



<p><b><i>Vision 2016 Goals (VG)</i></b></p> <ol style="list-style-type: none"> <li>1. Climate</li> <li>2. Student Achievement</li> <li>3. Finance</li> <li>4. Professional Learning</li> </ol> <p><b>Last Revised: 10/24/16</b></p>	<p style="text-align: center;"><b>CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN <b>DRAFT</b> Christa McAuliffe Middle School 2016-2017</b></p>  	<p>Southwest ISD schools will prepare all students for college and work force, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of five National Merit Semifinalists for Southwest ISD.</p>
<p><b><i>DISTRICT MISSION &amp; VISION</i></b></p> <p><b>The mission of Southwest Independent School District</b> Southwest Independent School District will identify and develop the potential of all individuals.</p> <p><b>The vision of Southwest Independent School District</b> Southwest Independent School District will be the leader in educational innovation.</p>	<p><b><i>DISTRICT BOLD GOALS</i></b></p> <ol style="list-style-type: none"> <li>1. SWISD will rank among the top 5 of academic performing districts in state accountability in Bexar County.</li> <li>2. SWISD will have 10 National Merit Scholars by the year 2016.</li> <li>3. SWISD will monitor cohorts (student groups) starting in first grade.</li> <li>4. SWISD will place technology in the hands of all students by 2016.</li> <li>5. SWISD will increase grade level promotions by 10% each year until we get to 100%.</li> <li>6. SWISD four year completion rate (“On-Time Graduates”) will be above 90% by the year 2016.</li> <li>7. SWISD will surpass 97% daily attendance rate by 2016.</li> <li>8. SWISD will commit to team work and increase confidence of all school community members.</li> <li>9. SWISD will increase credit opportunities for students outside the classroom.</li> <li>10. SWISD will monitor students five years after graduation and increase the number of</li> </ol>	<p><b><i>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</i></b></p> <ol style="list-style-type: none"> <li>1. Comprehensive needs assessment</li> <li>2. School wide reform strategies</li> <li>3. Instruction by highly qualified teachers</li> <li>4. High-quality and ongoing professional development</li> <li>5. Strategies to attract high-quality teachers</li> <li>6. Strategies to increase parental involvement</li> <li>7. Transition plans from early childhood programs</li> <li>8. Teachers involved in decision making of academic assessments</li> <li>9. Effective and timely assistance for struggling students</li> <li>10. Coordinated assistance of Federal, State, and local services and programs.</li> </ol>

college/university graduates and career opportunities.

**2016-2017 CAMPUS IMPROVEMENT TEAM**

<b>Principal</b>	<b>Gomez, Janie</b>
<b>Assistant Principal</b>	<b>Torres, Michael</b>
<b>Assistant Principal</b>	<b>Rheel, Alan</b>
<b>RELA Teacher Leader</b>	<b>Sanchez, Leticia</b>
<b>Mathematics Teacher Leader</b>	<b>Hall-Martinez, Jessica</b>
<b>Science Teacher Leader</b>	<b>Chavez, Jessica</b>
<b>Social Studies Teacher Leader</b>	<b>Hernandez, Dennise</b>
<b>Special Education Teacher Leader</b>	<b>Gonzalez, Veronica M.</b>
<b>Electives Lead/Technology Facilitator</b>	<b>Gonzales, Brian</b>
<b>Paraprofessional-Bookkeeper</b>	<b>Vasquez, Martha</b>
<b>Counselor</b>	<b>Betus, Jennifer</b>
<b>Counselor/Parent Facilitator</b>	<b>Smith, Dina</b>
<b>Community Member</b>	<b>Rodriguez, Carmen</b>
<b>Social Worker</b>	<b>Moreno, Jocabeth</b>
<b>Academic Readiness Coach</b>	<b>Salcido, Phillip</b>
<b>Math/Science Instructional Coach</b>	<b>Hall-Martinez, Jessica</b>
<b>ELAR/Social Studies Instructional Coach</b>	<b>Sanchez, Leticia</b>
<b>DIT (District Improvement Team)</b>	<b>Sanchez, Leticia</b>
<b>Restorative Practices</b>	<b>Miller, Stephanie</b>



## **Campus Vision Statement**

We are committed to empowering students to become productive and contributing leaders within our community and globally.

## **Campus Mission Statement**

Our vision will be achieved by setting high expectations, providing a quality education to all individuals, and giving them opportunities to develop their own unique competitive edge in an evolving world.

## **Campus Slogan**

Rocket Strong!

## CAMPUS PERFORMANCE GOALS/OBJECTIVES

1.	100% of teachers will use instructional resources effectively to impact student achievement by May 2017.
2.	100% of teachers will effectively plan and implement high yield strategies to differentiate instruction for Special Education students by May 2017.
3.	100% of teachers will effectively plan and implement high yield strategies to differentiate instruction for English Language Learners by May 2017.
4.	Increase attendance to 97%.
5.	75% of teachers will utilize restorative practices to build leadership qualities in students.
6.	To improve STAAR Reading percent to 75% by May 2017 in all subpopulations.
7.	To improve STAAR Math percent to 75% by May 2017 in all subpopulations.
8.	To improve STAAR Writing percent from 52% to 65% by May 2017 in all subpopulations.
9.	To improve STAAR Science percent from 53% to 65% by May 2017 in all subpopulations.
10.	To improve STAAR Social Studies percent from 50% to 65% by May 2017 in all subpopulations.
11.	Provide college readiness opportunities for students identified as Millennium Scholars and Duke Tip.
12.	100% of students have completed 50 lessons on Think Through Math by May 2017.
13.	Provide parental involvement opportunities to increase participation throughout the academic year of 2016-2017.
14.	Attain distinction designations in at least two areas.

VG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST / RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
1	<b>Student Attendance 1</b>	<p>Develop a system of monitoring and communicating with teachers and parents about student attendance</p> <p><b>Warning letters</b> and attendance contracts distributed by administration</p> <p>Create a <b>monitor list</b> to track attendance issues Conference with each absent student daily and inform them of truancy policy and submitting notes for absences</p> <p><b>Teachers communicate</b> with Attendance clerk when a student has been absent for at least 2 consecutive days</p> <p><b>Parent conferences</b> by administration Coordinate home visits with Visiting Teacher Perfect attendance awards for students (ipod shuffles) Utilize School Messenger phone call system. Attendance recovery through Saturday School</p>	Administration Attendance Clerk Attendance Committee Faculty Counselors Visiting Teachers	Local funds	Aug-June 2017	Warning letters and contracts Record of phone calls Visiting teacher's log Monitor list Attendance contracts Morning announcements, marquee/website postings Perfect attendance lists Sign-In Sheets	Increase attendance rate  .3 annual as reported on TAPR	Percentage of daily attendance; Attendance monitor lists	2,6, 9
1	<b>Student Conduct 1</b>	Provide and implement student expectations and campus discipline model for use in all classrooms.	Administration Teachers Counselors/ Social Worker	Local Funds	Aug-June 2017	Discipline referrals; campus discipline plan; submitted Individual Teacher Classroom Procedures	Decrease discipline referrals by 5% . Monthly graphing comparisons.	Feedback from students and staff; Discipline referrals	2, 9
1	<b>Student Conduct 2</b>	Provide a Restorative Practice program to promote positive student relationships and decrease discipline.	Admin Teacher Counselor Restorative Specialist	1 FTE/SCE	Aug-June 2017	Referral Process	Decreased Referrals by 50%	Year to Year Discipline comparison graph	2, 9
1	<b>Student Conduct 3</b>	Provide and implement Behavioral plans, support, and guidelines for teachers use with students needing additional behavioral support. (Wiki for Teachers)	Administration Teachers Counselors/ Social Worker	Federal / Local Funds Coordinated Funds	Aug-June 2017	campus discipline plan; discipline referrals	Decrease discipline referrals to AEP by 5% Decrease discipline SPED referrals to AEP by 10%	Feedback from students and staff Discipline referrals	2, 9, 10





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2	<b>Student Retention 1</b>	Increase passing rate of students every six weeks	Admin Counselors Teachers	Local	Ongoing	Gradebook Intervention plans Letters	Decrease in teacher Failure Rate TXEIS	3 <sup>rd</sup> week and six weeks monitoring	9
2	<b>Student Retention 2</b>	Provide tutoring to struggling students on targeted Student Expectations across contents areas	Admin Counselors Teachers	Title 1, SCE coordinated program and funds	Ongoing	Gradebook Agenda Tutoring Schedule Timecards Student Sign in Sheets(10) Teacher Sign in Sheets	Increase in student promotion, STAAR Passing rates.	Common Assessments Benchmarks STAAR TEST	9,10
2	<b>Student Retention 3</b>	Enable students to attend afterschool tutoring by providing alternate transportation.	Admin Teachers	T1, SCE coordinated program and funds	Ongoing	Sign In Sheets	Number of students attending tutoring and taking alternative transportation	Sign In Sheets Number of tutored students passing STAAR.	9,10
1	<b>Safe and Drug-Free Schools and Communities 1</b>	Promote a Safe and Drug-free School by incorporating campus activities that support drug prevention and violence prevention.  Red Ribbon Week Drug Prevention Literature  Violence Prevention program  Parent Information sessions – Anti-bullying sessions Noche De Familia	Social Worker Counselors Administration	Federal / Local Funds  Coordinated Funds	Fall	McA Calendar; hand-outs; letters to parents; sign-in sheets	Reduce the number of incidents of violence on campus  Reduce the number of incidents relating to substances on campus	Feedback from students and staff: Discipline log	2, 6, 10

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1	<b>Safe and Drug-Free Schools and Communities 2</b>	Support school safety and safe school learning environment. Student ID cards Faculty ID cards Raptor Visitor Sign In w/ IDs	Office personnel; Campus teachers; Administrator; All staff; Safety Committee	Local / Funds	Daily	Campus Sign-in log; ID cards;	100% of all students and faculty will have campus ID cards daily. 100% of all visitors will be screened with Raptor and will wear an ID sticker while on campus.	Safety audit; parent/student/teacher	2, 10
2,4	<b>Special Education 1</b>	Provide training for interventions and behavioral prevention.  SAMA	Campus SAMA trainer Special Education Teacher Campus Response Team Administrators	Federal / Local Funds	Fall	Training certificates; PD sign-in sheets, agendas; and flyers.	100% of special education teachers, administrators, and campus response team members will be SAMA trained.	Discipline Reports; certificates on file	4, 9, 10
2	<b>Special Education 2</b>	Special Education Professional Development: and Inclusion, PLAAFP/IEP training; Region 20 Inclusion Network, Co-Teaching training, Acc/Modifications training	Special Education teachers, teachers, administrators, General Education teachers	Local / Federal Funds	2016-2017	Training certificates, lesson Plans, Sign-in sheets	Improved student performance on grades, state testing	Feedback from teachers and staff, state data	2, 3, 4, 9, 10
1, 2	<b>Special Education 3</b>	Provide support programs for Special Education students: Rocket Buddies, assign case managers, RTI Level 3	Special Education teachers, administrators, students	Local / Student Activity accounts	Ongoing	Sign-in sheets	Improved relationships and student performance on state testing	Feedback from teachers, staff, and students	2, 9
2	<b>Special Education 4</b>	Provide the Least restrictive environment.	Admin Counselor Teacher Special Education Teachers	Federal Local	Ongoing	Sign in IEPS ARDS	Evidence of effectiveness form to ensure Accommodations are implemented	STAAR Common Assessments	3,8,9

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2	<b>Student Outreach Services 1</b>	Support the needs of homeless students. Enroll students immediately; secure transportation Provide academic interventions Contact necessary services	McKinney Vento Liaison Counselor Social Worker	Federal Funds	2016-2017	McKinney Vento docs; services docs; RTI docs; SSI folder as needed	100% students identified as homeless will receive services within the day of arrival.	Feedback from students and staff	2, 9, 10
	<b>Student Outreach Services 2</b>	Provide training for campus staff on homeless students and laws	McKinney Vento Liaison Counselor; Social worker	Federal Funds	By November 2016	Training certificates, sign-in sheets		Feedback from students and staff	2, 4, 9, 10
2	<b>Migrant Students</b>	To provide our migrant students with services and resources.	Counselors Region 20 Larry Rodriguez	Local Federal	Ongoing	Contracted Services Sign In Sheets Emails	100% Students identified and posted in PEIMS.	Feedback from students and staff	2, 4, 9
2	<b>College and Career Readiness 1</b>	Contact students and parents to transition those students into Pre-AP, HS credit and advanced classes.	Academic Coordinator; Counselors; Teachers	None	Ongoing	Student schedule and course selection sheets	Increase the enrollment in Pre-AP, HS credit and advanced classes by 5% annually.	Feedback from students, parents and staff	2, 8
2	<b>College and Career Readiness 2</b>	Provide opportunities for students to learn about the advantages of going to college/universities, what colleges require, and how to prepare for it now.	Counselors	Local Funds	Ongoing	Rocket Lounge – College Investigation Center	Increase the number of students that are college and career ready	Feedback for students, parents and staff	2
2	<b>College and Career Readiness 3</b>	Administer Readiness exam to all 8 <sup>th</sup> grade students.  Students will be able to access results in My House database.	Academic Coordinator; Counselors; Teachers	Local Funds	Fall 2016	Campus and Student Results	Students access to My House account.	Students able to view results in Fall 2014 and revisit in Spring 2016.	2
2	<b>College and Career Readiness 4</b>	Goal setting and college planning	Administration, Counselors, CCR, and Teachers	Local Funds	Spring 2017	PGP	Core value award during assembly	Student feedback	2, 8
2	<b>College and Career Readiness 5</b>	Goal setting and college planning	Administration, Counselors, CCR, and Teachers	Local Funds	Spring 2017	PGP	Core value award during assembly	Student feedback	2, 8
2	<b>Leader In Me/Restorative Practices</b>	Leader in Me to support positive student behavior and Promote leadership qualities.	Admin Teachers Counselors	Local Funds	On going	Campus Initiative	Teacher lesson Plans Decreased referrals	Lesson Plans Discipline Graphs	2

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1,2	Parental Involvement	Promote parental involvement activities to improve student achievement, school performance, and social needs and provide resources as needed Parent Connections: Noche De Familia Family Literacy Day: Story Time Future Rocket Night Parent Orientation Night Future Dragon Night Rocket Blast off Camp GT Community Night Student Recognition Assemblies ESL/TELPAS information Night	Parental Involvement Committee; Social Worker; Counselors	Federal / Local funds	Reviewed quarterly.	Flyers/newsletters; sign-in sheets; School Messenger; website posting; marquee posting	Increase the number of parent attending parental involvement activities by 20%.	Feedback from students and staff	6, 7, 10
1,2	Career & Technology	Provide opportunities for students to learn about Career & Technology opportunities available.	Technology App Teacher Creative lab Teacher	Local	Spring 2017	Career Fair participation sheets; student interest inventories; student choice slips; lesson plans	100% of all 8 <sup>th</sup> grade students will be introduced to CT classes available at SWHS. Increase the number of students interested in CT classes by 10%.	Career Cruising; Interest Inventory	2, 8
2	Gifted/Talented 1	Increase the number of students identified as GT to better represent the campus population	Administration; Teachers; Counselors; Advanced Academics Office Academic teams	Local	Spring 2017	GT identified list; nomination forms	Increase the number of GT identified students	PEIMS BOY, MOY, EOY Report;	2
2,4	Gifted/Talented 2	Increase the number of teachers GT trained	Teaching team GT liaison Administration	Local / Funds	Ongoing	Training certificates.	Increase the number of teachers GT trained to 85 – 100%	Certificates	4, 10

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1,2	Gifted/Talented 3	Provide non-traditional opportunities for GT students to participate in activities related to interest, academics, problem solving, Competitions, and project based learning..	GT Campus Liaison; GT Administrator; Robotics Teacher; Administrator; Counselors; Competition Committee	Local / Funds	Ongoing	Participation rosters; sign-in sheets; interest inventories; surveys; flyers; lesson plans; registrations forms	Increase the number of non-traditional activities GT students participate in throughout the year by 15%.	UIL/STALL participation; local/state Robotics competition data; Explore UT	2, 10
2,4	Data Analysis: RELA, Math, Science, S. Studies	Administration will service the campus as an instructional leader, data resource, provide data analysis, lead academic achievement activities, support core subject area departments, and other administrative duties related to student achievement and campus success.	Administration	Local Funds	Daily service	Daily schedule; agendas; sign-in sheets; daily log	90% of daily schedule will be student-centered and focus on campus activities, instruction, data analysis and/or student achievement and improve STAAR all subject performance from 57% to 65%.	Student Achievement; Feedback on student and staff	2, 4
2	Math 1	Decrease student : teacher ratio by adding an additional math teachers  Increase the number of students who meet Level II and Level III	Administration  Core Content Teachers; Advisory Teachers; Academic Coordinator Instructional Coach	Title 1 / SCE  Local funds	Fall 2016  Spring 2016	CSR data; STAAR data, sub-population break-down; Heat Maps	Number of students who meet Level II on all state assessments increase by 10% per subject area and number of students who meet or exceed progress	District/campus benchmarks and common assessments, student grades	2, 9
2	Math 2	Place at-risk 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> graders in the STAAR Math classes	Math Teachers Admin	Local Funds	Ongoing	Student schedules; AWARE data; test histories; common assessments	More students pass current grade level test and do not have to take STAAR math next year	District/campus benchmarks and common assessments, student grades, progress monitoring/ tests in STAAR	2, 10

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2,4	<b>Math 3</b>	Purchase additional hands-on materials for math skill building and supplemental resources for tutoring. Provide additional tutorial times and structures along with transportation. Including Saturday tutoring sessions. Provide ongoing training for curriculum implementation	Math Teacher Leader / Coach  Administrators  Math Teacher	Local funds	Ongoing	tutoring sign-in sheets; teacher logs; purchase orders for curriculum/materials; lesson plans	% of students achieving higher on STAAR Assessments (college & career readiness)	District/campus benchmarks and common assessments, student grades	2, 4
2,4	<b>Math 4</b>	Content instructional coach will support the math department in instructional leadership, data resources, provide data analysis, lead academic achievement activities, support teaching instruction, and other administrative duties related to student achievement and campus success for mathematics.	Content leader/Instructional Coach	Local funds	Ongoing	PLCs, Department Meetings, Observations, walk-throughs	Number of students meeting Phase 2.	District/campus benchmarks and common assessments, student grades	2, 4
2, 4	<b>Math 5</b>	Provide a STAAR Math teacher to provide additional support to at-risk math students.	Administration  Teacher	Local Funds	Ongoing	Master schedule  Lesson plans	Increase the number of students who meet Level @ Performance on state assessments.	District/campus benchmarks and common assessments, student grades, progress monitoring	3, 9
2, 4	<b>Math 6</b>	Professional Development; grade level planning	Math Teacher Leader / Math teachers, Content Specialist / Content Coordinator / District Campus Rep	Local Funds Title 1 SCE	Ongoing	Administrative / coach / math consultant walkthroughs; lesson plans	Improve all student STAAR Math scores, Common assessments, BEM grades	Student assessments / heat maps	2, 9, 10

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2	<b>Math 7</b>	Necessary materials, resources and supplies technological resources to support math instruction, initiatives and assessments.	Math Teachers	Local	Ongoing	Lesson plans, student activities	Continued support of classroom instruction	Common Assessments STAAR Results BEM	3,4, 8
2	<b>STAAR Math</b>	Necessary materials and technological resources to carry out math instruction and initiatives	Math Teachers	Local / Federal	Ongoing	Lesson plans, student activities	Continued support of classroom instruction Walkthroughs	Common Assessments STAAR Results	3,8,9
2, 4	<b>Science 1</b>	Decrease student : teacher ratio by adding additional science teachers	Administration	Title 1 / SCE	Fall 2014				
		Provide training on stemsopes, science labs, and STAAR science to improve science performance for students.	Science Teacher Leader; Science Teachers; Administrators; External Science Consultant	Local	Ongoing	Training certificates; lesson plans	Increase number of students who score commended on state testing	District/campus benchmarks and common assessments, student grades	2, 4
2	<b>Science 2</b>	Increase the rigor of science instruction and curriculum to meet the new requirements of state assessments.	Science Teacher Leader; Science Teachers; Administrators; External Science Consultant	local	Ongoing	AEIS report; lesson plans; item analysis; AWARE data	Increase the number of students who meet Satisfactory Academic Performance on state assessments from 56% to 60%.	District/campus benchmarks and common assessments, student grades	2, 4
2, 3, 4	<b>Science 3</b>	Tutoring:  Targeted, Saturday School, After-School Tutoring, PENDA	Science Teachers	Local Title 1 SCE	Ongoing	AEIS report; lesson plans; item analysis; AWARE data	Increase the number of students who meet Satisfactory Academic Performance on state assessments.	District/campus benchmarks and common assessments, student grades	2,8, 9



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1, 2, 4	Science 4	Star Gazing Evening Party	Science Teachers	Local Funds	February /March 2016	Invitation List, Dept Finance, Pictures, School Paper Article	Increase Student Science Interests, Increase Student/Teacher Relations, Increase Parent and Community Involvement, Add to Positive Campus Climate, Positive Behavior Support	N/A	3, 6
2	Science 5	Necessary materials and resources to carry out science instruction and initiatives	Science Teachers	Local	Ongoing	Lesson plans, student activities	Continued support of classroom instruction	NA	3,4
2	ELAR 1	Increase the rigor of ELAR instruction and curriculum to meet the new requirements of state assessments.	ELAR Teachers; Academic Coordinator; Administrators; Dyslexia Teacher; Teachers, Instructional Coaches, and Inclusion Support	Local Funds	Ongoing	AEIS report; lesson plans; item analysis; AWARE data	Increase the number of students who meet Satisfactory Academic Performance on state assessments	District/campus benchmarks and common assessments, student grades, Edgenuity Data	2, 3,4, 8
2	ELAR 2	Increase the writing and reading across curriculum		Local	Ongoing	Lesson plans; student writing samples and journals	Increase student writing assignments across the curriculum as documented in lesson plans. Display student work and keep sample writings. Increase student reading assignments across the curriculum which aligns to core subject area pacing guides. SSR and Literacy Stations	District/campus benchmarks and common assessments, student grades	2, 3, 4

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2	ELAR 3	Develop and provide intensive, targeted interventions for struggling readers through ELA/Reading classes, and tutoring.	ELAR Teachers	Local funds Title 1 SCE	Ongoing	Student sign-in sheet; lesson plans; TMSFA data; AWARE data	Increase the number of students reading at the grade level fluency rate by 30% based on TMSFA.	District/campus benchmarks and common assessments, student grades	2, 3, 9,
			Academic Coordinator				Improve all students STAAR reading percent from 65% to 70%. By May 2016		
2	ELAR 4	Provide intensive, targeted interventions for dyslexic students through dyslexia ELA Teacher.	Dyslexia / ELA Reading Teachers	Local Title 1 SCE	Ongoing	Student sign-in sheet; lesson plans; TMSFA data; AWARE data	Increase the number of dyslexia students reading at the grade level fluency rate by 30% based on TMSFA. Improve all students STAAR reading percent from 65% to 70%.	District/campus benchmarks and common assessments, student grades	2, 3, 9

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2	ELAR 5	Decrease student : teacher ratio by adding additional ELAR teachers teacher	Administration	Title 1 / SCE Funds	Fall 2014		Increase student writing assignments across the curriculum as documented in lesson plans. Sample writings. Performance from 54% to 60%	District/campus benchmarks and common assessments, student grades	2, 8
		Develop vertical alignment 6 <sup>th</sup> -8 <sup>th</sup> , especially for literature and novels, to make sure students have a variety of texts, meet multi-cultural elements, and covers genres.	RELA / Reading Teachers	Local / funds	Quarterly	Student sign-in sheet; lesson plans; TMSFA data; AWARE data; embedded assessments			
			RELA Teacher Leader						
		ELA Content Specialist				Increase student reading assignments across the curriculum which aligns to core subject area pacing guides.			
1, 2	ELAR 6	Increase Reading and Writing development for all students, especially accelerated, advanced, and for GT students by giving them the opportunity to participate in STALL.	STALL Committee; RELA Dept; Parent Volunteers; Administration	Local / Student Activity Funds	Oct – Feb	Tournament results	Increase student performance from 54% to 60%; Student Involvement; Student attendance to events	District/campus benchmarks and common assessments, student grades	2
1, 2	ELAR 7	Providing opportunity for students to experience real world audience readership of their published work, and provide opportunity to write in different genres for creative purposes.	RELA teachers	Local Funds	Ongoing	Literary Magazine Publication	Sign-in Sheets / attendance at Family Literacy Night	Literary Magazine Publication	2, 6
1,2	Edgenuity/Achieve 3000/Read 180	Increase Reading Fluency and Phonics through targeted skills and tiers provided by Online interventions  Necessary materials and resources to carry out Reading/ELA instruction and initiatives and Technological Resources.	ELAR Teachers; STAAR Teachers; ELAR Coordinator  RELA Administrators	Local Funds/ General Funds Title 1 SCE	Ongoing	Lesson Plans; Priority Reports, Assessments	STAAR Scores, Increase growth chart	Grades, Tests, I- station Reports	2,9

<b>VG</b>	<b>TARGET AREA (Specific objectives based on standards)</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b>
2	<b>ELAR 8</b>	Necessary materials and resources to carry out Reading / ELA instruction and initiatives	Reading / ELA Teachers	Local Funds	Ongoing	Lesson plans, student activities	Continued support of classroom instruction	NA	2, 3, 4
2	<b>Social Studies 1</b>	Decrease student/teacher ratio 1:20	Administration	Title 1 / SCE	Fall 2016				
		Increase the rigor of Social Studies instruction and curriculum to meet the requirements of state assessments by the use of TCMPC, McGraw Hill	Social Studies Teachers; Administrators	Local	Ongoing	AEIS report; lesson plans; item analysis; AWARE data	Increase the number of students who meet Satisfactory Academic Performance on state assessments from 48% to 53% and increase ELL performance from 33% to 45%.	District/campus benchmarks and common assessments, student grades	2,3, 4, 9
2	<b>Social Studies 2</b>	Social Studies will utilize programs and Unit assessments to record student achievement through Heat Maps and Quintiles and progress monitor.	Social Studies Teachers; Administrators	Local	Ongoing	AEIS report; lesson plans; item analysis; AWARE data; Heat Maps; Quintiles; Lead4ward	Increase the number of students who meet Satisfactory Academic Performance on state assessments	District/campus benchmarks and common assessments, student grades	2,3,4, 9
2	<b>Social Studies 3</b>	Provide remedial intervention tutorials for targeted students	Social Studies Teachers; Administrators	Local Funds Title 1 SCE	Ongoing	Student sign-in sheet; lesson plans; AWARE data	Increase the number of students who meet Satisfactory Academic Performance on state assessments	District/campus benchmarks and common assessments, student grades	2, 3, 9,
4	<b>Social Studies 4</b>	Attend Pre-AP, curriculum, ESL, SIOP and assessment workshops (DBQ, TCMPC Curriculum)	Social Studies Teachers; Administration; Content Specialist	Local	Spring 2016	Inclusion of high impact strategies in SS curriculum	Certificates. ELL STAAR performance from 33% to 45%	District/campus benchmarks and common assessments, student grades	2, 3, 4, 8,

<b>VG</b>	<b>TARGET AREA (Specific objectives based on campus and</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY</b>
2	<b>Social Studies 5</b>	Necessary materials and resources to carry out Social Studies instruction, initiatives and technological resources.	Social Studies teachers	Local Funds	Ongoing	Lesson plans, student activities	Continued support of classroom instruction	NA	2, 3, 9,
2	<b>English Language Learners 1</b>	Increase the number of LEP identified students will be successful on state assessments (STAAR/TELPAS).	ESL teachers Core teachers Counselors; Administration	Local / Federal Funds	Ongoing	TELPAS data; teacher delivery of instruction; documentation on lesson plans	Increase the number of students who score an Advanced or Advanced High on all sections of the TELPAS. Administrative walkthroughs Increase the number of students who meet expectations on BEM /STAAR testing.	District/campus benchmarks and common assessments, student grades	2, 3, 9,
2, 4	<b>English Language Learners 2</b>	Train teachers who are providing services to our ELLS in ELPS and SIOP 1 by end of 2014-2016 year.  Ensure modifications and accommodations are documented on lesson plans and language objectives are written on Instructional board.	Administrators  Teacher Leaders  ESL Teachers; Teachers	Local Funds Title 1 SCE	Ongoing	Training certificates; lesson plans; Instructional boards	Teachers will use SIOP and ELPS strategies in lesson planning as evidenced by campus administration, ELPS, Teacher Leader and core content Teacher Leader	Certificates on file; staff development log	3,4,9
2, 4	<b>English Language Learners 3</b>	Monitoring, data collection and testing of all ELL students will occur in a timely manner (ESL Clerk).	ESL clerk; counselor; ESL teachers	Local Funds	Ongoing	TELPAS data; ELL folders; and ELL tests	100% of all ELL students will be tested within 20 days of arrival.	Students placed in correct classes	2
2,4	<b>English Language Learners 4</b>	Support language acquisition for ELL students by providing targeted instruction in zero period classes.	ESL Teacher; Core teachers  Counselors	Local / Federal Funds	Ongoing	Lesson plans; Instructional boards	100% of ELL students who need language acquisition assistance will be placed in an ESL certified teacher.	District/campus benchmarks and common assessments, student grades	2, 3, 9, 10

<b>VG</b>	<b>TARGET AREA (Specific objectives based on</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENT</b>
2, 4	<b>Technology Applications</b>	Implement and support the Utilization of TA TEKS in classrooms lessons.	Tech App teacher	Local / Funds	Semester review of TA TEKS scores.	Lesson plans; completed projects;	100% of students will demonstrate mastery of grade level technology standards.	Feedback from students and staff; student achievement on state assessments	3, 10
		Provide project based learning opportunities for students to work hands-on with technology.			Monthly lesson reviews.				
					TA Benchmarks.	TA TEKS scores	75% of 8 <sup>th</sup> grade students will demonstrate mastery of middle school technology standards as measured by the TA TEKS assessment.		
2	<b>Technology 1</b>	Provide classrooms with technology hardware and software to facilitate effective classroom instruction and student-centered learning utilizing current technologies.	Campus Leadership Team	Local / Federal	Ongoing	Purchase order, WASP inventory; work orders	100% of students will demonstrate mastery of grade level technology standards.  75% of 8 <sup>th</sup> grade students will demonstrate mastery of middle school technology standards as measured by the TA TEKS assessment.	Feedback from students and staff; student achievement on state assessments	2, 10
			Administrator						
2	<b>Technology 2</b>	Provide a Creative Lab teacher	Administration	HAS	Fall 2016		Student competitions, projects	Feedback from students and staff	2, 10
		Creative Lab supplies	Creative Lab Facilitator	Local / STEM Funds	Ongoing	Tech facilitator activities, Robotics teams			
2	<b>Technology 3</b>	Provide technology training for IPADS	Tech Facilitators; Administrators; District Technology specialist	Local / Federal	Ongoing	Lesson plans, student projects; TA TEKS results	Increase technology use in instruction in the classroom; provide more opportunities for student assessment	Feedback from students and staff; District/campus benchmarks and common assessments, student grades	2, 4, 10

VG	TARGET AREA (Specific objectives)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST / RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE
2	Coordinated School Health	Demonstrate the components of coordinated health through physical education program, health classes, parent health services/training, provide emotional services/support and promote staff health.	Nurse	Local Funds	Ongoing	End of the year FitnessGram results	100% of all students will complete all components of the coordinated health program.	Feedback from students and staff; Fitnessgram results	2, 6
			Administrator PE Teachers Food Nutrition Teachers Campus SHAC			Participation in staff health information, training, or events			
1, 2	Health Services 1	Provide and support for students and staff who require health services or need medical assistance on campus.	School Nurse	Local Funds	Ongoing	Daily log; daily schedule; campus calendar; campus announcements; parental letters	100% of students will have medical needs met.	Feedback from students and staff	2
1, 2	Health Services 2	Demonstrate the 8 components of Coordinated Health:	Campus Nurse	Local Funds	Ongoing	McA Announcements; participation roster for Healthy Lifestyle events; Parental Involvement sign-in sheets; agendas; Gold's gym and health/fitness program provided in district.	Participation in Healthy Lifestyle activities will increase 10% annually.	Feedback from students and staff	3, 6, 10
		1. Health education that teaches physical, mental, emotional and social topics.  2. Physical education that supports physical activity and cardiovascular fitness.	Administrators  Parent Involvement Committee						





VG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST / RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/SUMMATIVE	TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)
1, 2, 4	Spanish Elective	Implement an instructional program for Spanish that will produce students who can successfully earn High school credit for Spanish.	Spanish Teacher Administrators	Local Funds	Ongoing	Number of students earning high school credit	Increase the number of students earning high school credit in Spanish by 5%	Feedback from students and staff; common assessments; student grades	3
2, 4	Professional Development: Mentoring teachers new to the profession 1	Professional development will be provided to new teachers in areas of discipline, content, procedures and technology.	Principal Administration Teachers	Local / Funds	Ongoing	Certificates of Training,; Sign-in sheets; agendas; hand-outs and meeting minutes	100% of all new teachers will be well prepared for the school year.	Feedback from new teachers and observations	4, 5, 10
4	Professional Development: Mentoring teachers new to the profession 2	Provide training for induction year and teachers struggling with classroom management.	Induction year / Struggling teachers Administrators Teacher Mentors	Local / / Federal Funds	Ongoing	Training certificates; PD sign-in sheets, walk-through forms, PDAS documentation; agendas; and flyers.	100% of all induction year teachers and teachers who need classroom management assistance will be trained.	Feedback from students and staff; student achievement on state assessments; discipline referrals	4, 5, 10
2	ELAR, Math, Science, S. Studies	Academic Coordinator to monitor and assist teachers in the planning and implementation of curriculum goals and objectives to provide effective learning experiences for all students  Continued disciplined implementation curriculum in all four content core areas	Principal  Principals, Core Content Specialists, Asst. Supt. For C&I	Local/SCE  Local	Fall 2016  Ongoing	Observations, formative walkthroughs, and lessons plans will show evidence of implementation.	100% of all SWISD Core teachers will fully implement district adopted curriculum and curriculum documents and improve STAAR all subject percent from 57% to 65%.	District/campus benchmarks and common assessments, student grades	2, 3, 4

<b>VG</b>	<b>TARGET AREA (Specific objectives based on campus and students' needs)</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b>
1, 2	<b>Student-Centered Strategies 1</b>	Provide timely and accurate information to students and parents.	Counselors	Local	Ongoing	Feedback from parents, staff, and students; Postage order; purchase order	100% of students will receive positive feedback throughout the year.	Stakeholder feedback; student grades / behavior	2, 9
1, 2	<b>Student-Centered Strategies 2</b>	Incentives to encourage students to utilize IStation and Think Through Math in an effort to provide timely and accurate progress information to students utilizing IStation and Think Through Math	Administration	Local Federal	Ongoing	Student Progress	100% of students will receive positive feedback throughout the year in Content and zero period classes	Stakeholder feedback; student grades / IStation and TTM Reports	1,2, 9

<b>VG</b>	<b>TARGET AREA (Specific objectives based on campus and students' needs)</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b>
2	<b>Interventions, Student Success Initiative</b>	All students will be observed and reviewed for necessary interventions in a timely manner through RTI.	Teachers, Administrators, Counselors, Social Worker	Title 1 SCE	Ongoing	RTI documentation; CIS student intake forms; Counselor / Social Worker documentation	100% of all students discussed in RTI will receive services in a timely fashion	District/campus benchmarks and common assessments, student grades	2, 9
2	<b>Fine Arts: Special Projects</b>	Fine Arts programs will recruit more members into each program. *Band moving from 1 teacher to 2	Elective Teachers Administrators Counselors	Local	Future Rocket Night; beginning of the year; before choice slips  Elementary school recruiting visits	Number of students with interest slips; rosters for fine arts classes	Increase the number of students participating in fine arts classes by 15%.	Student Enrollment; Master schedule	2, 6
2	<b>Yearbook Elective</b>	Yearbook will work to offer opportunities for students to produce quality work.	Journalism teacher	Local	Ongoing	Yearbook sale totals; Yearbook signing party - sign-in sheets; receipt book	Student attendance at yearbook signing party	Student Enrollment; Master schedule	3
2	<b>Newspaper Elective</b>	Newspaper will provide opportunities for students to produce quality work.	Journalism teacher	Local	Ongoing	Interviews conducted; newspaper published	Increased interest of reading; distribution totals of newspaper	Student Enrollment; Master schedule	3
2	<b>Fine Arts: Band</b>	The band program will provide students opportunities to perform for the community and greater San Antonio area in an effort to build the program and its quality.	Band director	Local	Ongoing	Fall Fine Arts concert; Holiday elementary recruitment; Private tutor instrument tryouts; Volleyball and basketball games, district and region auditions	Maintained enrollment numbers for 2016-2016; expecting significant growth for 2016-2016 school year	Student Enrollment; Master schedule	2, 3, 6

<b>VG</b>	<b>TARGET AREA (Specific objectives based on campus and students' needs)</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b>
2	<b>Fine Arts: Choir</b>	The choir program will provide students opportunities to perform for the community in an effort to build the program and its numbers.	Choir Director	Local	Ongoing	Elementary tours; public performances; career/special Olympics; fall fine arts choir performance	Increased enrollment numbers for 2016-2016; expecting continued growth for 2016-2016 school year	Student Enrollment; Master schedule	2, 3, 6
2	<b>Fine Arts: Mariachi</b>	The mariachi program will provide students opportunities to perform for the community and in an effort to maintain its high numbers in the program.	Mariachi Director	Local	Ongoing	Certificates of training; attendance of public performances	Maintained enrollment numbers for 2016-2016; expecting significant growth for 2016-2016 school year	Student Enrollment; Master schedule	2, 3, 6
1	<b>Fine Arts: Drama</b>	Provide students with the opportunity to perform in front of their community and peers.	Drama teacher	Local	Ongoing	Program parent sign-in sheet; Play night production	Maintained enrollment numbers for 2016-2016; expecting significant growth for 2016-2016 school year	Student Enrollment; Master schedule	3, 6
1, 2	<b>Library Services</b>	Provide and support Library Service activities and supporting a literacy program. Develop lessons/activities that support research methodology and research skills. Promote independent access to library during non-traditional times in a day Supplement resources with new and updated books, magazines, and media. Provide assistance to teachers when using library technology.	Librarian  Teachers	Local Funds	Ongoing	Library Check-out system, master schedule; book inventory; purchase orders; library daily logs; lesson plans	Increase the number of student utilizing the library during non-traditional times will increase 5% monthly (except in April).	TSMFA data; student/teacher feedback	2, 10

<b>VG</b>	<b>TARGET AREA (Specific objectives based on campus and students' needs)</b>	<b>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>COST / RESOURCES</b>	<b>TIMELINE</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>EVIDENCE OF IMPACT</b>	<b>FORMATIVE/SUMMATIVE</b>	<b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b>
1,2	<b>Response to Intervention (RTI)</b>	Implement a 3 Tier Model  Provide Professional Development on the Pre-Referral Interventions  Provide a copy of the Pre-Referral Interventions Manual for every staff member	Teachers Administrators Counselors  RTI Director	Local Funds  Title 1  SCE	Ongoing	Student academic performance	Decrease in the number of students not passing per grading cycle	Feedback from teachers and students	2, 9
1,2	<b>Transitions from Early Childhood Programs</b>	6 <sup>th</sup> Grade Rocket Blast Off Camp  Parent Portal Tutorials  Parent Connection Sessions	Counselors Administrators	Local Funds  Title 1  SCE	Fall 2014	Handouts, MCA calendar, letters to parents	Decrease in 6 <sup>th</sup> grade students not passing	Feedback from students and parents	2, 6, 9
24	<b>Disciplinary Alternative Education Program 1</b>	Provide a Disciplinary Alternative Education Program (DAEP or Bootcamp) for students that meet the requirements of removal from their primary campus based on disciplinary campus	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotments)	Aug 22-last day of school	Hearing documents, student schedule, class rosters	100% of students eligible for DAEP services will be provided the opportunity to attend.	Hearing and campus data reports.	2, 9, 10
24	<b>Disciplinary Alternative Education Program 2: General Supplies</b>	Provide DAEP with comparable materials, resources, and supplies as secondary campuses ensure the continuation of learning for all students.	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotments)	Aug. 22-last day of school	Purchase orders, grade level materials list, technology list	100% of students will be able to have comparable resources to campus students.	Grades and report cards	2, 8, 10

	<b>Disciplinary Alternative Education Program 3: Professional Development</b>	Provide DAEP staff and teachers with necessary professional development to continue ongoing professional learning, specialize in content areas, and work with at-risk students.	Principal of DAEP	Title 1 SCE and Local Funds (from campus allotments)	Sept 1 – July 2017	Workshop Request forms, certificates, and CNA	100% of teachers will meet highly-qualified status for the grade level and content they teach.	HR report	3 4 10
	<b>At-Risk Students</b>	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	4,8,9, 10