

**Laredo Independent School District  
Raymond & Tirza Martin High School  
2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of Martin High School is to produce students that can compete at the global level in the college classroom, the workforce, or the military. Our Motto is "Once a Tiger, Always a Tiger"

# Vision

Our vision is that every student will learn to their greatest capacity in a nurturing, technology rich, safe environment so they maximize their potential in life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Attendance Rate (2013-14)

92.3 %

#### Enrollment by Race/Ethnicity

African American 0.1%

Hispanic 99.7%

White 0.1%

American Indian 0.1%

#### Enrollment by Student Group

Economically Disadvantaged 82.3%

English Language Learners 48.2%

Special Education 8.2%

#### Mobility Rate (2013-14)

### **Demographics Strengths**

Students enrolled at Martin High school are predominately Hispanic. This allows teachers to provide relevant and real life cultural experiences that students can relate to.

### **Demographics Needs**

Our large ELL Population (40.7%) needs smaller classes with Certified Bilingual teachers. We need smaller teacher to pupil ratios so we need additional FTE's to accomplish this. We also need a comprehensive plan to improve our Reading and Writing scores among Special Ed students and ELL students.

## **Student Achievement**

### **Student Achievement Summary**

1. All teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on earlier grades.
2. Teachers need training on how STAAR will assess eligible TEKS at a higher cognitive level, in novel contexts and how to teach those skills.
3. Teachers need additional data disaggregation training for Professional Learning communities so they can progress monitor student learning.
4. Index 1 scores show that 64% of students met standard but two low areas still persist: Our LEP population and SPED population are both scoring below 60%.

### **Student Achievement Strengths**

During the 2015-2016 academic school year, students garnered three academic distinctions. They were in ELA/Reading, Social Studies and Mathematics.

Students showed an increase in all four indexes.

Index 1 64

Index 2 24

Index 3 39

Index 4 72

### **Student Achievement Needs**

The focus continues to be the subpopulations of Special Education and Bilingual students. Both subgroups continue to struggle with the reading exams. We

are also focusing on ensuring that our students are performance is compatible to the state performance.



# School Culture and Climate

## School Culture and Climate Summary

21. How do students describe campus life at their school?

Students describe Martin High School as a great school because they come from a long line of previous Martin High School graduates. Many generations of families continue the tradition to send their children to Martin and many siblings insist on attending our school and wish to stay here to graduate from Martin. A tremendous sense of belonging and pride permeates throughout the school. The majority of students do not regularly practice English when they speak in social conversation. The social conversation is usually a combination of both English and Spanish or mostly Spanish. Academic vocabulary is a weakness among students of all grade levels.

How does this differ from teachers' descriptions? Teachers see apathy among the 9th grade group year in and out. Teacher perceptions (when a survey was issued at the beginning of the year) is that students at Martin HS are lazy in speaking English even if they have the ability to do so. Teachers also lament that students need better manners so teachers have to train students how to ask permission, how to conduct themselves outside of the classroom and in extracurricular activities.

Does the school environment (culture and climate) meet the needs of all student groups? The school environment is conducive to change. This year marks the first year a "NO H8" (No hate) anti-bullying organization organizes at Martin HS. We have many informal clubs as well as an established array of formal clubs. Student organizations have a voice in student government and in advising the principal of student wishes.

22. How do students describe campus life with regards to respect, citizenship, relationships, behavior, support, belonging, etc? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions? Both teachers and students agree that campus life is one of hard work, support, belonging, and pride. Martin HS has a lot of pride in all athletics and extracurricular activities. Our band is especially connected to the community.

and our Health Science program produces students with state certifications in Certified Nursing assistant and EMT.

23. What does an analysis of discipline data reveal? Are behaviors the same for all student groups? Do students respond positively to interventions are in place to increase appropriate behavior?

Martin HS has a strong community backing and sense of pride and belonging. Its rich history from 1937 has a great following amongst its alumni.

Currently, Martin HS has implemented the PBIS - Positive Behavioral Intervention System is being utilized by our campus. A coordinated effort between Teachers, Counselors, and administrators has coordinated activities centered on bullying prevention, reward system for tickets to exchange for incentives for students, and Tiger Pride Tickets that showcase good deeds among students. The behavioral matrix describes how students are to act in the hallways, in the classrooms, during lunch, outside, and even outside of school. This behavior system has been implemented to follow the critical success factor outlined in the One-year TTIPS grant Martin HS was granted in 2011. We have lowered the amount of discipline referrals in level 3 and level 2. Over the past three years we have reduced and eliminated student to teacher assaults. Students are respectful in class and show self discipline with teachers.

24. What percentage of students are assigned to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more represented than others? How many students are assigned to DAEP more than once?

The percentage of students at DAEP and JJAEP have steadily declined over the past three years. The majority of DAEP placements are for Marijuana possession, and assaults have declined over the past three years. The special education group is overrepresented in DAEP placements. Currently about 8 students have returned to Lara on subsequent second offenses.

25. What does the data reveal about drug and alcohol use among students? How does it compare with previous years? In previous years the majority of placements were for assaults on other students, this year we have seen an increase in non-violent offenses and marijuana possession is on the rise. We have an LCDC counselor that counsels students and provides the necessary support.

26. Are effective procedures in place to promote safety? Do students and staff feel safe? We currently have a "HOT SPOT" monitoring plan involving Truant Officers, Administrators, and Police Officers. We have identified 9 stations around the campus that must be monitored at all times. We also have a state of the art surveillance system that helps us identify students that have committed infractions of the student code of conduct.

27. What do district and/or campus safety audits reveal? Safety audits reveal we need to keep storage facilities clear of obstructions to fire exits. Also, people falling is the number one cause of accidents for Workers comp. This tells us we need to hold more safety meeting with the staff to train them on what shoes to wear, how to avoid falls and accidents.

What do the students and staff say about their campus facilities? Campus facilities are updated and state of the art. Complaints center around Furniture which was addressed with a request for new furniture (teacher desks and chairs) from Finance. When the B building was built, the building came without furniture for teachers and they desperately need new equipment.

28. What data are available concerning gangs, weapons and other safe school issues? Who are the students involved in these activities? We have identified the different gangs, their affiliations to drug cartels and which students belong to opposing groups. We have also collected data such as names, nicknames, street names, photographs of faces and tattoos, and have identified area hotspots around the campus where students affiliated with gangs hang out. The majority of students who participate in these gangs live in the surrounding COLONIAS (government housing) by Martin H.S.

29. How many incidents of bullying are documented? Are students responding to strategies that are in place to reduce the threat of bullying? Bullying represents less than 1% of the total referrals at the campus. We implemented the PBIS (Positive Behavioral intervention system) with students to concentrate on being Respectful, Responsible, and Safe.

30. Is there wide-spread student participation in clubs, activities, etc? Is membership inclusive or exclusive? How do grades, attendance and behavior vary between highly-involved students and those who are not? We have identified the core group of students who are continually absent. The 9th grade students that are 17 and older with one or two credits constitute the majority of students that miss class. We have also identified that the majority of absences reported to PEIMS are EXCUSED absences. These excused absences average about 120 per day, not always the same students and for various health related issues such as doctors appt. and cold/flu. Club participation is strong with over 37 different organizations and this year we have earned 4 district championships in mens football, mens basketball, mens soccer, and cross country.

31. What do students say about academic and behavioral expectations? Students are held to high expectations as they are identified by their own data. Students are purposefully scheduled according to their CBA, EOC, or TAKS results with specific teachers that focus on their academic growth. We have also identified a group of teachers that specifically works with the large LEP population so we can target their instruction. Our Super Saturday tutorial numbers are as follows: 1/18=24, 2/1=306, 2/15=306, 3/01=265, 3/22=291, 3/29=276

### **School Culture and Climate Strengths**

The general climate is one of great pride and tradition. Many generations of students and their families have attended Martin High as it was the first high school of Laredo. We have an outstanding Men's athletic program with four district championships this year. Boys football, basketball, soccer, and cross country are district champs this year. We have thirty seven organizations and a strong alumni following. We also have a culture of Hispanic pride with our Mariachi band group that is state ranked. Martin HS is also the hub of the district. Many school events tie into the community and community leaders recognize and invite our students to participate in city events such as groundbreaking events, performances at auto dealership, parades, and food drives which our students have excelled at participating. One of our academic strengths is that we are the only high school in Laredo with a distinction in ELA for Index 2. We outperformed all other high school in student growth. Finally, a culture of technology usage is emerging at Martin high. We use EDMODO to submit lessons, students use Ipad, electronic notebooks, cell phones, and tablets to document their journey through high school. They also integrate this technology into their schoolwork with teachers.

### **School Culture and Climate Needs**

We have a great need for canopies for students to eat. (they eat in benches under the hot sun)

We need an electronic marquee

we need upgrades on security doors and access points to the school

We need a new parking area for visitors

We need more teachers in ELA to help our struggling LEP population

We need more PBIS implementation

We need increased parental participation to strengthen our students ability to stay in school.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

32. Are all teachers and instructional paraprofessionals highly qualified?

All teachers at MHS are 100% highly qualified

33. How are talented and effective personnel recruited?

District Job fairs, partnerships with TAMIU to allow block III students to work at MHS for their practicum

34. What are the retention rates for employees?

Employees stay at MHS for an average of 13.2 years

What systems are in place to support new teachers and staff?

We have a mentoring system that includes Year 1 mentors for 1st and second year teachers and Mentor/Advisor that works with 2nd and third year teachers

35. What are the attendance rates for employees? Attendance rates for MHS is

36. What strategies and structures are in place to build capacity and leadership?

Job embedded leadership roles where teachers are empowered to coordinate Tutorials, Remediation calendars, Professional learning communities, Practicum supervision for teachers undergoing leadership training for their masters degree in counseling and in administration. Leadership roles for teachers within their department to lead discussion, disaggregation, and projection of student learning. CEIC committee, DEIC committee.

37. What professional development is available? There is sustained professional development concentrating on the SUPER 8, Region 1 training on writing, reading, scoring, there is a sustained technology plan at MHS where the technology department attends and interacts with each core area and elective group on campus during the PLC's on Wednesdays to give staff development on how to integrate technology into their lessons, and we have PD360 videos that our teachers view every month as part of their staff development training.

In what format? PD 360 is electronic, web-based format, PLC's are collaborative in nature and happen face to face with technology support from IT, and periodic staff developments from the district are sustained, documented sessions focusing on the SUPER8, on Academic Vocabulary, exit ticket out the door.

What follow-up support is available? Documenting staff development through ERO, follow up of PLC's every Wednesday, Main office support through DEANS of instruction. Help from Main office (C&I) walkthroughs and feedback.

38. What professional development has already been provided? SIOP training, Writing/Reading training, IPAD/tablet training on innovative programs that

integrate technology in all lessons, Academic vocabulary, Scientific minds, Data disaggregation training.

What procedures were used for implementation and follow-up? Implementation through planning sessions, follow up with walkthroughs/products

How has it impacted student performance? Student performance numbers are 15-20% increase in CBA's over last year.

39. How are professional development needs identified? Teacher input and data disaggregation from DMAC. DMAC data disaggregation tells us where we are weak and where to concentrate our staff development efforts plus teacher trainings mandated by central office C&I.

Is relevant professional development available for all personnel? No, we do not have professional development for Technical classes such as Law Enforcement, Health Magnet (specialized classes such as EMT, Certified nursing assistant), and welding/auto tech.

40. What professional development and resources are needed? We need professional development in all of the CTE/Electives so they can help the core areas integrate READING AND WRITING across the curriculum. Also, we need more professional development in the area of welding/graphic design/small engine repair to integrate math lessons into their lessons. We also need technology professional development in the elective classes, such as: Using the Ipad to monitor student improvement in heart rate, muscle capacity, lung capacity, muscle strength, etc....

41. What structures are in place to ensure that teachers and others implement what they learn?

Daily walkthroughs by both administration and Curriculum and instruction DEANS. Professional learning communities that are collaborative in nature so teachers can track student improvement based on changes they do in their instruction based on data.

42. How is the impact of professional development on students measured? Professional development positively impacts our student scores. This year's increase in CBA scores over last year indicate that we are moving in the right direction. Professional development practices are measured by observed practices in the classroom and CBA scores.

43. How are teachers and others evaluated for performance?

Data from all domains is collected and used. Walkthroughs, formal evaluations, informal evaluations, CBA data, EOC results, attendance

How is performance data used? We use it to make decisions about teaching assignment and where to place students. We use performance data to adjust instruction and to make recommendations for tutorials, remediation, and future academies to help students master their TEKS.

44. What support is available for teachers whose student performance is below district and/or state standards?

Double-blocking of classes based on performance data, before and after school/Saturday tutorials for remediation, Small group instruction utilizing C&I DEANS, master teachers, and focused instruction remediation by teachers.

How are strengths of the most effective teachers capitalized?

Most effective teachers share ideas and techniques during staff development, during collaborative planning (PLC'S) and we assign the top teachers to the weakest students in the core areas and tested EOC.

### **Staff Quality, Recruitment, and Retention Strengths**

- We have a mentoring program where first, second, and third year teachers have a mentor that guides them on campus policies and procedures.
- We have a staff that averages 13 years of experience meaning that teacher movement is minimal and that teachers want to remain at MHS
- We have 100% highly qualified teachers at our campus

### **Staff Quality, Recruitment, and Retention Needs**

- We need more teachers certified in ESL and bilingual to address the huge numbers of LEP students. We currently have over 800 LEP students and need more FTE's to create smaller classes that focus on writing and ELA development of academic vocabulary and speech.
- We need to recruit teachers from within the district that already have certifications in areas of need (Composite science, math, ELA, and Social St.) so we can replace weak teachers.
- We need to provide more staff development in feedback for students in terms of formative assessment, homework, and CBA's, especially in ELA writing where teachers lack the skill to write comments that guide students to better understanding: for example: comments such as "great", "good job", "excellent" do nothing to provide feedback or constructive criticism. We need training on how to provide feedback that is uniform across the department, consistent with campus goals, and feedback that could be monitored via some type of rubric.
- In order to retain qualified teachers, we need a district lead mentoring program that assigns staff development hours by attending sessions on teaching and learning. Having mentors often results in teachers picking up habits that are inconsistent with campus goals and expectations. We need a concise model to follow to mentor first year as well as second and third year teachers.
- We need the Magnet program to have its own set of teachers as we share the magnet teachers with the rest of the campus and we have piggy back classes as a result.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

45. Is the district's curriculum tightly aligned with state standards?

Yes, the curriculum is directly aligned with TEKS and with the state standards in mind. District timelines delineate TEKS that must be covered, how to cover them, how to implement student readiness and supporting standards and CBA's created by C&I assess the readiness of students on a periodic basis. All student performance data is used to make decisions about future teaching and learning.

21<sup>st</sup> Century Learning Skills? Yes, C&I district timelines are tightly aligned by utilizing the content area deans to disaggregate what necessary skills should be taught and assessed.

Other standards? We follow standards for classes without TEKS in the electives such as in the Certified nursing classes, the EMT classes, and several CTE courses. When a state standard is unavailable, locally developed standards based on the curriculum bulletin guidelines are followed.

How do you know? Each teacher turns in a set of lesson plans every Wednesday in advance of the next week. Administrators review these documents to ensure that teachers are actually teaching what they say they are doing by conducting walkthroughs and curriculum deans also review lesson plans and give administrators and teachers feedback on their implementation of such documents.

46. Does the rigor of instruction align with state standards? Yes, the rigor is there because we have seen an increase in CBA/EOC results over the first year of implementation. This indicates that rigor is embedded in our plan of instruction.

How do you know? CBA scores from this year compared to last year.

47. Are teachers fully implementing the district's curriculum? NO, the full implementation isn't occurring at 100%. Timelines are not being met 100%

How do you know? EOC results in ELA writing and reading indicate that we are only 15-18% successful

48. What assessments are being used to measure student achievement? Computer based assessments, teacher made formative assessment, and end of semester exams.

How are they selected and/or created? We use software that directly downloads the TEK, readiness standard, and supporting standard to align with the state curriculum using CSCAPE. After assessments are created, all teachers from every school in that subject area are invited to meet at a CBA quality assurance meeting to discuss/critique the upcoming CBA/benchmark assessments.

What evidence exists that they contain the quality, depth and rigor necessary to produce accurate representations of student achievement? Quality assurance



meeting with core area DEANS and teachers.

49. How are assessment results used? Do the assessment results impact curriculum and/or instructional decisions? How?

We use assessment results to create the master schedule. We place students with specific scores in double-blocks, with specific teachers, and in specific teacher "houses". We use the data to adjust our instruction, identify strengths and weaknesses, then do something about it by planning daily instruction a week in advance during PLC's, planning tutorials, and planning remediation.

How does curricular renewal occur? Collaboration between C&I deans and teachers using data from state assessments and CBA data to adjust accordingly.

50. Is there evidence that the learning needs of all students in all student groups are being met?

How does differentiation occur and how are students challenged? Yes, learning needs of each subgroup are addressed by disaggregating the DMAC demographics. We can pull up reports on GT, ELL, LEP, Regular, SPED, CTE, any population and check their progress in any core area subject. We can also track attendance, discipline, and grades data using SchoolMax. Using all these sources, we can ensure that all students are meeting standards. Students are challenged using data gathered from PLC's. In these focus meetings, we discuss their progress and develop lessons with rigor and relevance. We also use informal assessments using EDMODO to communicate with students and counselor data to determine academic readiness.

51. When students need interventions, how are they selected and measured for effectiveness? Interventions in academics are addressed by data gathered from all sources such as progress reports, semester grades, class grades, exams, formative and summative assessment, CBA data, discipline data, attendance data, and social (counselor) data. We measure effectiveness by changes (either positive or negative) in their grades, discipline, and attendance.

52. How are instructional strategies, programs and activities selected? Research-based activities and instructional strategies mutually agreed upon by teachers, administrators, Core area deans, and Region 1.

What procedures are used to ensure effectiveness and relevance? DMAC, attendance, discipline, grade reports plus information gathered by teachers, coaches, counselors, and parents.

53. Do teachers and students participate in goal-setting for increased student performance? Do students monitor their own academic progress? Is the process effective?

Yes, goal setting begins in the classroom according to standards of 70% passing rates on CBA's, 95% attendance rate, and personal goals to achieve student success and graduate. Teachers are given the expectation to have every student master their TEKS. As students begin the year, pass/failure rates are analyzed and students are given many goals to pursue. Increasing their level of success in every classroom (including athletics) depends on data. We gather data from every student to set high expectations and teach students to be goal oriented, whether its being in first place in a competition for athletics to being in first place in their class on an exam, to being excellent in their daily activities. One example of goals everyone is expected to follow is the PBIS. All students are continually given the goal to be RESPECTFUL, RESPONSIBLE, AND SAFE. As students strive to pass their classes, pass their state exams, and continually improve, teachers teach students to set goals that are measurable and attainable. Effectiveness is measured by credits earned at the end of the semester coupled with continual monitoring of all student data by teachers in the PLC's.

54. How is Response to Intervention (RtI) being implemented? How are students identified and placed in RtI? What does the data say about the effectiveness of the interventions?

RTI is documented by individual learning success plans based on student data and through the teachers. All general education students fall into three tiers.

In TIER 1 all students receive core classroom instruction that is differentiated, we use strategies and resources that are research based. In TIER 2, supplemental intervention outside of the general education classroom progress, we do more progress monitoring, and we do pull out programs to enhance instruction, In TIER 3 are the severe intervention students. a very specific intervention documented like an individual education plan similar to SPED.

### **Curriculum, Instruction, and Assessment Strengths**

- Technology integrations through PLC's
- Professional Learning community meetings every Wednesday with administrative supervision
- Walkthroughs by administration and core area academics deans
- Data disaggregation using DMAC for assessment, remediation, and planning of instruction
- Double-blocked classes in ELA, Math, and Science to address LEP population and ninth graders
- all students have a Laptop and teachers have district issued Ipads and laptops.
- Use of EDMODO for students to submit lessons
- Use of technology integrated lessons

### **Curriculum, Instruction, and Assessment Needs**

- SKYWARD integration with DMAC for better access to reports
- More FTE's to address largest LEP population in Webb County
- Software for language labs that the district did not renew

## Family and Community Involvement

### Family and Community Involvement Summary

55. What are parents' perceptions of the school's effectiveness? Do they feel welcome?

Parents get involved as we have an on site Parental Liasion. We have parent volunteers that put hours into helping our school. Parents have a great sense of pride and we lead the district in RAPTOR scans meaning we have over 11,000 visitors this year alone.

56. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? Which parents are involved the most? The least?

Parents and community have strong ties to Martin HS. We have guest speakers in the community that partner with our school to include Kiwanis club, American Legion, The Laredo Federal Credit Union, Compass bank, Fernando Salinas trust, the City of Laredo, various attorneys, the district attorney, the county attorney, local judges, businesses such as The band shop, Little Cesars, Peter Pipers, Varsity sports, and great community relationships with local colleges such as LCC and TAMIU. In addition, GEAR UP partners with MHS to provide support services for all ninth graders.

57. What parent education and other services are available to help develop healthy families and strong parent/school relationships? How are special needs students' families supported? We have an LCDC (drug counselor), an at-risk population counselor, a parental liasion, and a Communities in schools person assigned to our campus. With all of this support we coordinate with administrators and counselors to ensure that student's needs are met.

58. How effective are communications such as the schools' website, letters, newspaper articles, etc? Are communications sent in formats and languages that meet parents' needs? We use various methods of communication such as email, text message, school website, personal phone call, flyers, traditional mail to communicate with parents. We also communicate with all parents that visit our school by providing flyers to every parent that signs in at the front office on the RAPTOR system. Because they are screened as they come in (11,000 scans this year alone) we reach a very high number of parents and they are invovled in our mission. GEARUP from TAMIU also communicates with parents and provides additional support.

59. What types of community partnerships exist? How are they recruited, developed, and supported? Parents and community have strong ties to Martin HS. We have guest speakers in the community that partner with our school to include Kiwanis club, American Legion, The Laredo Federal Credit Union, Compass bank, Fernando Salinas trust, the City of Laredo, various attorneys, the district attorney, the county attorney, local judges, businesses such as The band shop, Little Cesars, Peter Pipers, Varsity sports, and great community relationships with local colleges such as LCC and TAMIU. In addition, GEAR UP partners with MHS to provide support services for all ninth graders.

60. Do parents and community members participate in the site-based planning committee? How are they selected? Does membership equitably represent the ethnic and socio-economic make-up of the community? Do members feel they have a genuine voice in school decisions? Parents are included in site-based planning through the CEIC committee, the parental liaison which organizes parent meetings, and membership represents the demographics of the school.

### **Family and Community Involvement Strengths**

- Stakeholders from medicine, law, and education that continually donate monies for scholarships
- partnerships with local colleges, law offices, local businesses
- booster clubs, band parents, and parent organizations are involved with students and school
- parental interest and committment for extra-curricular
- parent ESL classes on campus

### **Family and Community Involvement Needs**

- need more monies in the parental involvement account to provide for parent trips and education
- need to expand ESL classes to involve language labs and technology so we need training monies
- need monies to take parents to colleges and universities
- need computer lab software to help parents learn English both written and spoken

## School Context and Organization

### School Context and Organization Summary

61. What are students' perceptions of the school? How does it differ from teachers' perceptions? Parents and community members' perceptions?
62. Do schedules maximize the amount of time spent in instruction? Does a sense of urgency to protect student learning time exist?
63. How is the amount of learning time assigned to each content area determined? What happens when students need more time?
64. How are the goals for the campus(es) and the district linked and aligned?
65. How are professional learning communities or other teacher teams organized? What is their responsibility with tracking student progress and performance?
66. What do daily operations (schedules, routines, communications, campus-wide discipline techniques, etc.) reveal? Do they accommodate students' and parents' needs?
67. Who are the decision makers when problems occur or new traditions, etc., need to be established?

# Technology

## Technology Summary

68. What technology is available? Who uses it? When is it used?

All students have a district issued laptop, the school has language labs, computer labs, student techs that can fix computers, all teachers have a district issued IPAD. They are used for instruction and for teaching and learning. Students also use their electronic devices at home to complete homework and assignments.

69. What are district and/or campus expectations for the use of technology? The expectation from the district is for students to use the technology to complete lessons and extend their senses. Teachers are expected to use their laptops and ipads to instruct students, to use their electronic devices to disaggregate data, and to use district resources for improving overall student achievement.

70. How is technology used to support instruction and learning? To what degree is technology integrated into teachers' and students' daily lives? We use technology everyday in the classroom by using EDMODO, ipads, notebooks, laptops and teacher made lessons integrating technology.

71. What technology support is available for students? For teachers? We have language labs, student technology technicians that can diagnose, fix, and maintain ipads and laptops.

72. How are technology proficiencies evaluated? What does the data reveal? Data from CBA's is used to determine overall efficacy. Lesson plans reflect technology integrated lessons.

73. What professional development is available for teachers? Others? Online training, Region 1, and Technology training every Wednesday in our PLC collaborative planning sessions.

74. What plans are being made for technology upgrades in 1-5 years? We have already implemented digital signage for announcements, we use EDMODO for lessons, and we plan for expanded lessons to go paperless in many aspects of submitting assignments. We also want to upgrade our Wifi system to include the surrounding colonias to get wifi out to the students at home.

75. What barriers reduce the use of technology? time constraints in a 50 minute class, planning time per week, connectivity problems, email problems, software update problems.

## Technology Strengths

- student techs that fix, diagnose, maintain student laptops
- 1to 1 laptop initiative for all students
- 1 to 1 ipad initiative for all teachers
- Edmodo use in lessons
- Technology integrated staff development every Wednesday (by request of Principal Pro) in our PLC's
- Use of DMAC data to improve instruction, teaching, and learning.

## **Technology Needs**

- Wifi access at home for all students
- Ipads for all students
- automated connectivity/password help
- we need an online student registration system to help scheduling
- need new SchoolMax system, (SKYWARD was approved and will replace SCHOOLMAX)
- Digital Signage for Marquee
- electronic door locks
- electronic safety doors (Approved for next school year and will be installed)
- online system for students to receive their grades in PDF form so they can keep up with their grades
- electronic sign in system to improve attendance (create a google docs sign in where students can sign in wherever they are on campus to improve attendance)
- school app for iphone and android
- school app for safety reporting district incident reports

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

## Student Data: Student Groups

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

## Employee Data

- Professional Learning Communities (PLC) data



# Goals

**Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.**

**Performance Objective 1:** By the year 2017, Martin High school will improve in ELA from a 47% to a 52%, math from an 82% to an 87%, Science from an 80% to an 85% and social studies from an 86% to a 91%.

**Evaluation Data Source(s) 1:** Summative Martin High School will meet all Federal Mandates. Evaluation:

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p style="text-align: center;"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) READING/ELA/MATH</p> <p>Martin High School will know and understand the academic background and progress of all students by: Utilizing the Data Management for Assessment and Curriculum (DMAC). Parent Portal availability for parent</p>	1	Principal Administrative Leadership Team Teacher leaders Teacher mentors Teachers Counselors	Skills check results, benchmarks, previous year STAAR EOC results Data in Teacher binders				

<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) Teachers will maintain the student data binder. Students will chart their progress using an assessment portfolio which will be kept in their class notebook (ELA,Math) Provide online accounts to students to check grades for consistency and a USB drive to maintain electronic records and data of personal performance. Administrators will carefully review district, school, and classroom data to make informed decisions regarding scheduling and student placement. Administrators and teachers will use established record keeping systems to analyze data (collectively and longitudinally) to track student and campus academic indicators This is a structured activity for every content area course (math, ELA, Science, and Social Studies), placed in the school's calendar, expected of every student, and implemented by every teacher These activities will provide tracking, early warning and unified data analysis. (Needs Assessment) SW1</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results Data in Teacher binders Student data portfolio				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Martin High School will post the student expectation level of learning for the daily lesson and how it will be implemented to target listening, speaking, reading, and writing (ELPS) that allow for differentiation and active class participation  (Reform Strategy) SW2</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				
<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Martin High School will continue to provide operational flexibility with common department planning periods and weekly meetings with the departments to collaborate and discuss instructional timelines, LEAD Documents curriculum, skills checks/interventions, and enrichment activities. Common planning periods allow for curriculum alignment to improve student achievement in Reading/ELA, Mathematics, science, and Social Studies. An administrator is assigned and will meet with the departments on a weekly basis. (Highly Qualified Staff) SW3</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>5) As a sustainability effort, Martin High School will continue with the Teacher Leader concept which consist of observing classroom teachers, meet with administration, work on master schedule, budget, data digs, and curriculum planning.</p> <p>(Highly Qualified Staff) SW3</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				
<p style="text-align: center;"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Every Wednesday of the week, Curriculum Planning Collaborative meetings will be held. During this planning period it is expected that teachers will meet specifically to discuss curriculum and instruction issues. An assigned administrator (Asst. Principal in charge of curriculum) will lead the instructional focus of each departmental subgroup.</p> <p>(Instructional Focus) SW3</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>7) Martin High School will utilize operational flexibility by providing additional focused, data driven planning time that provides collaborative planning for intervention and curriculum planning. Teachers leaders/administration will lead this activity.</p> <p>(Instructional Focus) SW3</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				
<p style="text-align: center;"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Due to additional staff, Martin High School implemented reverse class size reduction plan. High performing teachers were given EOC subjects while classroom reduction teachers were placed in non EOC subjects.</p> <p>(Reform Strategy) SW2</p>		Professional Services Provider Ex Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Student Services Dir.	Skills check results, benchmarks, previous year STAAR EOC results walk through data				

<p align="center"><b>Federal System Safeguard Strategy</b></p> <p>9) Credit Recovery and Prescriptive tutorials will occur by: extending the school day; assigning additional teachers; offering credit recovery throughout the day and Saturdays. Prescriptive tutorials will be based on DMAC results to targeted students. Martin will be increasing funds for this purpose. Additionally, Prescriptive training will be sought from Region 1/20 ESC and Lead4ward. (Reform Strategy) SW2</p>							
<p>10) As a sustainability effort, Martin High School will utilize the computers purchased through the 1 to 1 initiative grant to increase student access to computer programs for acceleration. (Reform Strategy) SW2</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) Martin High School will utilize operational flexibility by increasing enrichment activities to include skills USA activities, environmental awareness (recycle), anti-bully club, chess club, robotics. (Reform Strategy) SW2</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Martin High School will use academic word walls as well as other vocabulary development and enrichment activities by providing dictionaries, interactive notebooks, and electronic dictionaries to enhance language acquisition and facilitate learning of academic skills in Reading, Math and college preparation. (Instructional Focus) SW3</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>13) Martin High School will use common lesson planning time (PLCs) and assessments to facilitate and support LEAD curriculum (a district vertically aligned curriculum with campus based skills check) to address academic needs. District wide vertical alignment of curriculum guide including benchmark assessments. PLC's will also be utilized to review and desegregate data. (Instructional Focus) SW3, SW1</p>							

<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>14) Martin High School will implement daily content based journal writing in all classes. Martin High School will implement and sustain a school wide writing initiative that focuses on expository and persuasive writing techniques.</p> <p>(Instructional Focus) SW3</p>							
<p align="center"><b>Federal System Safeguard Strategy</b></p> <p>15) Martin High School will hold academic team planning in all core subjects to review assessment data (skills checks and benchmarks), determine student expectations in need of reinforcement, and plan appropriate individual and/or group intervention activities; and spiral student expectations in need of reinforcement. (Measure/Assess) SW1</p>							
<p align="center"><b>Federal System Safeguard Strategy</b></p> <p>16) Martin High School will conduct Master Teacher and Administrative Leadership planning meetings weekly. Specifically, these meetings will occur during second period with administrators and after school with Master teachers. Agendas and minutes will be maintained and filed by the principal. (Instructional Focus and Administrative leadership)</p>							
<p>17) Martin High School will create Operational Flexibility by providing extended 45 minute days (four times week after school), provide Saturday tutorials for 4 hours. Which provides differentiated instruction and student-centered learning for pupils who are not meeting skills check expectations, targeted students/subgroups, require attendance recovery due to absences or failed to meet STAAR EOC/ STAAR standards. Martin High School will provide prescriptive remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities and summer academies. Martin High School will provide instructional EOC lock-ins/academies. in the fall and in the spring. (Teacher behaviors/High Expectations)</p>							
<p align="center"><b>Federal System Safeguard Strategy</b></p> <p>18) Martin High School will assign ELL students (recent arrivals and recent immigrants) into reading classes that will be utilizing Achieve 3000. (Instructional Focus)SW2</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) Martin High School will provide ideal testing conditions, practices and implement these practices during benchmark and STAAR EOC testing. Martin High School will ensure that each testing room will have a test administrator and proctor during STAAR EOC testing. Martin High will ensure each student will have access to an appropriate dictionary/thesaurus during ELA testing (Instructional Focus) SW2</p>						
<p>20) Martin High School teachers will implement the Superintendent Super Eight goals Post student objective Ensure note taking and Journal writing Team planning to ensure LEAD curriculum implementation Keep student profiles Differentiate instruction Develop academic vocabulary Ensure high expectations for all students Have Fun and enjoy learning everyday (Instructional Focus) SW2</p>						
<p>21) Martin High School will continue to require and monitor bell to bell instruction/learning in all subject areas.  ( Instructional Leadership), SW2</p>						
<p>22) Martin High School teachers will incorporate STAAR EOC/STAAR formatted questions that are at high level of rigor with level two or three questioning and an exit ticket out the door activity. Martin High school teachers will utilize supplemental materials (Sirius), TI Inspire calculators for testing and instruction.  (Instructional Focus) SW2-SW4</p>						
<p>23) Martin High School will work collaboratively with school leadership team and campus staff to enhance curriculum based on staff development, measured through classroom observations. These observations will be made by campus and district administrators, Instructional Strategists, department heads, teacher leaders and Professional Service Provider. These observations are termed Tiger Learning Walks. (Teacher Behavior) SW5</p>	<p>Funding Sources: 199 - General Fund: SCE (PIC 30) - \$90136.00</p>					

<p>24) Improve Academic Performance: Martin High School will provide differentiated instruction for special education students. This includes resource classes, self-contained classes and content mastery. This will be supplemental to the regular budget. Teachers will be highly qualified in the content and will provide instruction in accordance with student's IEP. This will allow students to be successful on the state assessment.</p>	<p>District Special Education Department, Administration</p>	<p>ARDs, state assessment score</p>				
<p>Funding Sources: 199 - General Fund: Special Education (PIC 23) - \$1319783.00, 224 - IDEA - Part B: Formula Fund - \$258360.00, 435 - SSA Regional Day School - Deaf - \$1962.00, 199 - General Fund: Special Education (PIC 23) - \$162.00</p>						
<p><b>Federal System Safeguard Strategy</b> 25) Improve Academic Performance: Martin High School will provide differentiated instruction that provide bilingual students with the interventions needed to be successful on state assessments. This includes four plans for recent immigrants and beginning and intermediate students. Administration, teacher leaders, and counselors will hand schedule ELL students' classes in EOC areas.</p>	<p>District bilingual department, administration</p>	<p>state assessment ( EOC, TELPAS)</p>				
<p>Funding Sources: 199 - General Fund: Bilingual (PIC 25) - \$200928.00, 263 - LEP Bilingual Program Fund - \$99592.00</p>						
<p>26) Martin High School will have a formal graduation ceremony to present students who have completed all graduation requirements as per the state of Texas. Students will be presented with their diplomas.</p>	<p>District personnel, Campus administration and counselors</p>	<p>graduation rate</p>				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$10000.00</p>						
<p>27) Students in the Gifted and Talented program will showcase a project every year as a requirement. Teachers of GT students will provide materials and supplies so that the student will be successful.</p>	<p>GT teachers, Campus administration</p>	<p>State assessments and project rating</p>				
<p>Funding Sources: 199 - General Fund: GT (PIC 21) - \$695.00</p>						
<p>28) Martin High School will have a comprehensive guidance program where counselors will be available to assist students with personal and academic concerns.</p>	<p>administration, head counselor, district personnel</p>	<p>evaluations</p>				
<p><b>Critical Success Factors</b> CSF 1 29) Martin High will provide math tutorials daily and Saturdays using Ms. May (math consultant) strategies to ensure students understand how to utilize TI Nspire calculator. The consultant will be contracted to assist in implementing new Algebra I TEKS and assist with curriculum development. Martin High will contract a math consultant to work with students to meet or exceed state standards on EOC testing.</p>						
<p><b>Critical Success Factors</b> CSF 1 30) Martin High will contract a math consultant to work with students to meet or exceed state standards on EOC testing. Martin High will contract an ELA consultant to work with students to meet or exceed state standards on EOC testing.</p>	<p>Principal Curriculum Specialist</p>	<p>CBA scores Benchmark EOC Dec. Scores</p>				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>31) Martin High will provide ELA tutorials on Saturdays using KEMAH strategies. Teachers will be trained on implementing KEMAH strategies in the classroom.</p>		Principal Curriculum Specialist	CBA scores Benchmark EOC Dec. Scores				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>32) Martin High will purchase new furniture for new Autistic unit to meet the needs of students with disabilities.</p>		Special Education Administrator Director of Special Education					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>33) Martin High will contract consultants to conduct college readiness workshops ex. SAT/ACT/TSI/AP</p>		Health Science Magnet Director Administration	Test Scores				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>34) Martin High school will implement a college transition class for Juniors. This class will provide college readiness by implementing Khan Academy curriculum. Martin High will provide an opportunity for seniors to take advantage of an innovative service learning class which includes scholarship/financial aid opportunities, college visits, and guest speakers.</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>35) Martin High school will implement a Social Studies special topics class as a precursor to US History.</p>							
<p>36) Martin High school will implement an innovative character building class.</p>							
<p>37) Martin High School will implement the Tiger transition success initiative. This initiative will focus on GPC 8th grade students and providing them with intensive ELA/Math strategies.</p> <p>"TIGER"</p> <p>T-Targeted I-Intervention G-GPC E-ELA R-Reading camp</p>							

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




**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 2:** In 2016-2017 school year, Martin High School will increase student achievement in the special education subpopulation to meet or exceed state standards. Special education students will improve in ELA from 19% to a 30%, math from a 57% to a 67%, science from a 56% to a 66% and social studies from an 50% to 60%.

**Evaluation Data Source(s) 2:** Summative Martin High School will meet or exceeds state standards.  
 Evaluation:

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Martin High School Science Department will utilize Scientific Mind for STAAR EOC/STAAR science review sessions  (Instructional Focus) SW1		Principal Administrative Leadership Team in charge of Staff Development Teacher leaders Teacher mentors Teachers Professional Services Provider Ex. Dir. for C&I Ex Dir. for Human Resources Director for Sec. Ed. Science Dean	STAAR EOC results				

2) Martin High School will send teachers to conferences and conventions as related to improve teacher effectiveness in the classroom. These will include but not limited to:Regional Service Center trainings, National/State Conferences, AP conferences, The Texas School Improvement Conference,The Lead4ward Conference, The National Staff Development Conference, Bilingual conference. All teachers will provide turnaround trainings to other teachers. All others as approved by Campus Principal  (Instructional Focus) SW4	master teachers, administration	walk through, state assessment data				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$10000.00, 199 - General Fund: Bilingual (PIC 25) - \$15000.00					
3) Martin High School will provide transportation and travel monies to facilitate educational trips, trips for competition purposes, designed to engage students in all subject areas to enhance and enrich student learning. All other field trips as approved by Campus Principal (Instructional Focus) SW2	campus administration	state assessments data				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$8000.00					
<b>Critical Success Factors</b> CSF 1						
4) Martin High School will use data to provide struggling students with a pre-intervention US History course.  (Instructional Focus) (Teacher Behaviors) (Measure/Assess) SW1						
5) To ensure that students are provided instruction that keeps them engaged and interacting, teachers will be provided with the necessary materials and supplies such as paper, workbooks, reading books and other materials that will increase students engagement. Teachers will utilize machines such copy machine to ensure quality instruction.	campus administration	state assessments				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$61564.00, 199 - General Fund: Basic Instruction (PIC 11) - \$21831.00, 199 - General Fund: Basic Instruction (PIC 11) - \$4000.00					
6) Martin High School will use formative assessments to assess students. Testing materials will be used to assess students in the bilingual students, Advanced Placement students and EOC students.	Campus administration	EOC scores, TELPAS scores, AP scores				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$18000.00					
						

**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.






**Performance Objective 3:** In 2016-2017 school year, Martin High School will increase student achievement in the English Language Learner subpopulation to meet or exceed state standards. Special education students will improve in ELA from 33% to a 44%, math from a 78% to a 88%, science from a 74% to a 75% and social studies from an 77% to 88%.

**Evaluation Data Source(s) 3:** Summative Martin High School will meet all state and federal standards.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Martin High School will acquire laptops for student usage, I-pads, projectors, desktop computers, Computers-on-wheels and additional technology to integrate technology into instruction.  (Instructional Focus) SW2		Principal Campus Administrator in charge of technology Teachers Chief Technology Officer Director of Instructional Technology Director of Instructional Technology					
2) Martin High School will build data capacity through the use of Data Management for Assessment and Curriculum (DMAC), teacher iPads, student laptops, and pen-drives to bridge technological gaps between student and teachers. These technologies are to be used within teachers collaborative planning times in order to analyze and use formative, benchmark, and summative assessment data. Teachers will utilize software to enhance instruction. This will improve the effectiveness of teaching strategies. (Instructional Focus) SW2	1	Principal School Administrative team Teacher leaders Teacher mentors Teachers	Lesson Plans Teacher Action Plans Teacher Sign-ins				

<p>3) Martin High School will improve its infrastructure to facilitate new equipment being purchased. (School Climate) SW2</p>		<p>Campus technology trainers Principal Campus administrator in charge of technology Chief Technology Officer Director of Instructional Technology</p>	<p>Band width capacity</p>				
<p>4) All teachers receiving equipment will receive updated training that will include all new software and hardware. (Instructional Focus) SW5</p>	<p>1</p>	<p>Chief Technology Officer Director of Instructional Technology</p>	<p>Sign-in sheets Professional Development Training Hours</p>				
<p>5) Martin High School will distribute laptops to all freshman and sophomore students for the purpose of maximizing the teaching and learning effectiveness in the classroom.  (Instructional Focus) SW2</p>	<p>1</p>	<p>Campus Technology trainers Principal Administrative Leadership Team Teachers Chief Technology Officer Director of Instructional Technology</p>	<p>Usage reports, Appropriate Usage Policy (AUP)</p>				
<p>6) Martin High School will provide teachers with technology equipment such as: Projectors, laptops, smart boards, iPads, Mimio's, microscopes, TINSpire Navigator systems.  (Instructional Focus) SW2</p>		<p>Campus Technology trainers Principal Administrative Leadership Team Teachers Chief Technology Officer Director of Instructional Technology</p>	<p>Equipment Inventory</p>				

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) Martin High will purchase 15 classroom sets of the TI Nspire calculators to meet or exceed state standards in EOC testing and to meet new Algebra I TEKS standards.</p>		<p>Master Teacher Administration</p>	<p>EOC scores Benchmarks</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Martin High will need document cameras. Document cameras are utilized during instructional time</p>		<p>Administration Technology Trainers</p>	<p>Walk through data</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							






**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 4:** In the 2016-2017 school year, Martin High school will increase in all four indexes of the accountability system. Index one will increase from 64 to 69, Index 2 from 24 to 29, Index 3 from 39 to 44 and Index 4 from 72 to 77.

**Evaluation Data Source(s) 4:** The performance objective will be evaluated by the 2017 accountability system.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Martin High School will increase student literacy by providing high quality reading materials and resources. This will allow bilingual students and at risk students to foster their literacy skills. Materials such as Reading materials, visual materials, electronic software or devices and testing materials will be ordered to assist our ELL students in fluency.</p>		administration, bilingual teachers, regular teachers	Summative Martin High School will meet all AEIS standards.				
Funding Sources: 199 - General Fund: Bilingual (PIC 25) - \$85119.00, 199 - General Fund: Bilingual (PIC 25) - \$5000.00, 199 - General Fund: Bilingual (PIC 25) - \$5000.00, 199 - General Fund: Bilingual (PIC 25) - \$5000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Martin High School will provide library resources for at-risk students to strengthen related objectives. Materials will include electronic books, high interest/low level books, and audio books. (School Climate) SW2</p>		Principal Administrative Leadership Team Librarian Teachers Director of Secondary Education Director of Library and Media Services	Circulation statistics  Inventory reports				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Martin High School will encourage students to read for pleasure by continuing to support the circulation of books in the library and providing recognition to students who meet suggested goals. (School Climate) SW2</p>	<p>Principal Administrative Leadership Team Librarian Teachers Director of Secondary Education Director of Library and Media Services</p>	<p>Circulation statistics Inventory reports</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Martin High School will maintain and replace inventory software and equipment for the library (School Climate) SW2</p>	<p>IT technician Librarian Director of Secondary Education Director of Library and Media Services Director of Instructional Technology Chief Technology officer</p>	<p>Approved Purchase orders Inventory reports</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Martin High School will maintain a magazine, newspaper and book inventory that will support the instructional strategies in the classroom which includes summer reading initiative. (School Climate) SW2</p>	<p>Principal Librarian Teachers</p>	<p>Inventory Report</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.






**Performance Objective 5:** Martin High School will increase student literacy by providing high quality reading materials and resources. Student literacy will increase and reading scores will improve from a 47% to 52%.

**Evaluation Data Source(s) 5:** Martin High School will meet or exceed state testing standards.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Martin High School will provide library resources for at-risk students to strengthen related objectives. Materials will include electronic books, high interest/on level books, audio books, and online journals and electronic newspaper. (School Climate) SW2</p>	1	Principal Administrative Leadership Team Librarian Teachers ELA teachers	Circulation statistics  Inventory reports				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Martin High School will maintain and replace inventory software and equipment for the library (School Climate) SW2</p>		Principal Administrative Leadership Team Librarian Teachers Director of Secondary Education Director of Library and Media Services	Approved Purchase orders  Inventory reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Martin High School will maintain a magazine, newspaper and book inventory that will support the instructional strategies in the classroom by implementing a silent sustained reading initiative.</p>		Principal Librarian Teachers Director of Secondary Education Director of Library and Media Services	Inventory Report				



<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Martin High will have a family read night twice a year to promote literacy/involvement with students/parents/community.</p>		<p>Administration Librarian</p>	<p>Sign in sheets</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 2: By the year 2017, Laredo Independent School District shall be recognized for a comprehensive student support system that fosters social and psychological development of all students. This system will promote a safe and secure, drug-free learning environment through innovative safety programs and by fostering mutual respect for all members of the school community.**

**Performance Objective 1:** Martin High School will meet or exceed the state standards A. Maintain or exceed an attendance rate of 95% B. Attain a dropout rate of no higher than 2% C. Increase the completion rate to 82% for all student groups D. Increase the graduation rate to 82% for all student groups

**Evaluation Data Source(s) 1:** TAPR and PEIMS reports will indicate results with an attendance rate equal to or greater than 95%, a dropout rate no higher than 2%, a completion rate of at least 82%, and a graduation rate of at least 82% for all student groups.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Climate of High Expectations Martin High School will revamp the student support system. Provide a four year plan for each student in the 9th thru 12th grade thus enabling the student to continue on the identified career pathway upon graduation.</p>		Principal Administrative Leadership Team Career Academies Dean Testing Coordinator Head Counselor Registrar Grade level counselors	3% improvement on all grades, benchmarks, and other assessments administered every nine weeks Student lists				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Martin High School will be increasing security and the effectiveness of disciplinary procedures by providing an updated camera system to ensure coverage of high traffic areas, a complete re-keying of the campus to a new master key to ensure safety and security. Update Raptor system with ID tags for visitors. A magnetic door system with a key pad at main entrance of campus. (School Climate) SW2</p>		Principal Administrative Leadership Team Campus Police Officers and Security Guards Faculty and Staff	5% reduction in disciplinary referrals				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) Martin High School will use data to instill accountability in students by communication of their Grade Point Average, state assessment results, and benchmark results. Counselors will meet with their cohort to review credits, assessments and endorsements. (Instructional Focus) SW1</p>		Principal Administrative Leadership Team Teachers Counselors Testing facilitator	Student data Portfolios DMAC reports				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Safe &amp; Orderly Environment  Martin High School will develop and implement a written administrative plan for the implementation of a school wide discipline plan and for monitoring of students before and after school, during lunch, and during passage between classes to prevent tardiness, truancy, and behavioral issues. In an effort to deter truancy problems a required hour by hour make up time must be completed by every student with absences (9) with specific make up dates on Saturday. (School Climate) SW7</p>		Principal Administrative Leadership Team Campus Police Officers and Security Guards Faculty and Staff	3% improvement on all grades, benchmarks, and other assessments administered every six weeks 5% reduction in disciplinary Staff, student, and parent surveys				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Vision/School Climate  Martin High School will develop and implement a plan for increased evidence of school pride and student/staff recognition/involvement. Provide relevant engaging activities students that can be shared with the community to promote increased positive visibility in the media. Such as back to school night parent night, new school wide, Tiger Legends, family read night, and new school logo.  Provide opportunities to increase school wide student and staff pride by holding orientation assemblies to recognize student school success such as Tiger night, Student orientation, financial aid night (School Climate) SW7</p>		Principal Administrative Leadership Team Counselors Teacher leaders Teachers	Calendar of Events Parent, student, teacher surveys Attendance logs				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Martin High School will continue to identify and place all students into CTE coherent course sequence or endorsement. Each career pathway will follow a sequential course order provided by Achieve Texas. (Instructional Focus) SW2</p>		Administrative Leadership Team CTE Dean Counselors	Master Schedule List of Students				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) Martin High School will provide incentives for student attendance and consequences for excessive absenteeism according to our student code of conduct handbook.(Instructional Leadership) (Instructional Focus) SW2, SW7</p>		Principal Administrative Leadership Team Teachers Teacher leaders Truant Officers PEIMS campus team	Absence Reports by Grade Level				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>8) Martin High School will have greater drop-out recovery efforts at the beginning of the school year prior to the September drop date including utilizing our truant officers to spend more time actively monitoring hallways. (Instructional Focus) SW2</p>		Principal Administrative Leadership Team Teachers Teacher leaders Truant Officers	Leaver data Completion rates  drop-out rates  Attendance rate failure reports				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>9) Attendance policies and procedures will be reviewed and properly implemented throughout the school year by both administration and teaching staff. (Instructional Focus) SW2</p>		Principal Administrative Leadership Team Instructional Specialist Teachers Teacher leaders Truant Officers	Leaver data  Completion rates drop-out rates  Attendance rate failure reports				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) Martin High School will have a staff from Communities in Schools to assist with the students who are at risk. This person will work closely with students, parents and campus personnel.</p>		Campus principal	graduation rate				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>11) Martin High will provide incentives for attendance and student achievement.</p>		Administration	Attendance rosters Tutorial sign in sheets				
<p>12) Martin High school will implement an evacuation plan for students with disabilities by providing evacuation assistance devices in all areas with two floors.</p>							
<p>13) Martin High School will ensure student safety and security and ensure proper health care by providing emergency medical backpacks for nurses, Otoscopes, Sure Temp Thermometers, Fingertip Oxymeter, Blood Pressure monitors, medical dictionary, nursing drug guide.</p>							
<p>14) Martin High School will ensure the safety and security by providing updated radios for administration, security, and Truant Officers.</p>							

Funding Sources: 199 - General Fund: SCE (PIC 30) - \$18000.00






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

**Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public. GOAL III: By the year 2017, Laredo Independent School District shall be recognized for its collaborative partnerships with parents, community institutions, business entities, and schools that combine to support student achievement. By May 2017, Martin High School will increase its collaborative partnerships with parents, community institutions and business entities by 15%**

**Performance Objective 1:** Through internal and external communications via newsletters, media coverage, Instructional Television, district website, and social media such as the LISD Facebook page. Plan and execute activities with community partners. GOAL III: By the year 2017, Laredo Independent School District shall be recognized for its collaborative partnerships with parents, community institutions, business entities, and schools that combine to support student achievement. By May 2017, Martin High School will increase its collaborative partnerships with parents, community institutions and business entities by 15%

**Evaluation Data Source(s) 1:** Media exposure generated through department.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Martin High School will offer information through monthly parent/student newsletter provided by the schools parent liaison.</p> <p>(Parental Community Involvement) SW1</p>		Principal Parent Liaison	Monthly Parent meeting sign in sheets				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 3:** The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public. GOAL III: By the year 2017, Laredo Independent School District shall be recognized for its collaborative partnerships with parents, community institutions, business entities, and schools that combine to support student achievement. By May 2017, Martin High School will increase its collaborative partnerships with parents, community institutions and business entities by 15%

**Performance Objective 2:** GOAL III: By the year 2017, Laredo Independent School District shall be recognized for its collaborative partnerships with parents, community institutions, business entities, and schools that combine to support student achievement. By May 2017, Martin High School will increase its collaborative partnerships with parents, community institutions and business entities by 15%.

**Evaluation Data Source(s) 2:** Partnerships with parents/community institutions/business entities will increase by 15% as measured by the number of parent volunteer applications, number of parents/Community members attending school functions, number of parent meetings/workshops, number of community/business presentations.






**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Martin High School will provide parents with a written notice about the school current accountability status.</p> <p>(Parental Community Involvement) SW1 (Teacher behaviors/High Expectations, Parental/Community Involvement) SW6</p>		Principal Administrative Leadership Team Testing Coordinator	Parent letters				
<p><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>2) Martin High School will use student data such as attendance, grade reporting, and discipline referrals for monitoring At-Risk student performance. Martin High School will employ an at-risk counselor to service at risk students as well as partner with Communities in Schools.</p> <p>(Parental Community Involvement) SW1</p>		Principal Administrative Leadership team Attendance staff campus CIS rep	Discipline referrals Attendance reports				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Martin High School will promote and encourage parents to volunteer in school related activities such as: Athletic booster clubs, Band booster clubs, Cheerleading/Tigerettes, parent volunteer program, Parent Teacher Organization. (School Climate, Parental/Community Involvement) SW6</p>		Principal Administrative Leadership Team Parent Liaison	Parent volunteer Applications				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Martin High School will create a Parent/Community Team and will provide opportunities for parent informational meetings:  Meet the Teacher Night  9th and 10th grade Parent Orientation night  AP/ESL Night  Progress Report/Report Card Night  Scholarship Night  Counselor monthly parent Nights  STAAR EOC/STAAR(End of Course) information Night  Annual Fall Parent Conference  Workshops  Guest Speakers  Health fairs  Classes for Parents and students  Job Fairs  College recruitment</p> <p>(Parental/Community Involvement)  SW6</p>		Principal Administrative Leadership team Teachers Counselors Parent Liaison	Calendar of Events  Agendas  Sign in Sheets				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Martin High School will provide opportunities for students and parents to visit with university/colleges representatives.(Parental/Community Involvement)  SW6</p>		Principal Administrative Leadership Team Counselors Gear Up Communities in Schools	Calendar of Events  Agendas				



<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Martin High School will promote participation of MHS alumni (representing various businesses) during Career Week and/or Spirit Week, Tiger Legends, Animo Week. (School Climate, Parental/Community Involvement) SW6</p>		Principal Administrative Leadership Team Counselors Communities In Schools	Calendar of Events  Sign in Sheets				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Martin High School will collaborate with Communities In Schools organization to provide parents and students information on their services through presentations, newsletters, and web page link, CIS will also provide Escrow college scholarships. (Parental/Community Involvement) SW6</p>		Principal Administrative Leadership Team Communities in Schools	Newsletters  Presentations  Sign in sheets  Agendas				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>8)  Martin High School will enrich daily lessons by inviting community/business members to present to students as appropriate during career day.   (Instructional Focus, Parental/Comm. Involvement) SW6</p>		Principal Administrative Leadership Team Counselors CTE Teachers	Calendar of Events				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>9) Martin High School will provide extended hours of operation for the Parent/Community activities such as adult ESL classes, Family reading night, Boys and Girls Club games, Karate Tournament, VMT Showcase, Band Concerts, Powerlifting Meets. (Parental Community Involvement) SW1</p>		Principal Administrative Leadership Team Parent Liaison Teachers Parent volunteers Students Community-in- Schools representative Student services staff	Parent Sign-ins				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) Martin High School will provide summer and spring orientation to help students transition from Middle to High School.(School Climate) SW7</p>		Principals Administrative leadership teams Counselors	Parent Sign-ins  Summer class rosters  Student surveys				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>11) Increase leadership effectiveness/ Improve school climate: martin High School will have an administrative team that provides guidance and support for the teachers and staff. The administrative team will facilitate the goals and objectives of the district at the campus level. Staff such as custodians, paraprofessionals and substitutes will be a vital part of the school climate. They will ensure that all systems are in place to provide a safe learning environment.</p>		District Administration, campus administration	yearly evaluations				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							






**Goal 4: The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.**

**Performance Objective 1:** Martin High School will implement the health and physical education curriculum in accordance with state requirements at 100% compliance

**Evaluation Data Source(s) 1:** Martin High School will attain 100% participation through Fitness gram Program and PE and Health staff will use data to continue planning engaging activities.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Martin High School will implement P.A.P.A. health curriculum through our PE/Health classes for students in grades 9-12  (Instructional Focus) SW1		Principal Administrative Leadership Team PE Coaches Health teachers	Participation logs  Results of Fitness-gram Assessment				
2) Martin High School Health Science Magnet Students will experience hands-on activities involving health curriculum so that the school can provide health screenings free of charge to all teachers (Instructional Focus) SW1		Principal Administrative Leadership Team PE Coaches	Beginning Of Year Results  Middle Of Year Results  End Of Year Results				
3) Martin High School will utilize breakfast stations across the campus to ensure over 90% participation in the child nutrition program.  (Measure/Assess) SW1		Principal Administrative Leadership Team Cafeteria personnel	Participation Logs				
4) Improve School Climate/Increase Family & Community Engagement: Martin High School will have a competitive athletic program that will foster sportsmanship, character building and pride in students. Coaches will follow UIL rules and practices to ensure compliance in all areas of the program. Students will participate in games that are open to the public.		District Athletic department, Campus Athletic Coordinator and Administration	Team Record, Athletic department evaluations				
Funding Sources: 199 - General Fund: Athletic (PIC 91) - \$542649.00, 181 - Athletic Fund - \$4000.00, 181 - Athletic Fund - \$66002.00, 181 - Athletic Fund - \$93468.00, 181 - Athletic Fund - \$130721.00, 181 - Athletic Fund - \$6867.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Martin High School will have UIL academics to foster competition in the field of academics including One Act Play, band and ROTC</p>	<p>administration, UIL coordinator</p>	<p>UIL competition results</p>				
<p>Funding Sources: 199 - General Fund: Operating Variable (PIC 99) - \$75000.00, 199 - General Fund: Basic Instruction (PIC 11) - \$10000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Martin High will foster health and wellness for students by creating and utilizing an ROTC obstacle course for RAIDERS COMPETION.</p>	<p>ROTC Instructor Principal</p>					
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) Martin High will encourage student participation and enhance school climate through the purchase of new extra curricular uniforms and equipment for marching band, flag core, and concert band, and dance studio.</p>	<p>Principal Club Sponsors</p>	<p>Participation Numbers</p>				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Martin High students, staff, and community will participate in the Health Science Magnet Extravaganza.</p>	<p>Health Science Magnet Director</p>	<p>Sign In Sheets</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Goal 5: The school district will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.**






**Performance Objective 1:** To maximize human and fiscal campus resources ensuring appropriate expenditures and fiscal accountability based identified campus priorities

**Evaluation Data Source(s) 1:** Expenditures Summary Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Master Schedule will be designed based on available FTE and District staffing formulas.</p> <p>(Instructional Leadership) SW10</p>		Principal Administrative Leadership Team Registrar	Completed Master Schedule				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Monitor and review the school budget to ensure proper allocation of funds. Special emphasis will be given to the allocation and expenditures of school improvement funds and Title one funds.</p> <p>(Instructional Leadership) SW10</p>		Principal Campus Education Improvement Committee Department Chairs	Budget meeting Agendas/Sign-ins				
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) Martin High School will analyze 2015-2016 and 2016-2017 budget based on current and historical trends for spending efficiency and make appropriate recommendations.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets				

<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>4) Martin High School will exercise critical and analytical reviews of all financial requests to confirm needs and ensure efficiency and effectiveness of expenditures.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>5) Martin High School will comply with the district procurement process that will minimize costs and/or maximize value for goods and services.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>6) Martin High School will exercise effective and efficient fiscal responsibility to ensure equity across all instructional programs.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>7) Martin High School SBDM budget committee will meet twice a year to ensure Local, State, Federal and Title 1 monies are being spent in accordance with the needs assessment.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team Title one leadership team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>8) Martin High School will follow para professional compensation guidelines and forward all overtime request to the Superintendent office.</p> <p>(Instructional Leadership) SW10</p>		Principal SBDM Budget committee Administrative Leadership Team	Campus CEIC Budget Committee minutes, agendas, and sign-in sheets Compensatory time approval forms				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) Martin High School will provide a conducive learning environment that meets the needs of all learners. Safety and working systems will be maintained such as water, sewage, telephone and electricity. Materials will provide to ensure that the school is maintained and cleaned. Canopies will allow students to be safely protected from the weather and provide a safe and nurturing environment. A new Rought Iron fence around the campus will ensure the safety, magnetic entry key pad doors at main entrances.</p>	district personnel, campus administration	Number of incident reports				
	<p>Funding Sources: 199 - General Fund: Operating Variable (PIC 99) - \$590521.00, 199 - General Fund: Operating Variable (PIC 99) - \$67239.00</p>					
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 6: The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.**

**Performance Objective 1:** Martin High School will recruit, retain, and support highly qualified personnel so that the school can meet and exceed state and federal student performance standards






**Evaluation Data Source(s) 1:** Martin High School will meet or exceed state testing standards.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Martin High School will continue implementing the TX-BESS Mentoring Program to ensure mentoring is provided to all new teachers. Martin High provides mentoring for student teachers. (Instructional Leadership) (Teacher behaviors) SW9,III,XI</p>		<p>Campus Mentor coordinator Teacher mentors Principal</p>	<p>Teacher observations  Teacher evaluations</p>				
<p>2) Martin High School will participate in district job fairs to help recruit highly qualified faculty and staff. Brochures will be utilized to support this effort.  (Instructional Leadership) (Teacher behaviors) SW8,SW9,XI</p>		<p>Administrative Leadership Team</p>	<p>Job Fair sign-up sheets</p>				
<p>3) Martin High School will provide staff development for faculty &amp; staff.  PD360 Advanced Placement Special Education Student motivation Student Centered learning Differentiated instruction Designated Teacher training computer lab. Prescriptive Training through Region 20 ESC Positive Behavior Intervention System (PBIS) STAAR End-of-Course SIOP Technology Integration</p>		<p>Principal Administrative Leadership Team Master teacher Instructional Specialists (2) Campus Technology Trainers</p>	<p>Employee Evaluations  Student assessment results  Employee self-Reflection &amp; feedback  Monthly PD360 usage reports</p>				



<p>4) Martin High School will spend no less than 10% of its Title I part A allocation on staff development to increase the level and quality of instruction and questioning strategies that impact language acquisition and academic success of all learners</p> <p>(Teacher behaviors/High Expectations) SW</p>		Principal Administrative Leadership Team Teacher leaders Teacher mentors Teachers	Campus budget expenditures				
<p>5) job-embedded Professional Development activities will target strategies (SIOP, RtI, etc.) to meet the needs of special populations (i.e. ELL, Special Ed. GT, etc.)</p> <p>Additionally, Martin will provide SIOP strategies to all teachers (to include elective teachers) to ensure the school meets the needs of recent immigrants and new arrivals. The school will have greater fidelity to RTI in the FILA classes</p> <p>(Instructional Leadership)  (Teacher behaviors) SW4</p>		Principal Professional Service Provider Principal Administrative Leadership Team Teacher leaders Teacher mentors Teachers Counselors	Attendance logs and evaluation documents				
<p>6) Professional Development activities will target data disaggregation and data-driven decision-making.</p> <p>(Teacher behaviors) SW4, SW5</p>		Principal Professional Service Provider Administrative Leadership Team Teacher leaders Teacher mentors Teachers	Attendance logs and evaluation documents				
<p>7) Professional development activities will include creative ways faculty, staff and administration can work collaboratively in professional learning communities. Administrative team members will attend and will be a part of the PLC work.</p> <p>(Teacher behaviors/Higher Expectations) SW4</p>		Principal Professional Service Provider Administrative Leadership Team Teacher leaders Teacher mentors Teachers	Attendance logs and evaluation documents				
<p>8) Martin High School will utilize the professional development services provided by Region One Education Service Center and Lead4ward. Heavy focus will be provided on the Quality Instructional Framework model. Additional training will ensure that teachers understand the rigor of English Language Performance standards, TEKS, and the new College Readiness standards. Teachers will develop a better understanding of how students are tested on the STAAR EOC and more importantly, on the new STAAR assessment.</p> <p>(Teacher behaviors/High Expectations) SW3</p>		Instructional Specialists (2) Teacher leaders Teacher mentors Teachers	Employee Evaluations				


<p>9) Martin High School will continue to enhance campus pride and improve school morale in order to retain faculty &amp; staff.</p> <p>(Instructional Leadership) (Teacher behaviors) (School Climate) (Parental/Community Involvement) SW5,SBDM</p>	<p>Administrative Leadership Team Master Teachers Faculty Club</p> <p>Principal</p>	<p>Employee Evaluations</p>				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>10) Martin High School will support faculty by ensuring proper and sufficient instructional classroom resources.</p> <p>(Instructional Leadership) (Instructional Focus) (Teacher behaviors) (Measure/Assess) SW10</p>	<p>Master teachers</p> <p>Administrative Leadership Team</p> <p>Principal</p>	<p>Assessment scores</p> <p>Teacher feedback</p> <p>Administrative walkthroughs</p>				
<p>Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$23269.00</p>						
<p>11) Martin High School will follow the T-TESS evaluation model for teachers and administrators will follow the T-PSS (Teacher behaviors/High Expectations) SW3</p>	<p>Principal Administrative Leadership Team Teacher leaders Counselors Parent Liaison Teachers</p>	<p>Teacher evaluation tool</p>				
<p>12) Martin High School will continue developing teacher leaders by creating opportunities for them to lead collaborative teams.</p> <p>(Instructional Focus) (Teacher behaviors) SW3</p>	<p>Principal Administrative Leadership Team Teacher leaders Counselors Parent Liaison Teachers</p>	<p>Teacher evaluation tool</p>				
<p>13) Martin High School will ensure that all teachers are highly qualified so that the students will be provided instruction that is rigorous and relevant.</p>	<p>District Personnel, Administration</p>	<p>Highly qualified report, State accountability rating</p>				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$6181949.00, 199 - General Fund: SCE (PIC 30) - \$1185726.00, 211 - ESEA Title I: Improving Basic Program - \$686957.00, 255 - ESEA II, A Training &amp; Recruiting - \$68815.00</p>						
<p>14) Martin High School will have Career and Technology programs that will ensure that students are career and college ready. These programs will be taught by district qualified teachers. These teachers will teach in accordance to the TEKS and career pathways set by TEA. Students will participate in competitions to show knowledge in their pathway.</p>	<p>District Human Resources Administration</p>	<p>Highly qualified report state accountability rating</p>				
<p>Funding Sources: 199 - General Fund: CTE (PIC 22) - \$1336065.00, 199 - General Fund: CTE (PIC 22) - \$1500.00, 199 - General Fund: CTE (PIC 22) - \$15500.00, 199 - General Fund: CTE (PIC 22) - \$16480.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 7: The school district will ensure that students and staff are provided with quality support services as well as secure, properly maintained, energy efficient facilities that are conducive to academic achievement.**

**Performance Objective 1:** Martin High School will ensure the completion of Capital Outlay initiatives included in the Capital Improvement plan. The plan includes 25 X 8 classroom student chairs for the new science building.

**Evaluation Data Source(s) 1:** Receipt of 25 X 8 student chairs by Sept. 1, 2017.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
1) Martin High School will work with division of operations to purchase 25 x 8 Classroom student chairs for the new science building.		Division of Operations Campus Principal					
							

**Goal 8: The Laredo Independent School District and Martin High School will create and sustain a plan of action that will put into operation Martin's Restructuring Plan with commitment during the 2016 - 2017 school year.**






**Performance Objective 1:** Laredo Independent School District will be deliberate in assigning responsibility to individuals for carrying out the strategies, interventions, timelines of the Campus Improvement Plan

**Evaluation Data Source(s) 1:** Martin High School will meet or exceed state testing standards.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	June	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) Professional Services Provider (PSP) will provide assistance and guidance as needed. The Campus Leadership Team will assist with all plan and TAIS requirements. (Instructional Focus) (Instructional leadership) SW2</p>		Principal Restructuring Committee Professional Services Provider Teacher leaders Master Teachers	Meeting agendas				
<p>The District will assist in the collection of data, presenting it in a meaningful, user-friendly format and making it readily available through appropriate statistical analysis to help impact student achievement. (Instructional Focus) (Instructional leadership) SW2</p>	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) The District will assist in the collection of data, presenting it in a meaningful, user-friendly format and making it readily available through appropriate statistical analysis to help impact student achievement. (Instructional Focus) (Instructional leadership) SW2</p>		Principal Restructuring Committee Professional Services Provider Teacher leaders Master Teachers	Meeting agendas				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>3) The District will assist in the identification of professional development opportunities for administration and faculty related to the learning needs of English Language Learners and Special Education populations. (Instructional Focus) (Instructional leadership) SW2</p>	<p>District Coordinator for School Improvement Director Secondary for Secondary Education Ex Dir. for C&amp;I Director for Staff Development</p>	<p>PD360 teacher report, Attendance sheets, Teacher Evaluations, Electronic Registration Online</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>4) The District will review the Master Schedule prior to its implementation and will have ongoing active involvement throughout the process. This involvement will include monitoring of: Teacher-student ratios, language of instruction, accommodations for special populations, heterogeneous and homogeneous groupings of students as appropriate, scheduled comprehensive benchmark assessments to monitor student progress, and the implementation of the curricular plan to meet the needs of the students. (Instructional Focus) (Instructional leadership) SW2</p>	<p>Director Secondary for Secondary Education Assistant Superintendent for C&amp;I Director for Staff Development Director of Sp. Ed. Director of Bilingual Ed. Director for Assessment and Evaluation District Coordinator for School Improvement</p>					
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>5) Monitor the existing LISD Language Proficiency Assessment Committee (LPAC) Entry and Exit Criteria in conjunction with the ARD committee. The process will ensure: Further review of qualitative and quantitative data in the decision making process. Involvement by the district school support team and the campus leadership is needed in the identification, planning, modification and utilization of the district's curriculum. Common planning periods will facilitate this effort. (Instructional Focus) (Instructional leadership) (Measure and Assessment) SW9</p>	<p>Director of Bilingual Ed. Director for Assessment and Evaluation LPAC Administrator</p>					

<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>6) The District will regularly schedule vertical team alignment meetings that will be included in the official district calendar. District administrators will participate in the regularly scheduled vertical alignment meetings. (Instructional leadership) SW2</p>	<p>District Coordinator for School Improvement Director Secondary for Secondary Education Assistant Superintendent for C&amp;I Director for Staff Development Director of Sp. Ed. Director of Bilingual Ed.</p>	<p>Meeting agendas Attendance sheets of Vertical Team meetings</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) The LISD/Martin High School will provide prompt notice to teachers and parents of the campus identification for Restructuring/Alternative Governance with adequate opportunity for them to comment before taking action. Parents and teachers will also be invited to participate in the development of the restructuring/alternative governance plan. The LISD will publish and disseminate to the public and parents via the internet, media, and public agencies all information regarding any Restructuring. The method for sharing information regarding the restructuring plan will be: Letters, Public meetings, Newsletters, District media, and parent/community meetings (Instructional leadership) SW8 SW2</p>	<p>District Coordinator for School Improvement Education Assistant Superintendent for C&amp;I Principal</p>	<p>End of Year performance results letters</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>8) The Laredo district will create an online registration system for counselors to ensure accurate registration requests and scheduling practices across all secondary schools. The school shall ensure credit checks are conducted in a timely manner and used efficiently. Counselor shall be familiar with course descriptions and career pathways. (Instructional leadership) and (Instructional Focus) SW2</p>	<p>Director of Secondary Education Executive Director of Student Services Chief Academic Officer</p>	<p>Master schedule and personal graduation plans are in order</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	31	Martin High will provide ELA tutorials on Saturdays using KEMAH strategies. Teachers will be trained on implementing KEMAH strategies in the classroom.
1	3	7	Martin High will purchase 15 classroom sets of the TI Nspire calculators to meet or exceed state standards in EOC testing and to meet new Algebra I TEKS standards.
1	3	8	Martin High will need document cameras. Document cameras are utilized during instructional time

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	READING/ELA/MATH Martin High School will know and understand the academic background and progress of all students by: Utilizing the Data Management for Assessment and Curriculum (DMAC). Parent Portal availability for parent
1	1	2	Teachers will maintain the student data binder. Students will chart their progress using an assessment portfolio which will be kept in their class notebook (ELA,Math) Provide online accounts to students to check grades for consistency and a USB drive to maintain electronic records and data of personal performance. Administrators will carefully review district, school, and classroom data to make informed decisions regarding scheduling and student placement. Administrators and teachers will use established record keeping systems to analyze data (collectively and longitudinally) to track student and campus academic indicators This is a structured activity for every content area course (math, ELA, Science, and Social Studies), placed in the school's calendar, expected of every student, and implemented by every teacher These activities will provide tracking, early warning and unified data analysis. (Needs Assessment) SW1
1	1	4	Martin High School will continue to provide operational flexibility with common department planning periods and weekly meetings with the departments to collaborate and discuss instructional timelines, LEAD Documents curriculum, skills checks/interventions, and enrichment activities. Common planning periods allow for curriculum alignment to improve student achievement in Reading/ELA, Mathematics, science, and Social Studies. An administrator is assigned and will meet with the departments on a weekly basis. (Highly Qualified Staff) SW3
1	1	6	Every Wednesday of the week, Curriculum Planning Collaborative meetings will be held. During this planning period it is expected that teachers will meet specifically to discuss curriculum and instruction issues. An assigned administrator (Asst. Principal in charge of curriculum) will lead the instructional focus of each departmental subgroup. (Instructional Focus) SW3
1	1	8	Due to additional staff, Martin High School implemented reverse class size reduction plan. High performing teachers were given EOC subjects while classroom reduction teachers were placed in non EOC subjects. (Reform Strategy) SW2
1	1	9	Credit Recovery and Prescriptive tutorials will occur by: extending the school day; assigning additional teachers; offering credit recovery throughout the day and Saturdays. Prescriptive tutorials will be based on DMAC results to targeted students. Martin will be increasing funds for this purpose. Additionally, Prescriptive training will be sought from Region 1/20 ESC and Lead4ward. (Reform Strategy) SW2
1	1	14	Martin High School will implement daily content based journal writing in all classes. Martin High School will implement and sustain a school wide writing initiative that focuses on expository and persuasive writing techniques. (Instructional Focus) SW3
1	1	15	Martin High School will hold academic team planning in all core subjects to review assessment data (skills checks and benchmarks), determine student expectations in need of reinforcement, and plan appropriate individual and/or group intervention activities; and spiral student expectations in need of reinforcement. (Measure/Assess) SW1



<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	16	Martin High School will conduct Master Teacher and Administrative Leadership planning meetings weekly. Specifically, these meetings will occur during second period with administrators and after school with Master teachers. Agendas and minutes will be maintained and filed by the principal. (Instructional Focus and Administrative leadership)
1	1	18	Martin High School will assign ELL students (recent arrivals and recent immigrants) into reading classes that will be utilizing Achieve 3000. (Instructional Focus)SW2
1	1	25	Improve Academic Performance: Martin High School will provide differentiated instruction that provide bilingual students with the interventions needed to be successful on state assessments. This includes four plans for recent immigrants and beginning and intermediate students. Administration, teacher leaders, and counselors will hand schedule ELL students' classes in EOC areas.
1	1	31	Martin High will provide ELA tutorials on Saturdays using KEMAH strategies. Teachers will be trained on implementing KEMAH strategies in the classroom.

# State Compensatory

## Budget for Raymond & Tirza Martin High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-001-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$603,292.00
199-11-6119-20-001-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$150,900.00
199-31-6119-00-001-7-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,084.00
199-12-6129-00-001-7-30-000	6129 Salaries or Wages for Support Personnel	\$44,662.00
199-32-6129-00-001-7-30-000	6129 Salaries or Wages for Support Personnel	\$83,425.00
199-11-6139-00-001-7-30-000	6139 Employee Allowances	\$1,440.00
199-32-6139-00-001-7-30-000	6139 Employee Allowances	\$10,188.00
199-11-6141-00-001-7-30-000	6141 Social Security/Medicare	\$8,769.00
199-12-6141-00-001-7-30-000	6141 Social Security/Medicare	\$648.00
199-31-6141-00-001-7-30-000	6141 Social Security/Medicare	\$857.00
199-32-6141-00-001-7-30-000	6141 Social Security/Medicare	\$1,358.00
199-11-6142-00-001-7-30-000	6142 Group Health and Life Insurance	\$45,309.00
199-12-6142-00-001-7-30-000	6142 Group Health and Life Insurance	\$8,113.00
199-31-6142-00-001-7-30-000	6142 Group Health and Life Insurance	\$4,061.00
199-32-6142-00-001-7-30-000	6142 Group Health and Life Insurance	\$16,244.00
199-11-6143-00-001-7-30-000	6143 Workers' Compensation	\$2,104.00
199-12-6143-00-001-7-30-000	6143 Workers' Compensation	\$155.00
199-31-6143-00-001-7-30-000	6143 Workers' Compensation	\$206.00
199-32-6143-00-001-7-30-000	6143 Workers' Compensation	\$709.00
199-11-6145-00-001-7-30-000	6145 Unemployment Compensation	\$230.00
199-12-6145-00-001-7-30-000	6145 Unemployment Compensation	\$17.00
199-31-6145-00-001-7-30-000	6145 Unemployment Compensation	\$22.00

199-32-6145-00-001-7-30-000	6145 Unemployment Compensation	\$36.00
199-12-6146-00-001-7-30-000	6146 Teacher Retirement/TRS Care	\$915.00
199-31-6146-00-001-7-30-000	6146 Teacher Retirement/TRS Care	\$1,211.00
199-32-6146-00-001-7-30-000	6146 Teacher Retirement/TRS Care	\$1,918.00
199-11-6146-00-001-7-30-000	6146 Teacher Retirement/TRS Care	\$26,861.00
<b>6100 Subtotal:</b>		<b>\$1,072,734.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-00-001-7-30-000	6399 General Supplies	\$90,136.00
<b>6300 Subtotal:</b>		<b>\$90,136.00</b>
<b>6400 Other Operating Costs</b>		
199-32-6499-99-001-7-30-CIS	6499 Miscellaneous Operating Costs	\$18,000.00
<b>6400 Subtotal:</b>		<b>\$18,000.00</b>

## Personnel for Raymond & Tirza Martin High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adame-Garcia, Ana	Math Teacher	State Comp	1
Aguilar, Oraliz	Lang. Arts Teacher	State Comp	0.5
Blaquez, Eliza	Attendance Officer	State Comp	1
Criel, Christina	Lang. Arts Teacher	State Comp	0.5
De La Cruz, Jose	Lang. Arts Teacher	State Comp	0.5
Delgado, Miriam	Math Teacher	State Comp	1
Evans, Stacy	Lang. Arts Teacher	State Comp	1
Garcia, Sunshine	Library Clerk	State Comp	1
Garza, Alma	Lang. Arts Teacher	State Comp	0.5
Garza, Sylvia	Lang. Arts Teacher	State Comp	1
Gonzalez, Alvin	Lang. Arts Teacher	State Comp	0.5
Gonzalez, Armando	Attendance Officer	State Comp	1
Lucio, Juan	Library Clerk	State Comp	1
Mercado, Felix	Homebound Teacher	State Comp	1
Molina, Cristobal	Math Teacher	State Comp	1
Montemayor, Margarita	Homebound Lara Teacher	State Comp	.13
Montes, Cristal	Lang. Arts Teacher	State Comp	1
Ortiz, Jose	At-Risk Counselor	State Comp	1
Padilla Vasquez, Nilsa	Attendance Officer	State Comp	1
Quiroz, Monica	Math Teacher	State Comp	1
Zapata, Ruben	Attendance Officer	State Comp	1
Zarazua, Josefina	Math Teacher	State Comp	1

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bedolla, Elsa	LVN	Title I	1
Cabello, Gregoria	Science Teacher	Title I	.5
Castro de Salinas, Maria	Health Assistant	Title I	1
Cavazos, Antonio	LCDC Counselor	Title I	1
Diaz, Ida	Math Teacher	Title I	1
Garcia, Gabriel	Math Teacher	Title I	.5
Hernandez, Adelaida	LCDC Counselor	Title I	.34
Hinojosa, Sara	Lang. Arts Teacher	Title I	1
Jaboson, Laura	Lang. Arts Teacher	Title I	.5
Martinez, Maritza	Lang. Arts Teacher	Title I	.5
Ramirez, Carlos	Parent Involvement Liaison	Title I	1
Roycroft, John	Plato Teacher	Title I	1
Segovia, Rene	Science Teacher	Title I	.5
Tellez, Juanita	Lang. Arts Teacher	Title I	.5
Valdez, David	Math Teacher	Title I	1
Valdez, Patricia	Math Teacher	Title I	.5
York, David	Technology Trainer	Title I	1

# Campus Funding Summary

<b>181 - Athletic Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	4	Payroll stipends		\$4,000.00
4	1	4	contracted services		\$66,002.00
4	1	4	materials and supplies		\$93,468.00
4	1	4	Other operational cost/travel		\$130,721.00
4	1	4	Capital outlay		\$6,867.00
<b>Sub-Total</b>					\$301,058.00
<b>199 - General Fund: Basic Instruction (PIC 11)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	26	graduation ceremony		\$10,000.00
1	2	2	Transportation		\$10,000.00
1	2	3	students travel		\$8,000.00
1	2	5	instructional materials and supplies		\$61,564.00
1	2	5	copier rental and services		\$21,831.00
1	2	5	Incentives		\$4,000.00
1	2	6	testing materials		\$18,000.00
4	1	5	general supplies ROTC		\$10,000.00
6	1	13	teacher payroll		\$6,181,949.00
8	1	1	Consulting services		\$1,000.00
<b>Sub-Total</b>					\$6,326,344.00
<b>199 - General Fund: Special Education (PIC 23)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	24	Teacher/staff payroll		\$1,319,783.00
1	1	24	Materials and supplies		\$162.00
<b>Sub-Total</b>					\$1,319,945.00

<b>199 - General Fund: Athletic (PIC 91)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	4	Payroll		\$542,649.00
<b>Sub-Total</b>					\$542,649.00
<b>199 - General Fund: Bilingual (PIC 25)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	25	teacher/staff payroll		\$200,928.00
1	2	2	teacher travel		\$15,000.00
1	4	1	Materials and supplies -Bilingual		\$85,119.00
1	4	1	Reading Materials		\$5,000.00
1	4	1	Testing Materials		\$5,000.00
1	4	1	General Supplies		\$5,000.00
<b>Sub-Total</b>					\$316,047.00
<b>199 - General Fund: CTE (PIC 22)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	14	teacher payroll		\$1,336,065.00
6	1	14	contracted services		\$1,500.00
6	1	14	material and supplies		\$15,500.00
6	1	14	other operational costs		\$16,480.00
<b>Sub-Total</b>					\$1,369,545.00
<b>199 - General Fund: GT (PIC 21)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	27	Materials and supplies for GT students		\$695.00
<b>Sub-Total</b>					\$695.00
<b>199 - General Fund: Operating Variable (PIC 99)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	11	personnel payroll		\$922,015.00
4	1	5	travel and dues for UIL events		\$75,000.00

5	1	9	contracted services		\$590,521.00
5	1	9	materials and supplies		\$67,239.00
<b>Sub-Total</b>					\$1,654,775.00
<b>199 - General Fund: SCE (PIC 30)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	23	General Supplies		\$90,136.00
2	1	10	Communities in Schools		\$18,000.00
6	1	13	teacher payroll		\$1,185,726.00
<b>Sub-Total</b>					\$1,293,862.00
<b>211 - ESEA Title I: Improving Basic Program</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	10	Supplies		\$23,269.00
6	1	13	teacher payroll		\$686,957.00
<b>Sub-Total</b>					\$710,226.00
<b>224 - IDEA - Part B: Formula Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	24	Teacher/staff payroll		\$258,360.00
<b>Sub-Total</b>					\$258,360.00
<b>255 - ESEA II, A Training &amp; Recruiting</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	13	teacher payroll		\$68,815.00
<b>Sub-Total</b>					\$68,815.00
<b>263 - LEP Bilingual Program Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	25	teacher/staff payroll		\$99,592.00
<b>Sub-Total</b>					\$99,592.00
<b>435 - SSA Regional Day School - Deaf</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>



1	1	24	Teacher/ staff payroll		\$1,962.00	
					<b>Sub-Total</b>	\$1,962.00
					<b>Grand Total</b>	\$14,263,875.00