

<p><u>Call to Action</u></p> <p>Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.</p>	<p>DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN 2015-2016</p> 	
<p><i>DISTRICT MISSION & VISION</i></p> <p>The mission of Southwest Independent School District Southwest Independent School District will identify and develop the potential of all individuals.</p> <p>The vision of Southwest Independent School District Southwest Independent School District will be the leader in educational innovation.</p> <p>Last Revised: 10/21/2016</p>	<p>STRATEGIC PLAN GOALS</p> <p>GOAL 1: SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/ career readiness for all students.</p> <p>GOAL 2: SWISD will foster an environment in which social and emotional support is a priority for all.</p> <p>GOAL 3: SWISD will constantly utilize timely multifaceted communication that reaches all member of our SWISD community.</p> <p>GOAL 4: SWISD will create a safe, nurturing and engaging environment where all students succeed.</p> <p>GOAL 5: SWISD will capitalize on the strengths, resources, and abilities of our diverse community to become successful, global citizens.</p> <p>GOAL 6: We will provide professional development for instructional methodology that is relevant to needs of students, teacher and administrators in a timely manner.</p>	<p>TITLE I SCHOOLWIDE COMPONENTS (CODE BY #)</p> <ol style="list-style-type: none"> 1. Comprehensive needs assessment 2. School wide reform strategies 3. Instruction by highly qualified teachers 4. High-quality and ongoing professional development 5. Strategies to attract high-quality teachers 6. Strategies to increase parental involvement 7. Transition plans from early childhood programs 8. Teachers involved in decision making of academic assessments 9. Effective and timely assistance for struggling students 10. Coordinated assistance of Federal, State, and local services and programs.

2016-2017 CAMPUS IMPROVEMENT TEAM

Principal	Brian Pennartz
Assistant Principal	Amy Garza
Counselor	Michael Suzich
Parent Representative	Laura Asai
ELL Representative	Maria Rodriguez
SPED Representative	Alex Balido
Paraprofessional Representative	Theresa Sales
DIT Elected Representative	Allison Vidales
Science Teacher Leader	Jessica Torres
Social Studies Teacher Leader	Theresa Entzi
Math Teacher Leader	Sarah Morales
ELAR Teacher Leader	Maria Bitela
Kindergarten Grade Lead	Ana Villareal
First Grade Lead	Donna Liles
Second Grade Lead	Theresa Entzi
Third Grade Lead	Sarah Morales
Fourth Grade Lead	Cindy Cuellar
Fifth Grade Lead	Maria Bitela
Electives Lead	Amy Adams
Community Representative	

Campus Mission Statement

Bob Hope Elementary empowers our students to discover their strengths through a culture of service and leadership. Together with our parents and community, we set high expectations academically, socially and emotionally and believe that all children can and will learn.

Campus Vision Statement

All decisions will be consistent with our mission and goals, will be data based, will be anchored in sound theory and practice, and will be focused on what is best for the short and long term interests of all students.

Campus Slogan

Relentlessly Dissatisfied with the Status Quo

BOB HOPE PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will be 100% on test days with 98% overall for the year.
2.	Increase Phase-in Satisfactory Standard from 74% to 80% in Reading.
3.	Increase Phase-in Satisfactory Standard from 78% to 83% in Math.
4.	Increase Phase-in Satisfactory Standard from 61% to 80% in Writing.
5.	Increase Phase-in Satisfactory Standard from 83% to 88% in Science.
6.	Implement Leader in Me program in 100% of classrooms on campus.
7.	Meet 100% of the System Safeguards.
8.	Retain all six TEA distinction designations earned by the campus last year.

SPG	TARGET AREA <i>(Specific objectives based on campus and students' needs)</i>	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	STUDENT-CENTERED STRATEGIES	RESPONSIBLE PERSON(S)	COST/RESOURCES	TIME LINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE / SUMMATIVE	TITLE I SCHOOLWIDE COMPONENTS (CODE BY #)
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1,2,4	Accelerated Instruction/RTI (Math) 1	Provide additional class time for students identified as at-risk in Math with targeted instruction to assist students in the level of progress to meet the STAAR level indices.	RTI, MS, AFL	Classroom Teachers, Math Teacher	Math Teacher Mentoring Minds Math Think Through Math Lead4ward Title I SCE	Aug 2015 May 2016	Lesson plans; RTI documentation; SSI folders; AWARE data; STAAR history	Students identified as at-risk in Math will be provided with additional class time support in math in order to increase the number of students passing state and local assessments and added value.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 9, 10
1,2,4	Accelerated Instruction/RTI (Reading) 2	Provide additional class time for students identified as at-risk in Reading with targeted instruction.	RTI, RS, AFL	Classroom Teachers, Reading Teacher, Reading Interventionist	Reading Teacher Mentoring Minds Reading Lead4ward Title I SCE	Aug 2015 May 2016	Lesson plans; RTI documentation; SSI folders; AWARE data; STAAR history	Students identified as at-risk in Reading will be provided with additional class time support in Reading in order to increase the number of students passing state and local assessments and added value.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 9
1,2,4	Accelerated Instructional/RTI Process 3	Develop an RTI meeting calendar and process using the district operating procedures and eSped to help teachers identify the areas that students are weak in and give suggestions on interventions.	RTI, RS, DI, GCF, AFL	All Staff, RTI Committee, Reading and Math Specialists/Teacher Leaders	District Operating Guidelines Title I SCE	Aug 2015 May 2016	RTI meeting documentation Walkthroughs	A decrease in Special Ed referrals and an increase in student achievement as documented in the variety of school	Data from Report Cards, Benchmarks, Common Assessments TPRI/Tejas, & STAAR	2, 8
1,2,3,4,6	At Risk Students 1	Targeted instruction and interventions for At Risk Students including those in Special Education and English Language Learners.		Campus Leadership Content teachers.	Sentence strips, index cards, Aware, Tango Teacher Collaboration Day SCE	Aug 2015 May 2016	Common assessments and benchmarks	Data gathered in Aware from assessments	STAAR scores	2,9

2, 4	At-Risk Students	Continue to use intervention programs using Response to Intervention (RTI) process. Provide teachers with professional development and coaching support to instruct programs with fidelity and successfully. In addition to provide challenging curriculum for targeted students.		Administration, Teacher Lead, Teacher, RTI coach, Instructional Coach	SCE, Title I	9/1/16 – 8/31/17	Sign-in Sheets; agendas, lesson plans Student RtI Forms and meeting notes	Reduce the percentage of number of students failing core content by 50%	Decrease in number of Tier 3 students with continuous progress monitoring	1,4,8,9,10
2,4	At Risk Students	Provide full day Pre-K in, both, Monolingual and Bilingual.		2Pre-K teachers and 2 Pre-K aides		Aug2016-May2017		Students will be better prepared for K-5 classes.	Increase in Reading ability by 1 st grade.	2,7
1,2,3	Attendance Plan 1	Develop a school wide plan to monitor attendance continuously <ul style="list-style-type: none"> • Call out daily attendance on intercom • Place attendance daily on marquee • Incentives by nine weeks to grade levels with highest attendance • Teachers will make individual phone calls • Home visits • Send warning letters to students • Use incentives to motivate students (Semester field trips, etc.) 	IA	Teachers Administration Attendance Clerk Attendance Committee	Title 1 SCE	Aug 2016 May 2017	Attendance Reports	Increase attendance rate to 98% Incentives (popcorn) for 100% attendance every nine weeks.	Attendance Reports	2, 6, 9
1,5	Career & Technology 1	Provide opportunities for students to learn about Career & Technology opportunities available.	PGP, CCR	STEM Teacher	STEM Lab Title 1 SCE	Aug 2016 May 2017	District Career Fair participation sheets; student interest inventories; student choice slips; lesson plans, use of I-Pads, computer presentations. Go Center Career awareness lessons with Gentx.	100% of all students will become aware of careers available out in the workforce.	Career Cruising ; Interest Inventory	2, 7
1,2,5	College and Career Readiness 1	Identify students who meet commended status, follow through with projects to enhance learning. Follow through with interest inventories and visits to colleges and universities.	CCR	STEM Teacher	STEM Lab Title 1 SCE	Aug 2016 May 2017	Student schedules and course selection sheets.	Increase the enrollment of BHE students in GT by 5% annually.	Feedback from students and staff survey Career fair	2,7, 8

1,2	Coordinated School Health, Physical Education 1	Demonstrate the components of coordinated health through physical education program, health classes, parent health services/training, provide emotional services/support and promote staff health.	HW	Nurse; Administrator; PE Teacher; Food Nutrition and Campus SHAC representative	Local	Aug 2016 May 2017	End of the year Fitness Gram results Participation in staff health information, training, or events	100% of all students will complete all components of the coordinated health program.	Feedback from students and staff survey	2
1,2	Critical Transition Years 1	Pre kinder- Students will make activities that enhance learning and understand the expectations of kindergarten. They will use technology, paper puppets, sticks, etc.	TI Relationships	Teachers Counselors	Visit kindergarten classrooms. Elaborate Activities.	Aug 2016 May 2017		Visit to kinder classrooms.	Feedback from students and parents.	2
1,2	Critical Transition Years 2	5 th grade -Students will visit middle school and counselors will guide them through the selection of electives.		Teachers and Counselors	Visit to middle school/develop schedules		Student survey	Awareness of middle school to allow smooth transition.	Feedback from students and parents.	7
1	Data Analysis 1	Implement a process to obtain data to develop progress monitoring at all grade levels	CLP	All Staff	Instructional Coach		Lesson Plans,	At Risk Students	District/camp	2, 8, 9
2,3	Discipline Management 1	Develop and monitor implementation of a school wide discipline management system that will set behavioral expectations for students and reward them for good behavior.	MCP	Administration teachers counselor	Supplies Training Incentives Title I SCE	Aug 2016 May 2017	A 5 % decrease in overall office referrals for the campus, and increased time on task for our students.	All staff will comply with the Campus Discipline Plan .and implement Leader in Me Strategies	Conduct Report in TXEIS at EOY Walk throughs	2, 9
1,6	English Language Learners 1	Increase the performance of LEP identified students on state and local testing (STARR/TELPAS) by using strategies (ESL/SIOPP), and supporting staff with professional development. Providing all staff with resources and supplies.	HQ	All teachers Bilingual teachers Bilingual clerk and Administration	General Supplies, Substitutes & misc. Title I SCE	Aug 2016 May 2017	STAAR, Tejas Lee, TPRI, Lesson Plans, walkthrough, benchmarks, common assessments, RTI, LPAC, progress monitoring, report cards, progress reports, Istation Reports,	Increase the number of students who make progress in proficiency language descriptors on all 4 language domains of TELPAS; and increase the number of students who meet STAAR and TELPAS exit criteria to exit.	District/campus benchmarks and common assessments, state/local/ national accountability assessments, grades	2, 4, 9

1	English Language Learners 2	Support language acquisition for ELL students by monitoring closely all state and local data reports and providing targeted instruction.	CT, AV, DI, PBL, PCC	Bilingual teachers All teachers servicing LEP students Administration	ESL Teacher All teachers servicing LEP students Title I SCE	Aug 2016 May 2017	Documentation in lesson plans, walkthroughs, training certificates analysis, RTI, and LPAC progress monitoring	100% of LEP students who need language acquisition assistance will be placed in an ESL class will be allotted English development time. Each year 10% of LEP students in special language programs classes will be exited from the Bilingual, Dual Language, ESL Program and/or LEP status based on district standards	District/campus benchmarks and common assessments, state accountability assessments, grades	8, 9
1,2	Fine Arts 1	A Fine Arts program will be implemented with teacher teaching Music and Drama to students.	IA	Fine Arts Teacher	Resources/ Curriculum	Aug 2016 May 2017	Student participation Parent survey	Increase the love for Art.	Feedback from students and staff survey; student	2
1,2	Gifted/Talented 1	GT students will be identified and given opportunities to work on projects to help them increase grades and to work to their potential.	CCR	Administration, Teachers, GT liaison	GT Funds	Aug 2016 May 2017	GT identified list; nomination forms	Increase the number of GT identified students. (goal 2 per	PEIMS BOY, MOY, EOY Report;	2,10
1,2,6	Gifted/Talented 2	Increase the number of teachers GT trained locally and Region 20.	HQ	Administration	Substitutes 1200.00 Title I SCE	Aug 2016 May 2017	Training certificates.	Increase the number of teachers trained in GT.	Certificates	3,4
2,3,4,5	Guidance 1	Integrate Leader in Me classes and provide incentives to promote good character amongst students.	RTI, RS, DI, GCF, AFL	Counselors Social Worker	Curriculum/Resources/Supplies /Incentives	Aug 2016 May 2017	Lesson plans, Success of activities planned to promote good character. Anti-bullying lessons.	An increase in students' character and compassion for others.	Teacher surveys, guidance surveys	2, 9
2,3,4,5	Guidance 2	Counselors will spend state recommended amount of time on guidance related activities. Guidance Curriculum – 20% Responsive Services – 45% Individual Planning -15% System Support – 20%	GSF	Counselors Social Worker Administrators	Local	Aug 2016 May 2017	Daily schedules	Counselors will meet the state requirement for guidance related assistance/instruction at 100%.	Meet the state guidelines for activities.	2

2,3,4,5	Guidance 3	Provide information, activities and incentives to promote Career and College Readiness.	PGP, CCR	Counselors/Social Worker Go Center Aide	Local	Aug 2016 May 2017	College Day (Wearing a college t-shirt) Career Day, Announce. University information I each hallway.	Staff and student participation. Students will wear their college bound t-shirts.	Feedback from students and staff survey	2, 7
2,3,4,5	Guidance 4	Support the needs of homeless students. <ul style="list-style-type: none"> • Talk to parents and discuss needs, give them phone numbers of agencies if necessary. • Give students social and academic support through counselor • Counselor will train staff to identify needs of the students 	IA	Counselor and social worker	None	Aug 2016 May 2017	McKinney Vento forms RTI process followed	New students will be interviewed by counselor before going into classroom. Welcome them in the school, as well as parents.	Feedback from students and staff survey	9, 10
2,4	Health Services 1	BHE will support a healthy lifestyle by providing families with information to comply with Texas immunization laws, to implement health related guidelines/procedures, and assist with the monitoring of safe school environment. Nurse will represent BHE at SHAC meetings.	HW	School Nurse, Administration Counselor Social Worker	Local	Daily	Daily log; daily schedule; campus calendar; campus announcements ; parental letters, immunization records	100% of all students will have proper immunizations by Oct. 2013.	Feedback from students and staff survey	2
1,5	Highly Qualified Teachers 1	Recruit and hire highly qualified teachers. Participate with Higher Education by utilizing student teachers from local universities. Coordinating with A&M SA.	HQ	Principal Administrators Teacher Leaders	None	Annually	Teaching certificates; teacher schedules; HQ teacher status Continuous growth through staff development.	100% instructional staff will be highly qualified. Maintain a positive environment and high morale.	Feedback from students and staff survey Walkthroughs and monitoring by principal and vice-principal.	5, 10
1,6	Highly Qualified Teachers 2	Retain highly qualified trained teachers at the campus. Continuous training for growth for teachers.	CLP	Administration SWISD HR Staff	None	Annually	HQ status form	Increase retention rate of HQ teachers by 1%. Implement programs to increase the Love of Teaching	Feedback from students and staff survey Feedback from students and staff survey	5
1,4,5,6	Leadership Development (staff) 1	Teachers will be provided an opportunity to join and lead committees, meetings and activities throughout the year to develop their leadership skills.	CLP, PCC	Administrators Teacher Leaders Tech Facilitator Committee Chairs	None	Monthly meetings	Sign-in sheets; agendas; hand-outs and meeting minutes	100% of the staff will serve on at least 2 committees and given the opportunity to lead meetings or activities.	Feedback from students and staff survey	2, 5

1,2,4	Leadership Development (students) 2	Teachers will recruit students to participate in competitions/organizations throughout the school year. <ul style="list-style-type: none"> • AAA • PTA Reflections • Science Fair • Spelling Bee • Robotics • Cheerleaders • School Patrols • Choir • Dance Club 	CLP, CT, CCR, GCF	Committee Chairs, Teacher Leaders, Robotic Teacher Parent Volunteers	Supplies for Awards/Certificates, AAA Resources, Transportation, Subs, Snacks for students. Assign funds for drama sponsor. Title I SCE	Aug 2016 May 2017	Sign in sheets Flyers	Increase the number of students participating in a leadership position by 20%.	Sign in sheets	2,
1,4	Library Services 1	BHE librarian will provide services, trainings and engaging activities to students and parents that promote more time with reading. Students will attend library upon librarian's availability for AR program and book check-out.	RS, GSF, PI	Librarian Administrators Counselors Social Worker Reading Teacher/ Content Leader	(Local - General Supplies & Reading Books	Aug 2016 May 2017	Library Check-out system, master schedule; book inventory; purchase orders; library daily logs; lesson plans;	Increase the number of student utilizing the library. Increase the number of AR points.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2,6
1	Mathematics 1	Hire Math tutors to work with students who require additional support during and after school	RS, CR, DI, GSF, AFL,, CCR, IBL	Tutors, Math teachers, Teacher Leaders,	Title 1, SCE	Aug 2016 May 2017	Observations and formative walkthroughs	Math skills including computation	Increased Math scores on BEM II and STAAR Math exam.	2,9
1,6	Mathematics 2	Increase the number of students who meet the Satisfactory Academic Performance in grades 3-5 including in Bilingual classrooms and classrooms that have Special Education students by providing Math support to all K-5 grade teachers. <ul style="list-style-type: none"> • Purchase instructional materials that are aligned to state standards. • Professional development • Develop school wide programs/incentives to promote math basic skills, problem solving process and other curriculum areas. • Campus Math interventions by objectives • Morning Daily Tutoring • Instructional Enrichment (IE) • After-school Tutoring 	CLP, RTI, GSF, AFL, DI, TI, PBL, AV	K thru 5 teachers, Instructional Coach, Math content leader, and tutor	Math Resources Trainings Math Interventionists STAAR Master Workbooks Think Through Math Mentoring Minds Math Lead4ward Title I SCE	Aug 2016 May 2017	Documentation in lesson plans, walkthroughs, Copies of training certificates on file	Increase in number of students exceeding the passing standard by 5%.	District/campus benchmarks and common assessments, state accountability assessments, grades	4,9
1,4,6	Miscellaneous 1	Provide support for teachers that will enhance learning and practice of teaching through the use of paper and other resources such as binders, file folders, laminating film, sentence strips, markers etc.	GSF,RS,CT	Teachers			Student work, Common assessments	Student work in class and homework	Final products from students.	2,

1,2,3,5	Parental Involvement 1	Increase parental involvement by providing training and information to the parents for the overall success of a child and school. <ul style="list-style-type: none"> • Math and Reading Night • Parent trainings • Meet the teacher Night • Open House • Science Night • Christmas Program • College Nights • Health Awareness Trainings • GED Spanish 	PI, TI, CCR	Administration Counselor Social Worker Content Leaders	Supplies, Snacks, Reading Books, misc. Title 1 SCE	Aug 2016 May 2017	Sign in sheets for all events and copy of flyers. agendas	An increase of parent attendance for each meeting by 5%	Parental surveys at the end of each training.	6
1,2,3,5	Parental Involvement 2	Provide GED in Spanish to the community through the Office of Community Education. Coordinated Program.	PI, TI, CCR	Office of Community Education	Free for parents, salaries for Adult Ed teachers through Office of Community Education (Local Funds)	Aug 2016 May 2017	Registrations, sign-in sheets, practice Tests, lesson plans, and GED Test Scores	Increase educational attainment for Spanish-Speaking community	Parental surveys at the end of each training.	2,6,10
1,2,3,5	Parental Involvement 3	Host community education classes for parents at BHE as requested by the Office of Community Education to serve the community.	PI, TI, CCR	Office of Community Education	Free/tuition based Title 1	Aug 2016 May 2017	Registration and Sign In sheets	Student Surveys	Parental surveys at the end of each training	2,6,10
1,6	Professional Development 1	Provide professional development related to services for administrators, teachers, paraprofessionals, counselors and social workers.	HQ	Administration Staff	Training Title 1 SCE	Aug 2016 May 2017	Certificates of Training.; Sign-in sheets; agendas; hand-outs and meeting minutes	Staff will participate in annual professional development based on the needs of the campus/ community /teacher.	Feedback from staff	4
1,6	Professional Development – Math 2	PLCs will focus on Mathematics at all grade levels	HQ	Teacher Instructional Coach Administrators	Title 1/SCE	Aug 2016 May 2017	PLC agendas, Sign-in sheets	Improved Math Scores	student achievement on state assessments	2
1,6	Professional Development aligned with T-TESS goals 3	PLCs and district trainings will be developed to address teacher’s T-TESS goals.	HQ	Teacher District Staff Administration Instructional Coach	Title1/SCE	Aug 2016 May 2017	forms, T-TESS documentation; agendas	Evidence of teacher specific PD focused on T-TESS goals	Students achievement on state assessments	2,4

1,6	Professional Development: Mentoring teachers new to the profession 4	Provide training for induction year and teachers struggling with classroom management. Allow teachers to observe local teachers and other campuses.	HQ	Induction year teachers Administrators	Training Leader In Me Title 1 SCE	Aug 2016 May 2017	Training certificates; PD sign-in sheets, walk-through	100% of all induction year teachers and teachers who	Feedback from students and staff survey;	5, 3
1,6	Professional Development: Mentoring teachers new to the profession 5	Provide ongoing support to teachers by assigning a mentor teacher.	HQ	Teacher Mentors	local	Aug 2016 May 2017	forms, T-TESS documentation; agendas		student achievement on state assessments; discipline referrals and teacher	4,5
1,6	Reading/ELA 1	Increase the rigor of Reading instruction by providing support to all teachers including those in Bilingual classrooms and those who have Special Education students through targeted professional development, purchasing resources aligned with state standards and by utilizing the reading specialist.	RS, CR, DI, GSF, AFL,, CCR, IBL	K – 5 teachers: Reading Teacher Leader and Reading Interventionist	Lead4ward Title 1 SCE	Aug 2016 May 2017	Lesson Plans, observations and formative walkthroughs	10% increase in students attaining the Tango fluency goal for grades 1-3	Increase number of students developed at EOY on TPRI/Tejas Lee and on state and district assessments (STAAR).	2, 4
1,5	Reading/ELA 2	Hire Reading tutors to work with students who require additional support during and after school	RS, CR, DI, GSF, AFL,, CCR, IBL	Tutors, Reading teachers, Teacher Leaders, Reading Interventionist	Title 1, SCE	Aug 2016 May 2017	Observations and formative walkthroughs	Increased reading fluency and comprehension	Increased Reading fluency on EOY reading fluency tests. Increase scores on STAAR Reading	2,9
1	Reading/ELA 3	Support-After school Challenge Program provides support for reading skill development three days a week after school for grades K-5.	WS, CT, DI, CLP, CR, 3RTI	Principal, ELA Content Leader Reading Interventionist,	Tuition-based supplies through inter-local agreement with COSA and SWISD. Title 1 SCE	Aug 2016 May 2017	Registrations, sign-n sheets, and lesson plans.	A significant increase number of 4 th graders will exceed satisfactory expectations on STAAR and an increase number of commended 3 and 4's on STAAR Results, BEMS, common assessments	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 9

1	Reading/ELA (Dyslexia) 4	Provide intensive, targeted interventions for dyslexic students through dyslexia intervention time.	RS, DI	Dyslexia /Reading Interventionist Administrators RELA Teacher Leader Reading Teacher	Curriculum/tests Title 1 SCE	Aug 2016 May 2017	Dyslexia testing documents, and sign in sheets, and	Increase dyslexia students' reading and fluency levels. Increase the number of at-risk students who meet state standards on STAAR.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 4
1	Reading/ELA (Dyslexia) 5	Provide training opportunities such as dyslexia/504 conference to Reading Interventionist to promote adequate tier 3 Reading intervention.	RS, DI	Dyslexia /Reading Interventionist	Cost of attending PD Title 1 SCE	Aug 2016 May 2017	Improved tier 3 Reading interventions	Increase dyslexia students' reading and fluency levels. Increase the number of at-risk students who meet state standards on STAAR.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 4
1,5	Reading/ELA 6	Read across Southwest initiative which provides books to students and their parents to increase reading outside of the school day and to increase the pleasure and joy of reading, increase parent and students reading together	RS, CR, DI, GSF, AFL,, CCR, IBL	Principal, ELA Content Leader Reading Interventionist,	Title 1, SCE	Aug 2016 May 2017	Observations and formative walkthroughs	Increased reading fluency and comprehension	Increased Reading fluency on EOY reading fluency tests. Increase scores on STAAR Reading	2, 9
2,4,6	Safe and Drug-Free Schools and Communities 1	Provide support and implement behavioral plans for teachers' use with students needing additional behavioral support.	GSF	Administration Teachers	General supplies	Aug 2016 May 2017	BIPs; campus	Continue to	Feedback	9
2,3,4	Safe and Drug- Free Schools and Communities 2	Promote a Safe and Drug-free School by incorporating campus activities that support drug and violence prevention. Activities <ul style="list-style-type: none"> • Red Ribbon Week • Drug Prevention Literature • Violence Prevention program • Dare Officers Presentation(Great) • Raptor • Staff ID badges • Other available programs 	PCC	Counselors, teachers	General Supplies	Aug 2016 May 2017	Lesson plans	Reduce the number of incidents of discipline on campus. Conduct Report in at EOY Walkthroughs	Feedback from students and staff survey	2

1,6	Science 1	Increase the rigor of science instruction in all grade levels by providing support to all teachers including those in Bilingual classrooms and those who have Special Education students. <ul style="list-style-type: none"> Professional development Implementation of best instructional practices Vocabulary development strategies Purchase resources that are aligned to state standards 	CLP , RTI, GSF, AFL, DI, TI, PBL, AV	Administration K-5 teachers, Science, Content Leader, and Instructional Coach	Science Training Lead4ward Title 1 SCE	Aug 2016 May 2017	Documentation in lesson plans, walkthroughs, training certificates	Increase -hands on investigations in grades K-5 th Increase Science STAAR passing at Phase 1 by 5% and increase Science STAAR Phase in Final by 10%	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 4
1,6	Social Studies 2	Increase the rigor of Social Studies instruction and curriculum and provide professional development to all teachers in cluding Bilingual teachers and those who have Special Education students. <ul style="list-style-type: none"> Professional development Implementation of best instructional practices Vocabulary development strategies Purchase resources that are aligned to state standards 	SS, CR, WS, RS, CT, AV	Social Studies Teachers; Administrators Instructional Coach.	Curriculum Title 1 SCE	Aug 2016 May 2017	Lesson plans, common assessments, benchmarks	Increase the performance by 5% on students who take common assessments and benchmarks.	District/campus benchmarks and common assessments	2,4
1,6	Special Education 1	Support K-5 grade teachers with <ul style="list-style-type: none"> professional development implementation of best instructional practices 	DI, RS, GSF, AFL, AV	Administration Special Education Campus Teacher	Lead4ward Title 1 SCE	Aug 2016 May 2017	Documentation in lesson plans, walkthroughs, training certificates	Increase the number of SPED students passing STAAR by 10%	District/campus benchmarks and common assessments, state/local/assessments, grades	4
1	Special Education 2	Increase understanding and consistent use of collaborative teaching and instructional strategies by training all general and special education teachers. Coordinated program-Gen. Ed. And Spec. Ed.	DI, RS, GSF, AFL, AV	Special Education Department	Executive Director of Special Education, Special Education Coordinators, and Campus Administrators Title 1 SCE	Aug 2016 May 2017	Training provided by campus, Office of C and I, Special Education Staff during conference and faculty meetings.	Increase the number of SPED students passing STAAR by 10%	District/campus benchmarks and common assessments, state/local assessments, grades	4,10
1	Special Education 3	Train and require all inclusion teachers to utilize the District inclusion model for scheduling and collaborative teaching.	DI, RS, GSF, AFL, AV	Special Education Department	Executive Director of Special Education, Special Education Coordinators, and Campus Administrators Title 1 SCE	Aug 2016 May 2017	Data collected during walkthroughs by campus administration and C and I department leaders.	Increase the number of SPED students passing STAAR by 10%	District/campus benchmarks and common assessments, state/local assessments, grades	4

1	Special Education 4	Increase the number of 3-5 year olds in less restrictive environments by sending 4 and 5 year olds to Pre Kinder and Kinder programs with specialized support	DI, RS, GSF, AFL, AV	Special Education Department	Executive Director of Special Education, Special Education Coordinators, and Campus Administrators Title 1 SCE	Aug 2016 May 2017	Staffing rosters of students, and enrollment forms	Indicator 6 PEIMS data report will increase by 20%	PEIMS report	7,9
1,6	Technology Application 1	Support will be provided at the campus level for technology training, integrating technology in lessons and compliance on TEKS and standards by a tech facilitator.	TI	Campus Principal & Tech Facilitator Administrator	Stipend	Aug 2016 May 2017	Daily schedule; agendas; sign-in sheets; daily log	100% of all teachers meet the proficiency for "developing tech" on STAR chart. 100% of all instructional staff and teachers will be able to access technology for instruction.	Feedback from students and staff survey Increase in TA TEKS scores and student performance	2, 4
1	Technology Application 2	Provide classrooms with adequate and updated technology hardware and software to facilitate effective classroom instruction and student-centered learning utilizing current technologies. Improve technology on campus by purchasing new computers to replace older models.	TI	Tech Facilitator Administrator	SCE/Title I	Aug 2016 May 2017	Purchase order, inventory; work orders	Increase the number of students who demonstrate mastery of grade level technology standards.	Feedback from students and staff survey; student achievement on state assessments	2
1,6	Technology Applications 3	Support our K-5 grade teachers with new/updated technology hardware and supplies in the classroom to increase the impact technology can have on learning. Continuous trainings during and after school by tech leader.	DI, TI, CT, AFL	Administration Tech Facilitator SWISD Tech Department,	Technology Supplies Title 1 SCE	Aug 2016 May 2017	Documented in Lesson Plans, Walk-throughs, EOY Tech Tests, and classroom observations.	More student centered learning, and increased technology proficiency for students and 100% of our teachers using their technology in the classroom.	EOY Tech Assessment per grade level.	1, 2, 4
1, 6	Digital Interventions Math/Reading 1	Purchase digital interventions such as iStation and Think Through Math to progress monitor students in Math and Reading, to provide targeted interventions for struggling students and to extend the learning day of all students to before and after school and on weekends.		Teachers Tech Facilitator Admin	Interventions Title 1 SCE	Aug 2016 May 2017	Digital tracking of usage/progress Reporting of ISIP scores	Increase in Math computation skills Increase in reading fluency and comprehension	STAAR score increase in Math and Reading.	2,9

SPG	<i>TARGET AREA (Specific objectives based on campus and students' needs)</i>	<i>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</i>	<i>STUDENT- CENTERED STRATEGIES</i>	<i>RESPONSIBLE PERSON(S)</i>	<i>COST/ RESOURCES</i>	<i>TIME LINE</i>	<i>EVIDENCE OF IMPLEMENTATION</i>	<i>EVIDENCE OF IMPACT</i>	<i>FORMATIVE / SUMMATIVE</i>	<i>TITLE I SCHOOLWIDE COMPONENTS (CODE BY #)</i>
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