team Security Guard	Emergency Drill reports submitted to the district	✓	✓	✓
						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Benito Martinez will decrease from 25 to 20.

Evaluation Data Source(s) 3: Documentation will show a decrease in bullying incidents and it will also be reflected in the yearly Olweus surveys

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish a risk-free and bully-free environment via the Connect with Kids and the Olweus Bullying Prevention Program to foster a healthy learning environment.	1, 2, 10	Administration, Leadership Team, Counselor, Olweus Committee, Teachers	Weekly class meeting, counselor logs, Olweus surveys			
				Funding Sources: 211 - Title I, Part A - 1800.00		
2) The BME Olweus committee will meet on a monthly basis to review voice box concerns and discipline referrals concerning bullying situations. Effectiveness of Olweus lessons will also be discussed at these meetings.	1, 2, 10	Counselor Assistant Principal Olweus Committee	Decrease in the number of Bullying referrals, Olweus surveys, sign in sheets			
				Funding Sources: 211 - Title I, Part A - 1000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, the total number of disciplinary incidents at Benito Martinez will decrease from 35 to 20.

Evaluation Data Source(s) 4: Documentation will show a decrease in disciplinary incidents

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementation of Parent Involvement program to assist in monitoring before, during, and after school - paying specific attention to hallways, playground, and other hot spots.	1, 2	Administration Leadership Team Parent Volunteer Coordinator CIS/Parent Liaison	Presence of parent volunteers on campus, sign in logs, reduced incidents of bullying behaviors in the Hot Spots.			
Funding Sources: 199 - General - 500.00						
2) Administration will be present and visible before school, during school (to include lunch duty), after school, and at all school events in order to ensure that a safe environment is provided to all stakeholders.	1, 2, 10	Administration Leadership Team	Decreased Anonymous Alerts to the district. Decreased parent complaints about the safety of their children. Olweus Surveys. Climate Surveys			
3) Counselor will implement programs and lessons on campus to assist students in making appropriate choices (Kelso' Choice, etc).	1, 2, 3, 10	Counselor	Counselor sign in logs, decreased submissions to the "You Have a Voice" mailbox, Counselor's schedule			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By the end of the 2016-2017 school year, 100% of Benito Martinez teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 1: Sign in sheets will show that 100% of Benito Martinez teachers have been made aware of House Bill 5

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will conduct trainings on HB5 and require that 100% of faculty and staff attend.	1, 2, 6, 10	Administration Leadership Team	Increased attendance, decrease in students not meeting the 90% rule	✓	✓	✓
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: By the end of May 2017, Benito Martinez will develop and implement a minimum of 5 strategies to promote post secondary education.

Evaluation Data Source(s) 2: Benito will continue to implement a College and Career Ready Strategic plan as evidenced by Ceiling Tile Contest, College Shirt Days, and Career Fairs and Expos

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide differentiated instruction and enhance rigor and relevance in order to provide all students a strong academic foundation that will prepare them for college.	1, 2, 3, 6, 9, 10	Administration Leadership Team Counselor Teachers SCEI Coach	Progress Report Report Cards Assessment Data (3,6,9, benchmarks, STAAR, etc)			
2) Provide opportunities for students to learn about different colleges and keep the idea of college attendance always a part of the Benito culture (Generation Texas week, college shirt days, ceiling tile contest, college map, etc.).	2, 10	Administration Leadership Team Counselor Teachers	Generation Texas Week Increase in number of students wearing college shirts Ceiling tile contest			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the 2016-2017 school year, 100% of Benito Martinez students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 3: Administration will work with PEIMS Clerk to ensure that all student are placed in the appropriate learning environment.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support will be provided for all students regardless of sub population status. This support will be manifest through the ICU Program (LunchBunch, Encore), in class small group interventions, PE pull outs, Tutoring, Saturday School, Intersession, Summer School, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.)	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 30000.00, 211 - Title I, Part A - 30000.00		
2) Provide support and intervention for all at risk students to ensure all students have the opportunity to achieve academically. This will be manifest through intervention by SCE-I Coaches, Instructional Aides, TIA's, and classroom teachers. These intervention times will include in class small group interventions, pullouts, tutoring, Saturday Schools, intersessions, summer schools, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.)	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 30000.00, 211 - Title I, Part A - 30000.00		
3) Provide interventions and materials to all students who are identified as at risk (SPED (ED, ID, OHI, LD, Speech, etc.), Bilingual, etc.) or functioning below grade level in order to assist them in increasing their knowledge and skills to bring them up to grade level. Identification will come through previous year's STAAR scores, benchmark scores, classroom grades, teacher observation, iStation, etc. Supplies will need to be purchased in order to meet these students needs. Examples of companies: Super Duper Publications School Health Corporation		Administration, Leadership Team, Teachers, SCEI Coach, TIAs, Special Education Team.	MVRC reports iStation reports Eduphoria reports (post assessments) Teacher observations	✓	✓	✓
	Funding Sources: 199 - General Fund: SCE - 30000.00, 211 - Title I, Part A - 30000.00, 199 - General Fund: Bilingual - 2000.00, 199 - General Fund : Special Education - 1000.00					
						











Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice









Performance Objective 4: By January 2017, Benito Martinez shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores in Math from 77.1% to 85%, in Reading from 77.1% to 85%, in writing from 72.2% to 80%, and in Science from 86.5% to 90%.








Evaluation Data Source(s) 4: Benito Martinez will increase the level of rigor in the classrooms as evidenced by lesson plans and walkthroughs resulting in a 5% increase in state assessment scores.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement and monitor TEKS Resource System in grades K-5 to ensure vertical and horizontal alignment via grade level and content planning days, student assessment, and accountable talks.	1, 4, 6, 7, 8, 9, 10	Administration Leadership Team SCEI Coach Teachers	Walkthroughs Lesson Plans Student Achievement data Sign in sheets from PLCs and accountable talks	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 6100.00						

<p>2) Ensure all students' needs are met through differentiated instruction via providing teachers with quality materials and training so they may fully and effectively implement the following research based instructional programs: TRS (TEKS Resource System) Ignite ETA Cuisinaire Measuring UP LakeShore STAAR Master Forde Ferrier STEMScopes United Streaming Guided Reading Balanced Literacy Guided Math Mentoring Minds Empowering Writers Time Magazine for Kids Really Good Stuff Johnny Can Spell Hedgehog Writing without Tears Studies Weekly Scholasatic Etc</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Administration Leadership Team SCEI Coach Teachers</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: Bilingual - 3000.00, 199 - General Fund: SCE - 5000.00</p>						
<p>3) Promote student learning and engagement through the use of multimedia and film which are age appropriate and directly related to the TEKS being taught. This will require us to purchase the movie license from "Movie Licensing USA" so that we are in compliance will all copyright laws.</p>	<p>1, 2, 3, 8, 9</p>	<p>Administration Librarian Teachers</p>	<p>Lesson Plans Walkthroughs</p>			
<p>Funding Sources: 211 - Title I, Part A - 600.00</p>						
<p>4) Ensure that all GT students receive a high quality GT experience to include projects, local/regional/state competitions, GT camps, teamquest, etc. (to include robotics camps, competitions, and projects.)</p>	<p>1, 2, 3, 9, 10</p>	<p>Administration Leadership Team GT Coordinator Teachers</p>	<p>Results from competitions Walkthroughs Sign in Sheets</p>			
<p>Funding Sources: 199 - General: Gifted and Talented - 3000.00</p>						
<p>5) Implement the "Power of ICU" - the end of student apathy program as our means of ensuring that all students do their work and do it at the proficient level. This will include the renewal of our Power of ICU license as well as the purchase of a poster maker to remind students on daily basis that "All students complete all assignments" and that "If it's not done right it's not done."</p>	<p>1, 2, 3, 6, 9</p>	<p>Administration Leadership Team Coaches Counselor SCEI Coach TIAs Teachers</p>	<p>ICU sign in sheets Classroom grades Missing assignment list Progress Reports Report Cards Assessments</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						

<p>6) Implement the use of research based seating strategies (stability balls/kneeling chairs, cycle desks, standing desks, treadmill desks, etc.) for the benefit of ADD/ADHD, SPED, LEP, and general population students. As per the research these seating strategies allow all student to pay better attention, have a greater amount of time on task, increase core strength, and improve posture - all leading to increased student performance in all subject areas.</p>	<p>1, 2, 8, 9</p>	<p>Administration Leadership Team Counselor CIS/Parent Liaison Teachers</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 199 - General - 1000.00</p>						
<p>7) Acquire additional desk top technology (desk top computers, laptop computers, tablets, zero clients, thin clients, monitors, mice, keyboards, scanners, printers, Interactive White Boards, Dell Interactive Projectors, etc.) in order to provide more access to technology in our computer labs. This technology will provide quicker access to the web, faster log in times (which leads to less time off task), and more computers for classroom technology projects. All leading to greater student achievement in all subject areas. (this includes the purchase of any and all necessary accessories and supplies including ink/toner, bulbs, cables, paper, Interactive White Boards pens, and other peripheral equipment.)</p>	<p>1, 2, 9</p>	<p>Administration Librarian</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - 20393.00, 199 - General Fund : Special Education - 1000.00, 199 - General Fund: Bilingual - 1000.00</p>						
<p>8) Ensure that all classrooms have all of the necessary equipment and supplies in order to properly and effectively deliver instruction. This includes basic office/classroom supplies. Examples could include, but not limited to: Dry Erase Boards Easels Chart Tablets Chart Tablet holders Bulletin Boards Bookshelves Storage Bins Paper Shredders Toner Cartridges Velcro Strips Paper Shredder and other office supplies (Office Depot) Two Way Radios (SPED) Etc.</p>	<p>1, 2, 5, 9</p>	<p>Administration SCEI Coach</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 1000.00, 199 - General Fund: SCE - 1000.00, 199 - General Fund : Special Education - 1000.00</p>						

<p>9) Integrate a quality finearts program that will encourage students to explore art and music. This will require the purchase of art supplies (including those necessary for our students to participate in the District Art Contest) and musical instruments (Fifes and Drums) necessary for our students to participate in the Patriot Fife and Drum Corp.</p>	<p>2, 10</p>	<p>Administration Leadership Team Fine Arts Teacher Art Show Coordinator</p>	<p>Art and Music projects throughout the campus Participation in the district art show</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2016-2017 school year, Benito Martinez will improve its student state assessment scores in Reading from 77.1% to 85%.

Evaluation Data Source(s) 5: Benito Martinez will monitor Reading instruction in order to ensure that all students are receiving quality instruction leading to a 5% increase in scores.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Incorporate the use of dictionaries/thesauri into all reading classes to assist students in comprehension in order to increase performance on the Reading STAAAR test	1, 2, 9	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: Bilingual - 1000.00						







<p>2) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to incorporate vocabulary development and fluency using models for reading to include (but not limited to):</p> <p>Read 180 iStation Scholastic Johnny Can Spell My Virtual Reading Coach Balanced Literacy Mentoring Minds Measuring Up STAAR Master Forde Ferrier Education Galaxy Kamiko Game Kits (for centers and stations) Kagan Marcia Tate TumbleBooks Rosetta Stone Lakeshore VersaTiles PermaBound Etc. *and all necessary ancillary materials and supplies (ie headphones, etc) necessary to use these materials with efficacy.</p>	<p>1, 2, 8, 9, 10</p>	<p>Administration Leadership Team SCEI Coach Teachers</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund : Special Education - 1000.00, 199 - General Fund: Bilingual - 1000.00</p>						
<p>3) Promote the use of Novels in all classrooms to give these students extra opportunities to read and work on comprehension and fluency</p>	<p>1, 2, 9</p>	<p>Administration Leadership Team SCEI Coach Bilingual Teachers</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards</p>			
<p>Funding Sources: 199 - General Fund: Bilingual - 600.00, 211 - Title I, Part A - 500.00</p>						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						






Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: For the 2016-2017 school year, Benito Martinez will improve its student state assessment scores in Mathematics from 77.1% to 85%.

Evaluation Data Source(s) 6: Benito Martinez will monitor Math instruction in order to ensure that all students are receiving quality instruction leading to a 5% increase in scores.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement a more rigorous STEM (Science, Technology, Engineering, and Math) curriculum to better prepare students for future careers and help guide students who might be interested in choosing the STEM endorsement in high school. This will involve the purchase of STEM curriculum materials including: Calculators Robotics Kits (Lego MindStreams) Manipulatives (algebra tiles, ETA Cuisinaire, blocks, tiles, nets, etc.)	1, 2, 3, 5, 9, 10	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
				Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 10000.00		
2) Provide research based instructional methods and materials to enhance rigor and relevance for all students in order to increase student achievement in math, these materials are to include (but not limited to): Region 4 Math Materials Mentoring Minds Measuring Up STAAR Master Education Galaxy Kagan Marcia Tate Lakeshore Kamico Math Centers and Math Games Versa-Tiles Manipulatives Etc. *and all necessary ancillary materials necessary to use these materials with efficacy.	2, 3, 5, 9, 10	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
				Funding Sources: 211 - Title I, Part A - 26000.00		

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2016-2017 school year, Benito Martinez will improve its student state assessment scores in Science from 86.5% to 90%.

Evaluation Data Source(s) 7: Benito Martinez will monitor Science instruction in order to ensure that all students are receiving quality instruction leading to a 5% increase in scores.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement a more rigorous STEM (Science, Technology, Engineering, and Math) curriculum to better prepare students for future careers and help guide students who might be interested in choosing the STEM endorsement in high school. This will involve the purchase of STEM curriculum materials including: Calculators Science Lab Materials and furniture Lego instructional materials including: Robotics Kits (Lego MindStreams including Lego add on modules) Lego We Do Kits	1, 2, 3, 5, 9, 10	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 10000.00		
2) Provide research based instructional methods and materials to enhance rigor and relevance for all students in order to increase student achievement in science, these materials are to include (but not limited to): Region 4 Science Materials Mentoring Minds Measuring Up STAAR Master Kagan Marcia Tate Hedgehog Science StemScopes Studies Weekly Lakeshore Etc. *and all necessary ancillary materials necessary to use these materials with efficacy.	1, 2, 3, 5, 9, 10	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: Bilingual - 400.00		

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: For the 2016-2017 school year, Benito Martinez will improve its student state assessment scores in Writing from 72.2% to 80%.

Evaluation Data Source(s) 8: Benito Martinez will monitor Writing instruction in order to ensure that all students are receiving quality instruction leading to a 5% increase in scores.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Incorporate the use of dictionaries/thesauri into all writing classes to assist students in comprehension, spelling, and word choice in order to increase performance on the Writing STAAR test	1, 2, 9	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: Bilingual - 1000.00						
2) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to incorporate vocabulary development and fluency using models for reading to include (but not limited to): Empowering Writers Writers Workshop Mentoring Minds Measuring Up STAAR Master Kagan Marcia Tate Story Starter (Lego) Etc. *and all necessary ancillary materials necessary to use these materials with efficacy.	1, 2, 3, 5, 9, 10	Administration Leadership Team SCEI Coach Teachers	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 10000.00						















3) Implement the "Hand Writing without Tears" program to lower grades in order to strengthen our writing program in the future, both in quality of writing and penmanship. This will require purchasing the "Hand Writing without Tears" curriculum.	1, 2, 3, 5, 7, 9, 10	Administration Leadership Team SCEI Coach Teachers Occupational Therapist	Assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
	Funding Sources: 211 - Title I, Part A - 3000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, the number of teachers that demonstrate instructional effectiveness (as measured by a proficient rating or better via the T-TESS instrument) will be 9 out of the 11 that are assessed.

Evaluation Data Source(s) 1: Administration will monitor the growth and development of all teachers and provide needed Professional Development to ensure a 10% increase in Instructional Effectiveness as evidenced by T-TESS and Walkthroughs

Summative Evaluation 1:




Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will conduct walkthroughs and provide timely feedback to all teachers on the campus	1, 2, 3, 4, 5	Administration	Signed walkthroughs on Eduphoria Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
2) Administration will conduct accountable talks with every teacher every 9 weeks in order to assess teacher strengths and needs and provide support and materials in order to change a need into a strength	1, 2, 3, 4, 5, 8, 9	Administration	Reduced teachers on TINA's T-TESS Rating Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
3) Administration will conduct data talks with every teacher after major assessments, both campus and district	1, 2, 3, 4, 5, 8, 9	Administration	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
4) Administration will conduct during the 2nd, 3rd, and 4th nine weeks One on One teacher talks where the teachers discuss every student in their class and their areas of strength and weakness	1, 2, 3, 4, 5, 8, 9					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Benito Martinez will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All teachers on Campus will meet and maintain Highly Qualified Status

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide staff development to ensure the implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom as well as ensuring that all teachers stay at the cutting edge in their teaching assignment. Examples: Kagan Marcia Tate Kilgo Empowering Writers Lego (MindStreams and Story Starter) Hands on methodologies (manipulatives/science labs) Technology Fundamental Five Writing without Tears Best practices Etc.	1, 2, 3, 4, 5, 9	Administration SCEI Coach	Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
Funding Sources: 211 - Title I, Part A - 26000.00						
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Benito Martinez will increase the number of professional development opportunities offered to employees from 5 to 7.

Evaluation Data Source(s) 3: Teachers will receive an increase in professional development opportunities as evidenced by sign in sheets and agendas

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration and SCE-I Coach will deliver professional development to campus teachers based on needs determined by Campus STAAR data as well as those trainings required by the district.	1, 2, 3, 4, 9	Administration Leadership Team SCEI Coach	Sign In Sheets Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
2) Administration and SCE-I coach will meet with teachers on a weekly basis to assess teacher want and needs in regards to professional development and incorporate those needs into weekly grade level meetings.	1, 2, 3, 4, 5, 8, 9	Administration Leadership Team SCEI Coach	Sign In Sheets Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
3) Provide session fee and travel funding for teachers to attend professional development opportunities such as Advancement Via Individual Determination (AVID) in order to bolster teacher effectiveness in the delivery of content to students.	2, 3, 4	Administration Leadership Team SCEI Coach	Improved classroom grades and state assessment scores.			
Funding Sources: 211 - Title I, Part A - 3500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Benito Martinez will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Admin will provide all necessary resources to teachers in order to ensure that 100% of safeguards are met as evidenced by POs, receipts, research articles, etc.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide teachers with research based materials and training so that they might implement best practices in their classroom with fidelity. This includes but is not limited to: Bilingual/SIOP Strategies Writers Workshop Empowering Writers Read 180 Guided Reading Guided Math Lego Instructional Materials (MindStreams and Story Starter) Balanced Literacy Technology Trainings Manipulatives Science Lab Supplies and Instructions Dictionaries Thesauri ActiVotes Kagan Kilgo Marcia Tate Measuring Up Mentoring Minds STAAR Master Hedgehog Fundamental Five Hedgehog Writing without Tears Etc.	1, 2, 3, 4, 5, 9	Administration Leadership Team SCEI Coach	Sign In Sheets Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card	✓	✓	✓
Funding Sources: 199 - General Fund : Special Education - 26000.00						


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: During the 2016-2017 school year, the number of teachers at Benito Martinez certified in Bilingual Education will increase from 10 to 11, and Special Education will increase from 5 to 6.

Evaluation Data Source(s) 5: Teachers will be encouraged to pursue both Bilingual and SPED certifications

Summative Evaluation 5:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Inform of the district reimbursement plan for Bilingual/ESL certification	1, 2, 3, 5	Principal	Teachers receive their Bilingual/ESL Certification	✓	✓	✓
2) Inform of the district reimbursement plan for SPED certification	1, 2, 3, 5	Principal	Teachers receive their SPED certification	✓	✓	✓
						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Benito Martinez will increase the number of collaborative educational involvement activities and events for parents and community members from 12 to 14.

Evaluation Data Source(s) 1: Parent and community involvement activities will increase from 12 to 14 as evidenced by flyers, sign in sheets, etc.

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hold "Principal Parent Power Hour" each and every 9 weeks throughout the year	1, 6, 10	Principal CIS/Parent Liaison Parent Volunteer Coordinator	Sign in Sheets Increased parent participation			
Funding Sources: 211 - Title I, Part A - 1000.00						
2) Provide an opportunity each and every month for the parents to be involved with the school. Examples: Math Night Science Night Social Studies Night Literacy Night Open House Parent/Teacher Conferences Father/Daughter Dance Mother/Son Breakfast Holiday Performances Award Ceremonies SSI Meetings (5th grade parents) *Many of these nights will require the purchase of snacks for parents and attendees	1, 2, 6, 10	Administration Leadership Team SCEI Coach CIS / Parent Liaison	Sign in Sheets Increased parent participation			
Funding Sources: 211 - Title I, Part A - 1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Benito Martinez will send out a campus newsletter (the Benito Bulletin) every 3 weeks, a Principal's "State of the Campus" newsletter every 9 weeks, calendars every month, and flyers for each and every event being held on campus.

Evaluation Data Source(s) 2: Parent communication, via multiple formats, will be evidenced by copies of each and every Benito Bulletin, State of the Campus newsletter, calendar, and flyer.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide parents with consistent and proactive communication, for example: Newsletters Calendars Agendas Notifications Call outs Meetings Etc. This will require the purchase of food and snacks for the meetings with the parents. This will require the purchase of technology for our Parent Liaison in order for her to create and print these newsletters, etc.	1, 2, 6, 10	Administration Leadership Team CIS/Parent Liaison	Copies of Parent Communication Increased parent involvement			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) Provide parents every 9 weeks with a "State of the School" pamphlet letting parents know what is happening at Benito Martinez	1, 2, 6, 10	Principal	Copies of "State of the School" newsletter Parental response and participation			
	Funding Sources: 211 - Title I, Part A - 1000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Benito Martinez will increase from 8 to 10 the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Documentation will show an increase in the number of partnerships with businesses, educational institutions, and other agencies.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase the number of partnerships and partnership activities by reaching out to all stakeholders.	1, 2, 6, 10	CIS/Parent Liaison	More attendees at the PIE banquet More partnerships			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Benito Martinez will have a minimum of 4 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service trainings will be verified via agendas and sign in sheets. Admin will verify effectiveness via surveys, parent meetings, Principal Parent Power Hour, etc.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide faculty/staff with regular customer service trainings in order to ensure that all guests, visitors, parents, stakeholders are treated properly at Benito Martinez	1, 2, 6, 10	Administration Leadership Team Counselor	High marks on the rating sheets filled out by parents at the front desk			
Funding Sources: 211 - Title I, Part A - 1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						













Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, as measured by the Performance-Based Monitoring Analysis System (PBMAS) ELL/LEP performance will increase from: Math 79.7% to 85%, Reading 63.8% to 70%, Writing 66.7% to 75%, Science 71.4% to 80%

Evaluation Data Source(s) 1: A Goal of 70% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement and monitor TEKS Resource System in grades K-5 to ensure vertical and horizontal alignment via grade level and content planning days, student assessment, and accountable talks	1, 4, 6, 7, 8, 9, 10	Administration Leadership Team SCEI Coach Teachers	Walkthroughs Lesson Plans Student Achievement data Sign in sheets from PLCs and accountable talks PBMAS Reports			
				Funding Sources: 211 - Title I, Part A - 6100.00		
2) Support will be provided for all students regardless of sub population status. This support will be manifest through the ICU Program (LunchBunch, Encore), in class small group interventions, PE pull outs, Tutoring, Saturday School, Intersession, Summer School, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.) PBMAS Reports			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		
3) Provide support and intervention for all at risk students to ensure all students have the opportunity to achieve academically. This will be manifest through intervention by SCE-I Coaches, Instructional Aides, TIA's, and classroom teachers. These intervention times will include in class small group interventions, pullouts, tutoring, Saturday Schools, intersessions, summer schools, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.) PBMAS Reports			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		
4) Provide support for students identified as functioning below grade level in order to assist them in increasing their knowledge and skills in order to bring them up to grade level. Identification will come through STAAR Scores, classroom grades, teacher observation, at risk coding, teacher observation, iStation, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.) PBMAS Reports			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		

<p>5) Ensure all students' needs are met through differentiated instruction via providing teachers with quality materials and training so they may fully and effectively implement the following research based instructional programs: TRS (TEKS Resource System) Ignite ETA Cuisinaire Measuring UP LakeShore STAAR Master Forde Ferrier STEMScopes United Streaming Guided Reading Balanced Literacy Guided Math Mentoring Minds Empowering Writers Time Magazine for Kids Really Good Stuff Johnny Can Spell Hedgehog Writing without Tears Etc</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Administration Leadership Team SCEI Coach Teachers</p>	<p>Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards PBMAS Reports</p>			
<p>Funding Sources: 211 - Title I, Part A - 26000.00</p>						
<p>6) Administration will hold PBMAS Data talks with teachers upon receiving PBMAS data from the previous year and put into place interventions for all students who did not meet achievement goals.</p>	<p>1, 2, 8, 9</p>	<p>Principal Leadership Team SCEI Coach Teachers</p>	<p>PBMAS Reports</p>			
<p>7) Implement the "Power of ICU" - the end of student apathy program as our means of ensuring that all students do their work and do it at the proficient level. This will include the renewal of our Power of ICU license as well as the purchase of a poster maker to remind students on daily basis that "All students complete all assignments" and that "If it's not done right it's not done."</p>	<p>1, 2, 3, 6, 9</p>	<p>Administration Leadership Team Coaches Counselor SCEI Coach TIAs Teachers</p>	<p>ICU sign in sheets Classroom grades Missing assignment list Progress Reports Report Cards Assessments</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: For the 2016-2017 school year, as measured by the Performance-Based Monitoring Analysis System (PBMAS) Special Education PBMAS Performance: will increase from Math 42.9% to 70%, Reading 33.3% to 70%, Writing 18.2% to 70%, Science 50% to 70%

Evaluation Data Source(s) 2:

A Goal of 70% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support will be provided for all students regardless of sub population status. This support will be manifest through the ICU Program (LunchBunch, Encore), in class small group interventions, PE pull outs, Tutoring, Saturday School, Intersession, Summer School, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.) PBMAS Reports	✓	✓	✓

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, as measured by the Performance-Based Monitoring Analysis System (PBMAS) migrant student performance will increase from: Migrant (only 1 migrant student tested this past year who passed all tests) Math 100% stay at 100%, Reading 100% stay at 100%, Writing 100 % - no current 4th grade migrant, Science no 5th grade migrant students last year - this year 100%

Evaluation Data Source(s) 3: A Goal of 70% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support will be provided for all students regardless of sub population status. This support will be manifest through the ICU Program (LunchBunch, Encore), in class small group interventions, PE pull outs, Tutoring, Saturday School, Intersession, Summer School, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Increased performance on Progress Reports, Report Cards, Assessments (3,6,9 week, Benchmark, STAAR, etc.) PBMAS Reports			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, 100% of Benito Martinez teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth as evidenced via RTI interventions entered in eduphoria, iStation and MVRC reports, lesson plans, small group intervention activities (Tier II and Tier III), and walkthroughs.

Evaluation Data Source(s) 4: As per iStation, the number of Tier III students at Benito Martinez Elementary will decrease by 20% by the end of the 2016/17 school year

Summative Evaluation 4:



Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support will be provided for all students regardless of sub population status. This support will be manifest through the ICU Program (LunchBunch, Encore), in class small group interventions, PE pull outs, Tutoring, Saturday School, Intersession, Summer School, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		
2) Provide support and intervention for all at risk students to ensure all students have the opportunity to achieve academically. This will be manifest through intervention by SCE-I Coaches, Instructional Aides, TIA's, and classroom teachers. These intervention times will include in class small group interventions, pullouts, tutoring, Saturday Schools, intersessions, summer schools, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		
3) Provide support for students identified as functioning below grade level in order to assist them in increasing their knowledge and skills in order to bring them up to grade level. Identification will come through STAAR Scores, classroom grades, teacher observation, at risk coding, teacher observation, iStation, etc.	1, 2, 3, 9, 10	Administration, Leadership Team, Teachers, SCEI Coach, TIAs	Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Cards			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 30000.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						






Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: For the 2016-2017 school year, Benito Martinez administrators will ensure that 100% of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 5: 100% of campus teachers will be provided with professional development support and resources to achieve professional growth and high student academic achievement rates as evidenced by agendas and sign in sheets.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide staff development to ensure the implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom as well as ensuring that all teachers stay at the cutting edge in their teaching assignment. Examples: Kagan Marcia Tate Kilgo Empowering Writers Lego (MindStreams and Story Starter) Hands on methodologies (manipulatives/science labs) Technology Fundamental Five Writing without Tears Best practices *Many of these nights will require the purchase of snacks for participants and attendees	1, 2, 3, 4, 5, 9	Administration SCEI Coach	Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 10000.00						








<p>2) Provide teachers with research based materials and training so that they might implement best practices in their classroom with fidelity. This includes but is not limited to:</p> <p>Bilingual/SIOP Strategies Writers Workshop Empowering Writers Read 180 Guided Reading Guided Math Lego Instructional Materials (MindStreams and Story Starter) Balanced Literacy Technology Trainings Manipulatives Science Lab Supplies and Instructions Dictionaries Thesauri ActiVotes Kagan Kilgo Marcia Tate Measuring Up Mentoring Minds STAAR Master Hedgehog Fundamental Five Hedgehog Writing without Tears Etc.</p> <p>*Many of these nights will require the purchase of snacks for participants and attendees</p>	<p>1, 2, 3, 4, 5, 9</p>	<p>Administration SCEI Coach</p>	<p>Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 10000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: During the 2016-2017 school year, Benito Martinez administrators will schedule at least 4 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 6: All 4 sessions will be held in order to improve instruction and thereby student achievement at Benito Martinez evidenced by DSC documentation.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will schedule to meet with the instructional department each and every 9 weeks throughout the school year to discuss campus needs.	1, 2, 3, 4, 9	Administration Leadership Team	Visitation documentation by DSC Personnel Walkthroughs Assessments (3,6,9 week assessments, benchmarks, STAAR) iStation reports MVRC reports Eduphoria reports (post assessment) Progress Reports Report Card			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: During the 2016-2017 school year, Benito Martinez personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events.

Evaluation Data Source(s) 7: As evidenced by sign in sheets, Parent attendance will increase by the aforementioned nummbers over the 2015/16 school year.

Summative Evaluation 7:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Engage and inform parents of opportunities to engage with the school community via: Call outs Flyers Calendars Marquee State of the School pamphlet Website	1, 2, 6, 10	Administration Leadership Team Librarian CIS/Parent Liaison Parent Volunteer Coordinator Teachers	Increase parent involvement and participation			
				Funding Sources: 211 - Title I, Part A - 1000.00		
2) Provide an opportunity each and every month for the parents to be involved with the school. Examples: Math Night Science Night Social Studies Night Literacy Night Open House Parent/Teacher Conferences Father/Daughter Dance Mother/Son Breakfast Holiday Performances Award Ceremonies SSI Meetings (5th grade parents)	1, 2, 6, 10	Administration Leadership Team Librarian CIS/Parent Liaison Parent Volunteer Coordinator Teachers	Increase parent involvement and participation			
				Funding Sources: 211 - Title I, Part A - 1000.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 8: For the 2016-2017 school year, the attendance rate for all students at Benito Martinez will increase to 97.2%

Evaluation Data Source(s) 8: Attendance incentives will continue to be awarded and monitored for effectiveness. Teachers will be held accountable for making sure that students who earn the incentives receive them

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Encourage and monitor students' attendance through the use of incentives	1, 2, 10	Administration Leadership Team Counselor Attendance Clerk Nurse CIS/Parent Liaison	ADA Reports Monthly Leadership Meeting attendance reports			
Funding Sources: 199 - General - 1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Benito Martinez Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.112.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$8,855.00
6100 Subtotal:		\$8,855.00

Personnel for Benito Martinez Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeffrey Baldwin	4th Grade Math	CSR	1
Ruben Valenzuela	Library/At Risk Aide	Student Intervention	.5
Susan Millan	SCEI Coach	Student Invervention	1

Title I

Schoolwide Program Plan

Benito Martinez is a Schoolwide Program campus based on meeting the 40% Economically Disadvantaged threshold for Schoolwide support under Title I.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for

excellent teachers.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darlene Chavez	CIS/Parent Liaison	Parental Involvement	1
Jacqueline Cruz	Temporary Instructional Aide	Student Intervention	.5
Kimberly Kemery	Temporary Instructional Aide	Student Intervention	.5

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Greg Hatch	Principal
Administrator	Bruce Mooy	Assistant Principal
CIS / Parent Liason	Darlene Chavez	CIS / Parent Liaison
Classroom Teacher	Jeffrey Baldwin	4th Grade Teacher
Classroom Teacher	George Moran	PE Teacher
Classroom Teacher	Leticia Torres	5th Grade Teacher
Classroom Teacher	Ruth Winger	Kindergarten Teacher
Non-classroom Professional	Judy Armendariz	SCEI Coach
Non-classroom Professional	John Kaudaissy	Counselor
Paraprofessional	Eva Benavidez	Secretary

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$350.00
1	1	3			\$1,000.00
1	1	4			\$500.00
1	4	1			\$500.00
2	4	6			\$1,000.00
5	8	1			\$1,000.00
Sub-Total					\$4,350.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$30,000.00
2	3	2			\$30,000.00
2	3	3			\$30,000.00
2	4	2			\$5,000.00
2	4	8			\$1,000.00
2	6	1			\$10,000.00
2	7	1			\$10,000.00
2	8	2			\$10,000.00
5	1	2			\$30,000.00
5	1	3			\$30,000.00
5	1	4			\$30,000.00
5	4	1			\$30,000.00
5	4	2			\$30,000.00
5	4	3			\$30,000.00
5	5	1			\$10,000.00

5	5	2			\$10,000.00
Sub-Total					\$326,000.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$1,000.00
2	4	7			\$1,000.00
2	4	8			\$1,000.00
2	5	2			\$1,000.00
3	4	1			\$26,000.00
Sub-Total					\$30,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$1,800.00
1	3	2			\$1,000.00
2	3	1			\$30,000.00
2	3	2			\$30,000.00
2	3	3			\$30,000.00
2	4	1			\$6,100.00
2	4	2			\$26,000.00
2	4	3			\$600.00
2	4	5			\$1,000.00
2	4	7			\$20,393.00
2	4	8			\$2,000.00
2	4	9			\$1,000.00
2	5	1			\$1,000.00
2	5	2			\$26,000.00
2	5	3			\$500.00
2	6	1			\$26,000.00

2	6	2			\$26,000.00
2	7	1			\$26,000.00
2	7	2			\$26,000.00
2	8	1			\$1,000.00
2	8	2			\$26,000.00
2	8	3			\$3,000.00
3	2	1			\$26,000.00
3	3	3			\$3,500.00
4	1	1			\$1,000.00
4	1	2			\$1,000.00
4	2	1			\$1,000.00
4	2	2			\$1,000.00
4	4	1			\$1,000.00
5	1	1			\$6,100.00
5	1	2			\$30,000.00
5	1	3			\$30,000.00
5	1	4			\$30,000.00
5	1	5			\$26,000.00
5	1	7			\$1,000.00
5	4	1			\$30,000.00
5	4	2			\$30,000.00
5	4	3			\$30,000.00
5	5	1			\$26,000.00
5	5	2			\$26,000.00
5	7	1			\$1,000.00
5	7	2			\$1,000.00
Sub-Total					\$612,993.00
199 - General Fund: Bilingual					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$2,000.00
2	4	2			\$3,000.00
2	4	7			\$1,000.00
2	4	8			\$1,000.00
2	5	1			\$1,000.00
2	5	2			\$1,000.00
2	5	3			\$600.00
2	7	2			\$400.00
2	8	1			\$1,000.00
Sub-Total					\$11,000.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	4			\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$987,343.00