

Strategy # 1	Professional Learning Communities (PLCs) will be created in all content areas, across all grade levels to ensure instructional planning and delivery with fidelity and time for teachers to analyze data and develop instructional strategies for all students, with a focus on subgroups.					
Annual Goal	2018 STAAR results will show at least a 14% reduction in failures compared to the prior year: Reading 54%, Math 58%, Writing 47%, Science 81%, and Social Studies 60%					
Problem	2017 STAAR results show a low percentage of students achieved the Approaches standard: Reading 47%, Math 51%, Writing 38%, Science 78%, and Social Studies 53%					
Activity/Objective	Resp	Progress Measuring – includes formative and summative assessments, results, and data results				
		Q1 Status: Aug, Sep	Q2 Status: Oct, Nov, Dec	Q3 Status: Jan, Feb, Mar	Q4 Status: Apr, May, Jun	
		Q1 Goal: 100% of teachers trained in PLC model and SEL	Q2 Goal: 100% of teachers are effectively utilizing PLC model and sheltered instruction/ELL strategies	Q3 Goal: 2017-18 MOY results show at least a 7% reduction in failures compared to the prior year	Q4 Goal: 2018 STAAR results will show at least a 14% reduction in failures compared to the prior year: Reading 54%, Math 58%, Writing 47%, Science 81%, and Social Studies 60%	
A	Curriculum During leadership meetings, professional development will be provided to administrators and instructional coaches on campus initiatives (ELL Strategies, differentiation, literacy and SEL)	Principal	<ul style="list-style-type: none"> % of leadership team trained (goal: 100%) 	% of leadership team trained (goal: 100%)	% of leadership team trained (goal: 100%)	% of leadership team trained (goal: 100%)
B	Professional Learning will be provided to Instructional Coaches and/or teachers on: <ul style="list-style-type: none"> Literacy Plan Common Assessments Differentiation (ELL and SpEd strategies) SIM PLC model SEL competencies on academic goal setting Student progress monitoring 	Principal	<ul style="list-style-type: none"> % of teachers are trained in Literacy Plan (goal: 100%) % of ICs are trained in common assessment tools (goal: 100%) % of teachers are trained in differentiation % of teachers are trained in SIM % of teachers are trained in PLC model % of teachers are trained in SEL competencies on academic goal setting (goal: 100%) % of teachers are trained in student progress monitoring (goal: 100%) 	<ul style="list-style-type: none"> % of teachers implementing the Literacy Plan (goal: 100%) % of teachers implementing common assessments (goal: 100%) % of teachers implementing differentiated lessons (goal: 100%) % of teachers implementing SIM (goal: 100%) % of teachers are implementing the PLC model (goal: 100%) % of teachers are implementing SEL competencies (goal: 100%) % of teachers are implementing student progress monitoring (goal: 100%) 	<ul style="list-style-type: none"> % of teachers implementing the Literacy Plan (goal: 100%) % of teachers implementing common assessments (goal: 100%) % of teachers implementing differentiated lessons (goal: 100%) % of teachers implementing SIM (goal: 100%) % of teachers are implementing the PLC model (goal: 100%) % of teachers are implementing SEL competencies (goal: 100%) % of teachers are implementing student progress monitoring (goal: 100%) 	<ul style="list-style-type: none"> % of teachers implementing the Literacy Plan (goal: 100%) % of teachers implementing common assessments (goal: 100%) % of teachers implementing differentiated lessons (goal: 100%) % of teachers implementing SIM (goal: 100%) % of teachers are implementing the PLC model (goal: 100%) % of teachers are implementing SEL competencies (goal: 100%) % of teachers are implementing student progress monitoring (goal: 100%)
C	During PLCs, administrators and instructional coaches work with teachers to: <ul style="list-style-type: none"> Analyze Data Deconstruct the SE's Identify and implement best instructional practices Create pacing calendars Create assessments 	Dean	During PLCs, administrators/ICs/teachers effectively: <ul style="list-style-type: none"> Analyze data Deconstruct SEs Identify and implement best instructional practices Create pacing calendars Review and create assessments 	During PLCs, administrators/ICs/teachers effectively: <ul style="list-style-type: none"> Analyze data Deconstruct SEs Identify and implement best instructional practices Create pacing calendars Review and create assessments 	During PLCs, administrators/ICs/teachers effectively: <ul style="list-style-type: none"> Analyze data Deconstruct SEs Identify and implement best instructional practices Create pacing calendars Review and create assessments 	During PLCs, administrators/ICs/teachers effectively: <ul style="list-style-type: none"> Analyze data Deconstruct SEs Identify and implement best instructional practices Create pacing calendars Review and create assessments
D	During PLCs, administrators and instructional coaches work with teachers to guide the shared lesson planning model through lesson presentations	Dean	<ul style="list-style-type: none"> % of Teachers are trained in the lesson presentation model (goal: 100%) 	% of lessons presented through the lesson presentation model (goal: 20%)	% of lessons presented through the lesson presentation model (goal: 20%)	% of lessons presented through the lesson presentation model (goal: 20%)

	to ensure that high-quality, engaging and differentiated Tier 1 lessons are delivered in class					
E	Administrators, IC and teachers analyze common assessment data and create Tier 2 interventions with a focus on ELL, SPED, and African American subgroups	Counselors	<ul style="list-style-type: none"> Common assessment data analysis Tier 2 interventions 	<ul style="list-style-type: none"> Common assessment data analysis Tier 2 interventions % of Tier 2 students show improvement (goal: 100%) 	<ul style="list-style-type: none"> Common assessment data analysis Tier 2 interventions % of Tier 2 students show improvement (goal: 100%) 	<ul style="list-style-type: none"> % of Tier 2 students show improvement (goal: 100%)
F	Administrators, IC and teacher administer universal screeners in Reading and Math for all students and analyze data for all students and create Tier 3 interventions with a focus on ELL, SPED, and African American subgroups	Dean	<ul style="list-style-type: none"> % of students administered a universal screener (goal: 100%) Universal screener data analysis Tier 3 interventions 	<ul style="list-style-type: none"> Universal screener data analysis Tier 3 interventions % of Tier 3 students show improvement (goal: 100%) 	<ul style="list-style-type: none"> Universal screener data analysis Tier 3 interventions % of Tier 3 students show improvement (goal: 100%) 	<ul style="list-style-type: none"> Universal screener data analysis Tier 3 interventions % of Tier 3 students show improvement (goal: 100%)
G	Instructional coaches and teachers will create targeted interventions lessons for use during supplemental instruction	Dean	<ul style="list-style-type: none"> Targeted intervention lessons 	<ul style="list-style-type: none"> Targeted intervention lessons 	<ul style="list-style-type: none"> Targeted intervention lessons 	<ul style="list-style-type: none"> Targeted intervention lessons
H	Instruction Administrators and instructional coaches incorporate "look-fors" into walkthrough form and conduct walkthroughs	Dean	<ul style="list-style-type: none"> List of look-fors % of teachers evaluated (goal: 100%) 	<ul style="list-style-type: none"> % of teachers effectively implementing look-fors (goal: 100%) 	<ul style="list-style-type: none"> % of students are actively engaged during delivery of lessons (goal: 100%) 	<ul style="list-style-type: none"> % of students are actively engaged during delivery of lessons (goal: 100%)
I	Administrators develop a tool for student academic goal setting and progress monitoring	Dean	<ul style="list-style-type: none"> Tool for student academic goal setting and progress monitoring 	<ul style="list-style-type: none"> % of students in each class utilizing the progress monitoring tool (goal: 100%) 	<ul style="list-style-type: none"> % of students in each class utilizing the progress monitoring tool (goal: 100%) 	<ul style="list-style-type: none"> % of students in each class utilizing the progress monitoring tool (goal: 100%)
J	Students set goals and monitor their progress after each assessment	ICs	<ul style="list-style-type: none"> % of students academic goal setting and progress monitoring (goal: 100%) Baseline common assessment results for use in Q2 goal 	<ul style="list-style-type: none"> % of students academic goal setting and progress monitoring (goal: 100%) 	<ul style="list-style-type: none"> % of students show improvement based on common assessment results (goal: 100%) 	<ul style="list-style-type: none"> % of students show improvement based on common assessment results (goal: 100%)
K	Teachers hold a conference with each student every six weeks to reflect on goal setting/progress monitoring and review grades	Dean	<ul style="list-style-type: none"> % of teachers holding student conferences every six weeks (goal: 100%) 	<ul style="list-style-type: none"> % of teachers holding student conferences every six weeks (goal: 100%) 	<ul style="list-style-type: none"> % of teachers holding student conferences every six weeks (goal: 100%) 	<ul style="list-style-type: none"> % of teachers holding student conferences every six weeks (goal: 100%)
L	Leadership Development At least once every 6 weeks, the Executive director of MS, Cross-Functional Team, and Academic Leadership Team meet to monitor campus progress and identify additional support needed from all members of the district. Meeting includes reviewing attendance, grades, assessments, and discipline, and parent attendance at meetings.	Principal	<ul style="list-style-type: none"> List of additional supports needed % of additional supports received (goal: 100%) 	<ul style="list-style-type: none"> List of additional supports needed % of additional supports received (goal: 100%) 	<ul style="list-style-type: none"> List of additional supports needed % of additional supports received (goal: 100%) 	<ul style="list-style-type: none"> List of additional supports needed % of additional supports received (goal: 100%)
M	Administrators and instructional coaches identify teachers who are struggling with lesson delivery, provide differentiated support and coaching, and model best instructional practices	ICs	<ul style="list-style-type: none"> % of struggling teachers supported (goal: 100%) 	<ul style="list-style-type: none"> % of struggling teachers show improvement (goal: 100%) 	<ul style="list-style-type: none"> % of struggling teachers show improvement (goal: 100%) 	<ul style="list-style-type: none"> % of struggling teachers show improvement (goal: 100%)
N	Instructional coaches and/or content lead in each core area are dedicated to the campus and receive instructional coach training	DCSI	<ul style="list-style-type: none"> # of dedicated instructional coaches/content lead (goal: 4) 	<ul style="list-style-type: none"> # of dedicated instructional coaches/content lead (goal: 4) 	<ul style="list-style-type: none"> # of dedicated instructional coaches/content lead (goal: 4) 	<ul style="list-style-type: none"> # of dedicated instructional coaches/content lead (goal: 4) % of teachers showing growth (goal: 100%)

			<ul style="list-style-type: none"> • % of instructional coaches trained (goal: 100%) • List of partnerships 	<ul style="list-style-type: none"> • % of instructional coaches implementing new skills (goal: 100%) • Examples of hands-on experiences/real-world applications 	<ul style="list-style-type: none"> • % of instructional coaches effectively implementing new skills (goal: 100%) • Examples of hands-on experiences/real-world applications 	<ul style="list-style-type: none"> • Examples of hands-on experiences/real-world applications
O	STEM Academy Coordinator and staff develop partnerships with community stakeholders to facilitate hands-on experiences and real-world applications for Innovation Academy students	STEM Coord.				

D	Quarter goal status	Choose an item.	Choose an item.	Choose an item.	Choose an item.
CS	Next steps				
I	End of year evaluation				

Strategy # 2	We will design, implement, and monitor a campus-wide program that focuses on supporting positive classroom environments and integrate SEL into the curriculum.				
Annual Goal	On the 2018 TELL survey, agreement with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" will meet or exceed 80%				
Problem	On the 2017 TELL survey, agreement with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" dropped from 84% in 2016 to 66% in 2017				
Activity/Objective	Resp	Progress Measuring – includes formative and summative assessments, results, and data results			
		Q1 Status: Aug, Sep	Q2 Status: Oct, Nov, Dec	Q3 Status: Jan, Feb, Mar	Q4 Status: Apr, May, Jun
		Q1 Goal: 100% of campus SEL competencies are addressed in unit organizers and frames	Q2 Goal: 100% of teachers effectively implementing SEL competencies	Q3 Goal: 100% of students are actively engaged during six-weeks assemblies and SEL lessons	Q4 Goal: On the 2018 TELL survey, agreement with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" will meet or exceed 80%
A	<u>Curriculum</u> Professional learning will be provided to administrators on SEL competencies.	Dean	<ul style="list-style-type: none"> • % of administrators trained in SEL competencies (goal: 100%) 	<ul style="list-style-type: none"> • % of administrators trained in SEL competencies (goal: 100%) 	<ul style="list-style-type: none"> • % of administrators trained in SEL competencies (goal: 100%)
B	Create unit organizers and frames that address SEL competencies	Principal	<ul style="list-style-type: none"> • Develop unit organizers and frames that address SEL competencies 	<ul style="list-style-type: none"> • % of teachers use organizers/frames (goal: 100%) 	<ul style="list-style-type: none"> • % of teachers effectively use organizers/frames (goal: 100%) • % of teachers effectively use organizers/frames (goal: 100%)
C	Professional learning will be provided to teachers on student SEL competencies including goal setting and progress monitoring for attendance and discipline	Dean	<ul style="list-style-type: none"> • % of teachers trained on SEL competencies including goal setting and progress (goal: 100%) • monitoring for attendance and discipline (goal: 100%) 	<ul style="list-style-type: none"> • % of students goal set/monitor attendance and discipline (goal: 100%) 	<ul style="list-style-type: none"> • % of students show improvement in attendance and/or discipline (goal: 100%) • % of students show improvement in attendance and/or discipline (goal: 100%)
D	During grade level team PLCs, administrators and teachers discuss use of SEL competencies to support students	AP	<ul style="list-style-type: none"> • During PLCs, administrators/ICs/teachers discuss SEL competencies to support students 	<ul style="list-style-type: none"> • During PLCs, administrators/ICs/teachers discuss SEL competencies to support students 	<ul style="list-style-type: none"> • During PLCs, administrators/ICs/teachers discuss SEL competencies to support students
E	SEL competencies will be incorporated into walkthrough form and monitored	Dean	<ul style="list-style-type: none"> • Incorporate SEL competencies into walkthrough form • % of teachers observed for SEL competencies implementation (goal: 100%) 	<ul style="list-style-type: none"> • % of teachers effectively implementing SEL competencies (goal: 100%) 	<ul style="list-style-type: none"> • % of students actively engaged (goal: 100%) • % of students actively engaged (goal: 100%)
F	Administrators and instructional coaches identify and support teachers who are struggling with implementation of SEL competencies	Dean	<ul style="list-style-type: none"> • % of struggling teachers are supported (goal: 100%) 	<ul style="list-style-type: none"> • % of struggling teachers show improvement (goal: 100%) 	<ul style="list-style-type: none"> • % of struggling teachers show improvement (goal: 100%)

G	Administrators, IC's, and teachers will analyze data that addresses the SEL competencies		Data to be analyzed: <ul style="list-style-type: none"> Discipline Attendance Grades 	Data to be analyzed: <ul style="list-style-type: none"> Discipline Attendance Grades 	Data to be analyzed: <ul style="list-style-type: none"> Discipline Attendance Grades 	Data to be analyzed: <ul style="list-style-type: none"> Discipline Attendance Grades
H	Administrators and counselors identify chronically absent students, provide tiered support, and document support and progress monitoring in eCST	AP	Create list of students identified in need of attendance support	% of students who show improvement after 3 months of attendance support (goal: 100%)	% of students who show improvement after 3 months of attendance support (goal: 100%)	% of students who show improvement after 3 months of attendance support (goal: 100%)
I	Administrators and counselors identify students with excessive referrals, provide tiered support, and document support and progress monitoring in eCST	AP	<ul style="list-style-type: none"> Create list of students identified in need of behavior support 	<ul style="list-style-type: none"> % of students who show improvement after 3 months of behavior support (goal: 100%) 	<ul style="list-style-type: none"> % of students who show improvement after 3 months of behavior support (goal: 100%) 	<ul style="list-style-type: none"> % of students who show improvement after 3 months of behavior support (goal: 100%)
J	Administrators and counselors identify students failing more than two classes, provide tiered support, and document support and progress monitoring in eCST	AP	<ul style="list-style-type: none"> Create list of students identified in need of academic support 	<ul style="list-style-type: none"> % of students who show improvement after being provided academic support (goal: 100%) 	<ul style="list-style-type: none"> % of students who show improvement after being provided academic support (goal: 100%) 	<ul style="list-style-type: none"> % of students who show improvement after being provided academic support (goal: 100%)
K	Every six weeks, counselors organize district SEL curriculum and deliver lessons during assemblies	Counselors	<ul style="list-style-type: none"> % of six weeks assemblies include SEL lessons (goal: 100%) 	<ul style="list-style-type: none"> % of six weeks assemblies SEL lessons are effectively delivered (goal: 100%) 	<ul style="list-style-type: none"> % of students are actively engaged during six weeks assemblies SEL lesson (goal: 100%) 	<ul style="list-style-type: none"> % of students are actively engaged during six weeks assemblies SEL lesson (goal: 100%)
L	Every six weeks students will be recognized for academic performance, attendance and attitude.		<ul style="list-style-type: none"> Grade level award assembly Field Day (Triple AAA Club) 	<ul style="list-style-type: none"> Grade level award assembly Field Day (Triple AAA Club) 	<ul style="list-style-type: none"> Grade level award assembly Field Day (Triple AAA Club) 	<ul style="list-style-type: none"> Grade level award assembly Field Day (Triple AAA Club)
M	Administrators survey teachers to obtain a baseline on whether teachers agree that "The school leadership makes a sustained effort to address teacher concerns about managing student conduct"	Principal	<ul style="list-style-type: none"> % of teachers agree with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" (baseline) 	<ul style="list-style-type: none"> % of teachers agree with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" (goal: 5% pts higher than 1st quarter) 	<ul style="list-style-type: none"> % of teachers agree with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" (goal: 10% pts higher than 1st quarter) 	<ul style="list-style-type: none"> On the 2018 TELL survey, agreement with "The school leadership makes a sustained effort to address teacher concerns about managing student conduct" will meet or exceed 80%
N	Staff use public forums such as CAC meetings, community/parent meetings, faculty and staff meetings, principal coffees, neighborhood walks, and social media to share progress and obtain feedback on implementation of this plan	Principal	<ul style="list-style-type: none"> List of events 		<ul style="list-style-type: none"> List of events 	
O	During community walk, faculty and staff welcome students to Martin MS and share information about the campus	Principal	<ul style="list-style-type: none"> Date of walk 		<ul style="list-style-type: none"> Date of walk 	
D	Quarter goal status		Choose an item.	Choose an item.	Choose an item.	Choose an item.
CS	Next steps					
I	End of year evaluation					