

Call to Action

Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.

CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN ELM CREEK ELEMENTARY 2017-2018



Every Child, Every Day.
2020
SOUTHWEST INDEPENDENT SCHOOL DISTRICT



DISTRICT MISSION & VISION

The mission of Southwest Independent School District

Southwest Independent School District will identify and develop the potential of all individuals.

The vision of Southwest Independent School District
Southwest Independent School District will be the leader in educational innovation.

CIT Approved: 06.02.16
Updated 05.22.17

STRATEGIC PLAN GOALS

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.

GOAL 2: SWISD will foster an environment in which social and emotional support is a priority for all.

GOAL 3: SWISD will constantly utilize timely multifaceted communication that reaches all member of our SWISD community.

GOAL 4: SWISD will create a safe, nurturing and engaging environment where all students succeed.

GOAL 5: SWISD will capitalize on the strengths, resources, and abilities of our diverse community to become successful, global citizens.

GOAL 6: We will provide professional development for instructional methodology that is relevant to the needs of students, teachers, and administrators in a timely manner.

TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)

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.

**SOUTHWEST INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

2017-2018 CAMPUS IMPROVEMENT TEAM

Principal	J. Luis Rojas
Assistant Principal	Stephanie Torres
Counselor	Tanya Velasquez
Parent Representative	Sylvia Hernandez
ELL Representative	Lorena Acosta
SPED Representative	Alely Garza
Paraprofessional Representative	Adriana Cardenas
DIT Elected Representative	Bron Morgan
Science Teacher Leader	Loretta Segura
Social Studies Teacher Leader	Loretta Segura
Math Teacher Leader	Maritza Jaramillo, Esmeralda Hanna
ELAR Teacher Leader	Laura Cabell/Vicki Mata
Kindergarten Grade Lead	Rebecca Valencia
First Grade Lead	Laura Cabell
Second Grade Lead	Esmeralda Hanna
Third Grade Lead	Maritza Jaramillo
Fourth Grade Lead	Vicki Mata
Fifth Grade Lead	Loretta Flores
Electives Lead	Candace Keen
Community Representative	

**SOUTHWEST INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Campus Mission Statement

Empower students to be independent learners, provide a learning climate which supports and promotes learning through the development of self-esteem, character and creativity, develop partnerships with community organizations, universities, parents and other family members in order to expand the intellectual and emotional support for student learning.

Campus Vision Statement

Our independent thinkers and learners will leave our diverse multi-cultural campus with a passion for lifelong learning and the desire to become productive members of our society.

Campus Slogan

Today a Reader Tomorrow a Leader

**SOUTHWEST INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

ELM CREEK PERFORMANCE GOALS/OBJECTIVES	
1.	Campus attendance will meet 97% overall for the year (96.1%)
2.	Attain 95% in STAAR Math (88%)
3.	Attain 90% in STAAR Reading (80%)
4.	Attain 90% in STAAR Writing (74%) and increase students earning 8's on writing by 5%.
5.	Attain 90% in STAAR Science (79%)
6.	Maintain 5 distinctions: <ul style="list-style-type: none"> • Academic Achievement in ELAR/Reading • Academic Achievement in Mathematics • Top 25% Student Progress • Top 25% Closing Performance Gaps • Postsecondary Readiness.
7.	Attain 1 new distinction: Academic Achievement in Science
8.	Meet all System Safeguards including Special Education Reading
9.	We will continue to use the Leader in Me 7 habits components along with the online supports for the program but will also focus on Core Value Character Traits. This allows for academic competency, social emotional growth, college and career readiness component, character development and promotes a positive school climate.
10.	Decrease the number of students at a Tier III on RtI 15%.

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Attendance 1: Individual Classes	Conduct monthly Perfect attendance recognition through incentives and awards.	Admin clerk, Admin, classroom teachers	General Supplies \$300.00	Monthly	More students receive attendance recognition	Increase of students that have attendance 90% or higher	Attendance reports 1200,400	2 9
1 2	Attendance 2:	Preparing daily attendance logs to turn in by 9:00am for Attendance committee to call parents for students with 3 or more unexcused absences.	Attendance Committee		Daily	Daily attendance logs, phone logs, ECL	Increase of students that have attendance 90% or higher	Attendance reports 1200,400	2 9
1 2	College and Career Readiness 1:	Teach lessons to promote college awareness at all grade levels	Counselor	General Supplies \$350.00	Nov. and April	Lesson plans and student completed projects or work	Increase knowledge of college choices	Generation Texas	2
1 2	College and Career Readiness 2:	Create college awareness by promoting A “College Avenue.”	Counselor	General Supplies \$200.00	Sept.	Displays in Hallway	Increase knowledge of college choices	Generation Texas	2
1 2	College and Career Readiness 3:	Enhance student knowledge of College and Career Options	Counselor	General Supplies \$100.00	Spring	Sign in sheets, completed student projects	Increase knowledge of college choices	Community member presenters, local colleges	2
1 2 4	Critical Transition Years 1:	Registering incoming Kinder students with pre-assessments	Kinder staff, bilingual clerk, counselor and PEIMS clerk	NA	Spring	Kinder Round-up Letter message on marquee Completed pre-assessment	Teachers are more prepared for the beginning of the school year to meet the students’ needs	Parent Surveys	7 9
1 2 4	Critical Transition Years 2:	Prepare 5 th grade student for 6 th grade	Elementary and middle school counselors, administration Middle school specialist	NA	Spring	Letter notifying parent of a informational meeting, scheduling forms, Permission slips to attend field trip to middle school.	Students are more prepared for the beginning of the school year to meet the students’ needs	Parent and student surveys	9

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	ELAR 1:	Provide Spanish and English Consumable teaching materials and supplies to supplement instruction in reading and writing.	Grade Level Lead	IMA, Title 1, & SCE Funds \$500	Jan	Lesson plans, students' completed work	Increase writing scores: by the number of 2 to 3 and 3 to 4 by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	2 9
1 2	ELAR 2:	Continue Holistic Scoring of writing compositions three times a year in conjunction with District Writing Initiative and to monitor writing progress towards mastery.	ELAR Leads	Local \$3000	Oct, Jan, Mar	Writing Samples, student progress charts	4 th Grade STAAR Writing Scores student progress from BOY to EOY	Assessment Data from BEMS, STAAR, TELPAS	2 9
1 2	ELL Gap	Training in SIOP for All Not everyone is trained	Admin and Classroom Teachers	General Materials \$300.00	Sept/ May	Lesson Plans and student completed work	50% Improvement on grades	Assessment Data From BEMS, Common Assessment, STAAR, TELPAS	2 3 9
1 2	ELL	Conduct meetings for Bilingual teachers to discuss linguistic accommodations and how to meet the needs of all ELL learners	Admin and bilingual teachers	N/A	monthly	Sign in sheets and agendas	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	2 9
1 2	Fine Arts: Special Projects	Provide consumable materials, teaching materials, and supplies to supplement instruction in fine arts.	Fine Arts Teacher	General supplies Art \$3.00 per student	Sept. and Jan	Lesson plans, completed student projects	Increase the number of student who exhibit their work by 100%	Fine Arts Exhibit	3 10
1	GT Identification, Referral and Assessment 1:	Provide testing for the identification and referral of students into the GT program. Screen All Kinders	Campus GT Lead and classroom teachers	Printing/ refreshments for info nights	Fall, 2016 Spring , 2017	School hosts staff & parent information sessions Fall & Spring about the referral process All content teachers participate in the referral process"	Student referrals result in students qualifying to receive GT services	Referral Summary/Results Cover Sheets Growth &/or Maintenance of GT population 7%	8

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1	GT Identification, Referral and Assessment 2:	Provide services for all Kinder in Nov/Dec to identify potential students for referral (Elementary Schools)	GT Itinerant Teacher and Kinder Team	none	Nov/Dec 2016 Jan, 2017	Kinder student referral log	Kinder students referred, assessed & recommended for services by Mar 1	GT Kinder population reflects GT population of campus/district	8
1	GT Identification, Referral and Assessment 3:	Students in grades K - 5 receive/ maintain enrichment every other week from a GT Itinerant teacher.	GT Itinerant Teachers	Supplies Exhibitions of learning	2016 - 2017 School year	Rotation including in Master Schedule Regular student attendance evident based on sign ins (hard copy or electronic)"	Completion of advanced level projects Student reflection during Student-Led Conferences	Increase in student performance on identified measures (STAAR, grades) in areas of student's identified strengths	8
1	GT Identification, Referral and Assessment 4:	Differentiated instruction from teachers who have completed 30 Hour Foundation Training & are current with 6 hour GT Update in core content classes in their area(s) of identified strengths	Core Content teachers	Supplies	School Year 2016-2017	Screenshots of website Newsletters, emails, info pamphlets given Agendas/ppts Sign in sheets	Completion of advanced level projects including Dream Box, TPSP or similar project	Exhibition of student work including presentation to audience beyond the classroom that includes community members & partners Increase in student performance on identified measures	8
1	GT Identification, Referral and Assessment 5:	Communicate services & opportunities for enrichment to parents	GT Teacher Leader and classroom teachers	Printing	School Year 2016-2017	Evaluation Tool including HB 5 Portfolio & Rubric	Parent Feedback	Continued program growth	8

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1	GT Identification, Referral and Assessment 6:	Host to share information about student opportunities, explore post-secondary choices, & provide resources to parents to support student success	Principal, GT Teacher Leader, and GT Itinerant Teacher	Printing Refreshments	School Year 2016-2017	Sign-in Sheets; agendas, lesson plans Student RtI Forms and meeting notes	Continued program growth GT Students meet & exceed past performance in scholarship awards, applications to 4 year universities, SAT/ACT scores	Increase in student engagement & in student performance on identified measures in areas of student's identified strengths	8
1 2 4	Guidance 1:	Conduct and teach lessons that maintain the "7 Habits of Highly Effective" students from the Leader In Me Program and "Theme – Character Traits" in grades K-5.	Counselor and Classroom teachers	Title I \$300	Monthly	Completed guidance lesson schedule and lesson plans	Decrease in the # of discipline referrals	Improved Student behavior and attendance	9
1 2 4	Guidance 2:	Prioritize small group guidance session topics by having teachers complete a needs assessment Interventions by ARC and Aides	Counselor / social worker	Title I SCE	Quarterly	Completed small group session schedules with topic and lesson plans	Increased academic performance by passing core subjects every 9 weeks by 5% decreased discipline referrals by 5%	Report card grades SDS 1000 report	9
1 2 4	Guidance 3:	Provide student counseling (small group or individual) in self-concept school socialization, anger management, grief, and friendship	Counselor / social worker	NA	Quarterly	Completed small group session schedules with topic and lesson plans	Increased academic performance by passing core subjects every 9 weeks by 5% decreased discipline referrals by 5%	Report card grades SDS 1000 report	9
1 2 4	Guidance 4:	Counseling small groups of students who were retained the previous year and monitor progress. Parent survey indicates services are offered.	Counselor / social worker	Social Worker SCE 20% of salary	Quarterly	Completed small group session schedules with topic and lesson plans	Increased academic performance by passing core subjects every 9 weeks by 5% decreased discipline referrals by 5%	Report card grades SDS 1000 report	2 9
1 2 4	Highly Qualified Teachers 1:	Attract and maintain bilingual teachers that are highly proficient in Spanish	Administration	N/A	As needed	Teaching certificates and interview process Team Interview to determine proficiency in languages.	Reducing the number of students moving from Tier I to Tier II by 5%	Assessment Data from BEMS, Common Assessment, STAAR, and TELPAS	5 10

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2 4	Highly Qualified Teachers 2:	Attract and maintain regular education teachers that are highly qualified in English	Administration	NA/	As needed	Teaching certificates and interview process	Reducing the number of students moving from Tier I to Tier II by 5%	Assessment Data from BEMS, Common Assessment, and STAAR, TELPAS	5 10
1 2 4	Leadership	Develop agenda by sending one week prior to all meetings so staff can reflect and give suggestions on the action items that will be discussed	Administration	Title 1 Funds	monthly	agenda	Improvement in teacher communication	End of the year staff survey results	8
1 2	Library Services	Provide opportunities for students to engage in reading outside of the school day to progress in reading lexiles and to promote life long reading skills. <ul style="list-style-type: none"> ▪ Read Across Southwest ▪ Tumble Books ▪ Book Fairs ▪ SA Reads ▪ Footsteps 2 Brilliance ▪ VPK (3 and 4 year olds) Library services	Librarian	Title 1 & Local \$70,000 Campus and District Funds	Dec/ Jan	Books students Read	Improve Reading Scores Writing Samples	Assessment Data CA, BEM, STAAR	2 10
1 2	Mathematics	Provide Spanish and English consumable materials, teaching materials, and supplies to supplement instruction in math.	Lead Teacher	Bilingual Materials \$ 50.00	March	Lesson plans, student's completed work	Improves test scores 5%	Assessment Data from BEMS, Common assessments, STAAR, TELPAS	2 9
1 2	McKinney Vento 1:	Training teachers and staff on McKinney Vento program and what can be offered to homeless students	Counselor	McKinney Vento Guidelines Student Support Services	BOY training and Oct.	McKinney Vento Identification forms RSCCC documentation	Lower the drop-out rate and increase attendance	Increase of ID of McKinney Vento students	10
1 2	McKinney Vento 2:	Training parents on McKinney Vento program and requirements	Counselor	McKinney Vento Guidelines Student Support Services	BOY training	McKinney Vento Identification forms RSCCC documentation	Lower the drop-out rate and increase attendance	Increase of ID of McKinney Vento students	10
1 2	Family Engagement 1:	Collaborate with PTA to have meeting with families that center on student academic focus. Science Fair Idea Night Open House Meet the Teacher Night Reading Night Math Night	PTA committee, teachers, and administration	Title I \$2000.00	Monthly	PTA sign-in sheet and /or the agenda	Increased number of parent participation in school functions.	Participation and forming stronger relationships with the community.	2 6

ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>		RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
		STEM Night							
1 2 5	Family Engagement 2:	Provide Informal needs assessments/ surveys for parents Use Remind	Parent engagement committee, counselor, and administration	Title I \$300.00	May	Returned forms and/or anecdotal info gathered by staff	Increase the number of surveys turned in by 5%	Better relationships are form with school staff and parents	6 10
1 2 5	Family Engagement 3:	Continue to have home visits for parent communication.	Counselor and administration	N/A	As needed	Documentation by counselor and/or the administration	Decrease in discipline referrals by 5% Reducing the number of students moving from Tier I to Tier II by 5%	Better relationships are formed with school staff and parents	6 10
1 2	Family Engagement 4:	Develop Parent Compact is filled out at the first six week conference	Classroom teacher	Title I	After 1 st quarter	Letters, phone logs, and signed parent/teacher compacts	Increase in the number of parents attending school or student activities by 10% annually.	End of the year parent survey results	6 10
1 2	Family Engagement 5:	Volunteer Luncheon/ Principal Chat <i>Provide an End Of Year Volunteer Luncheon to promote continued support and appreciation for services.</i>	Counselor, parent engagement committee	Title I \$400.00 Local	May	Sign in Sheet of Participants	Increase in the number of parents attending school or student activities by 10% annually.	End of the year parent survey results	6 10
1 2	Family Engagement 6:	Provide opportunities for parent engagement through parent trainings, school activities, and participation in district/school events. 44% Principal Chat	Parent engagement committee and PTA	Title I (61) \$1000	One per every other month	Letter sent home to parents	Increase in the number of parents attending school or student activities by 10% annually.	End of the year parent survey results	6 10
1 2	Family Engagement 7:	Award ceremonies in include certificates, ribbons, pins, pencils, books, or trophies for Young Author, Spelling Bee, Science Fair, PTA reflections, and AAA Award Party	Committee members and Chairperson for each event Grade Level Classroom Teacher	Misc. Operating Exp. \$200.00	After each quarter	Letters to parents, list of finalists	District level participates	End of the year parent survey results	6 10

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Family Engagement 8:	Provide letters to enhance communication with parents (in home language) to build the school home connection and be provided with multiple opportunities for parent engagement.	All staff	Copies	Monthly	Letter sent home	Increase in the number of parents attending school or student activities by 10% annually.	End of the year parent survey results	6 10
1 2	Family Engagement 9:	Provide GED in Spanish and ESL classes for the ECE community	Victoria Gaeta	Free Salaries for Adult Ed. Teachers through Office of Community Education (Local Funds)	Oct.-April	Registration, sign-ins, Practice tests, lesson plans, GED Test scores	Increase educational attainment for Spanish-speaking community.	Final Test	
1 2 4	Parental Engagement 10:	Texas Public School Week school-wide activity	Classroom teacher and administration	Title 1 Funds	March	Sign in Sheets	Increase in the number of parents attending school or student activities by 10% annually.	End of the year survey	6 10
1 2	Physical Education/Health: FITNESSGRAM	Purchase consumable materials, teaching materials, and supplies to supplement instruction in physical education	PE Teacher	General Supplies PE \$500.00	Sept. and Jan.	Lesson Plans, Student completed projects or work	An increase of 10% passing rate on the fitness grams	Completed Fitness Grams	2 9 10
1 2	PLC PD Academic Coach	Conduct Team meetings horizontally to discuss student needs Provide full-time Instructional Coach	Grade Level Lead and Instructional Coach Admin	Title I	Monthly Aug.-May	Agendas meeting notes and sign – in sheets Walk through Notes	Progress monitoring will show improvement on targeted TEKS	Benchmarks, common assessments, STAAR, and TELPAS TTM/I-Station	8
1 2	Pre-k	Purchase consumable materials, teaching materials, and supplies to supplement instruction in the pre-k program	Pre-K Teacher	General Supplies	Sept. and Jan.	Lesson Plans, Student completed projects or work	An increase readiness for kindergarten	Istation, CLI Engage - BOY,MOY,EOY	2 4

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Professional Development 1:	Attendance of selected teachers and Special Ed. Teachers to SAMA training and receive certification.	Admin, selected teachers, Spec ed. teachers	Substitute Teachers Staff Dev. \$ 105.00 per Teacher	Sept.	Sign in sheets,	Reduce the number of restraints	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	4
1 2	Professional Development 2:	Provide teachers ESL training and reimbursement of ESL certificate	Selected teachers and admin	Bilingual Staff Dev. \$106.00 per Teacher	August and summer	Sign in sheets	Reducing the number of students moving from Tier I to Tier II by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	4
1 2	Professional Development 1: Mentoring teachers new to the profession	Assignment to a mentor teacher and guidance and modeling of lessons by instructional coach will be given to each new teacher.	Mentor Teacher, Instructional Coach	Title I \$2210.00	Sept.	Sign in Sheet	A satisfactory rating	T-TESS	4
1 2	Professional Development 2: Mentoring teachers new to the profession	Training of 30 initial hours for Gifted and Talented teaching certificate.	GT lead teacher new classroom teacher	GT Material \$100.00 Per Teacher	May	LMS sign in sheets Region 20 certificate	Increased performance levels of all GT students by 10%	Advanced Performance on STAAR, Advanced High TELPAS	2 4
1 2	Professional Development 3: Mentoring teachers new to the profession	Provide teachers the opportunity to observe a highly effective peer. On or Off Campus	Administrator and selected teacher	N/A	On-going	A completed peer observation form	Reduce office referral and decrease the number of student moving from Tier I and Tier II	Better classroom management and delivering instruction	4
1 2	Reading	Provide access for all students Pk – 5 TH to have an I-Station account	District	Admin	Monthly ISIP	Monthly Reports	Increase performance in reading skills RTI, I STATION and STAAR Data	Improvement and movement from Tier III to Tier II and/or Tier II to Tier I	2 9
1 2	Safe and Drug-Free Schools and Communities 1:	Teach bully prevention to all grade levels	Classroom teacher and counselor	General Supplies \$100.00	Oct. Jan and April	Lesson plans and completed second step activities	Decrease in the number of bully referrals	Better school climate where all students feel safe	2 9 10

	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 Comp.	
1 2	Safe and Drug-Free Schools and Communities 2:	Provide school wide assemblies dealing with topics of bullying, peer pressure, and core values NED show	Counselor	General Supplies \$ 100.00	One assembly each semester	Student and teacher evaluation forms	Decrease in the number of bully referrals	Improvement in student behavior and attendance	2 9 10
1 2	Science 1: SE-GAP	Provide Tutoring- Building relationships Mentoring – SE Materials Possible SE tutoring / Aide during Science Labs	Administration and All Science Teachers	General Materials \$200.00	Sept/ May	Test Result BEM Campus Common Assess.	50% Improvement on grades	Assessment Data From BEMS 5 th Grade Science STAAR	2 3 9
1 2	Science 2: Hispanic / White	Training in SIOP for All	Admin. And All Science Teachers	General Materials \$200.00	Sept/ May	Projects Science Fair Science Project	50% Improvement on grades	Assessment Data From BEMS and Common Assessments, STAAR	2 3 9
4	Science 3:	<ul style="list-style-type: none"> Provide staff with focused professional development Provide grade-level collaboration time (PLC) Support best practices Hands-on investigations using STEM scopes (curriculum (K-1:80%, 2-3 60%,4-5 50%))	Admin	Title I, Local , SCE	Sept/ Dec	Observations, Lesson plans posted on Eduphoria- Forethought, BEM scores, STAAR scores	Increase Science STAAR passing rates at Phase-In 1 by 5% Increase Science STAAR Phase-In Final rates by 10%	BEM, STAAR	2 4 9
1 2	Science 4:	Provide Spanish and English consumable materials, teaching materials, and supplies to supplement instruction in Science.	Classroom teacher and admin	Bilingual Materials \$50.00	Sept. and Jan	Lesson plans, and students' completed work	Reducing the number of students moving from Tier I to Tier II by 5%	Assessment Data from BEMS, Common assessments STAAR, and TELPAS	2 9
1 2	Special Education 1:	Provide consumable materials, teaching materials, technology software for learning and assessments, and supplies for special education students	Special Education teacher administration	General Supplies \$300.00	May	Lesson Plans Assessment results	More students are able to achieve their IEP goals	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	2 9

		ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Special Education 2:	Increase understanding and consistent use of collaborative teaching and instructional strategies by training all general and special education teachers	Exec. Director for Sp. Ed., Sp. Ed.Coordinators, Campus Administrators		SE Dept	Sept-May	Training provided by campus and C&I Special education staff during conference and or faculty meetings	Increase passing rates and achievement of special education students taking STAAR assessment by 10%		3 4
1 2	Special Education 3:	Train and require all inclusion teachers to utilize the District inclusion model for scheduling and collaborative teaching	Exec. Director for Sp. Ed., Sp. Ed.Coordinators, Campus Admin.		SE Dept.	Sept-May	Data collected during walk through by campus administration and C&I department leaders	Increase the performance of students with disabilities on all content area benchmarks and state assessments by 10%		4
1 2	Special Education 4:	Increase the number of 3 to 5 year olds in less restrictive environments by sending 4 and 5 year olds to PreKinder and Kinder programs with specialized support.	Exec. Director for Special Education, Special Education Coordinators, Campus Admin.		SE Dept.	Sept-Jan	Staffing, rosters of students, and enrollment forms	Indicator 6 PEIMS Data will increase by 20%		7
1 2	Student-Centered Strategies 1:	Purchasing and maintaining Site Licenses to provide quality instruction: Microsoft, Accelerator Reader, and Think Through Math (TTM), IStation, Reflex Math, and or other programs.	Classroom teacher and administration		Title I \$1575.00	Sept.	Lesson plans, system reports	Reducing the number of students moving from Tier I to Tier II by 5%	BEMS, Common assessments, STAAR, and TELPAS	9
1 2	Student-Centered Strategies 2:	Purchase consumable materials, teaching materials, and supplies to supplement instruction in reading. This includes but not limited to National Geographic Magazine, Weekly Reader, Texas Weekly, and Study Weekly , Mentoring Minds, Saxon Phonics	Classroom teacher and administration		Reading Materials Lib. \$915.00	Sept. and Jan.	Lesson plans and completed student work	Reducing the number of students moving from Tier I to Tier II by 5%	BEMS, Common assessments, STAAR, and TELPAS	9
1 2	Student-Centered Strategies 3:	Participation in the campus and district spelling bee, and awards will be presented to campus and district winners. Participation in the campus and district AAA competitions at the campus and district levels, and awards will be presented to the campus and district winners.	Grade Level Leads		Misc. \$200.00	Spring	A list of the spelling bee finalists ,AAA Science Fair Roster	An increase of 10% participation in the campus wide spelling bee	District level spelling bee, District Level AAA	
1 2	Student-Centered Strategies 4:	Students will participate in campus and district science fair and winners will be awarded medals, trophies, or ribbons	Science Fair committee, and administration		Misc. Operating Expenses. \$ 200.00	Dec.	Lesson plans, student created labs, district winners	An increase of 10% participation in the campus wide science fair	District level science fair	2 3 6 9

		ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Student-Centered Strategies 5:	Provide STEM Program to At-Risk-Students	STEM Teacher		SCE FTE	Aug	Lesson plans, student created labs, district winners	An increase of 10% participation in the campus wide science fair	City Level STEM Fair	
1 2	Student Interventions 1: Data Analysis	Create and administer common assessments for each six week period, (4 per year) in grades 3rd-5th , in order to monitor student progress towards mastery of TEKS.	Grade Level Leads	Title 1 & Local Funds	Once per 6 weeks	AWARE	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	2 10	
1 2	Student Interventions 2: Data Analysis	Provide resources, time, and support for teachers to collaborate on student data, content learning, and planning to enhance academic learning for students and teachers. (PLCs)	Grade Level Leads and Administration	Title 1 and SCE Funds	Bi-monthly	Schedule, minutes,	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, istation, TTM, STAAR, and TELPAS	4 9	
1 2	Student Interventions 3: Data Analysis	Obtain highly qualified paraprofessional to provide additional accelerated instructions (tutoring) in small groups in addition to the one hour STAAR block. One paraprofessional must be bilingual to support ELL student population.	Teacher Aides and Admin	Title 1 2 Aides \$42,000	Aug.-June	Teachers' lesson plans, Admin. Walk through, completed student work	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, istation, TTM, STAAR, and TELPAS	2 9	
1 2	Student Interventions 4: Data Analysis	Utilization of ipads, AWARE, I-Station, and TTM to disaggregate students' reading and math data to create flexible learning groups.	Grade Level Leads	Title 1 \$1500.00	BOY, MOY, and EOY	Assessment Data	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments. Istation, TTM, STAAR, and TELPAS	2 9	
1 2	Student Interventions 5: Data Analysis	Collection of STAAR formatted samples by Administration from all grade levels with a concentration in 1 st , 2 nd , 3 rd , 4 th , and 5 th . Conduct lateral scoring K-5; Teachers will meet to discuss students' writing sample and create plans of action to target writing needs.	Grade Level Leads	General Supplies \$500.00	Monthly BOY; MOY; EOY	CA, BEMS AWARE	BEM and state assessment passing rate will increase by 5% BOY-EOY AWARE data will show improvement in holistic score	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS Data from AWARE	2	

ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>		RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Student Interventions 6: Data Analysis	Implement Dyslexia Intervention reading program (DIP) for students with dyslexia and/or related disorders, or struggling readers that will be taught by a highly qualified teacher trained in dyslexia, related disorders and reading interventions.	Reading Specialist K-2 Reading Interventionist	General Materials \$ 800.00	Weekly pull out sessions	Lesson Plans, Completed Student work	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	2 9
1 2	Student Interventions 7: Data Analysis	Conduct weekly walk-throughs to support teachers with their implementation of performance standard instruction.	Administration Academic Coach	observation form	weekly	Completed observation form And Eduphoria	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	4
1 2	Student Interventions 8: Data Analysis	Conduct RtI committee/team monitoring and meetings	Counselor, classroom teacher, administration	Title I \$100.00	Monthly meeting	RTI agenda Sign in sheet RTI intervention plans and logs	Progress monitoring will show improvement and movement from Tier III to Tier II and/or Tier II to Tier I by 5%	Assessment Data from BEMS, Common assessments, STAAR, and TELPAS	9
1 2	Technology Applications 1:	Expand the use of the state provided technology applications TEKS online textbook to support instruction in the core content areas	Classroom teachers and administration	Title I \$500.00	Sept. and Jan.	Lesson plans and student completed technological projects Using Google Docs.	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	
1 2	Technology Applications 2:	Provide at home user access to administrators, teachers, students, and parent to EBSCO online library and databases, such as AWARE and Tango	Classroom teacher and administration	General Contracted \$ 300.00	Sept.	Teacher, parent, and student use	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	6
1 2	Technology Applications 3:	Provide at home user access to parent-student STAAR on-line study guide	Classroom teacher and administration	N/AI	March	Letter sent to parent and STAAR results	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	6

	ACTION STRATEGIES <i>(List only 1 Action Strategy per cell.)</i>	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.	
1 2	Technology Applications 4:	Provide teachers with online content to allow students to participate in learning experiences online or view class information and/or instructions online 1 station, Think through math, Prodigy Provide teachers with supplemental resources.	Classroom teacher and administration	General Contracted \$ 3045.00	Daily	Lesson plans and student completed work and/or projects	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	6 10
1 2	Technology Applications 5:	Provide needed equipment to implement the curriculums as needed. (ie, LCD projectors, , LCD light bulbs, ladybug light bulbs, laptops, iPads, cold laminators, Instructional CPS (clickers) for students/teacher use	Classroom teachers and administration	Title I \$5000.00	Sept, Jan. and April	Lesson plans, student completed work/projects, end of the year technology inventory	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	9
1 2	Technology Applications 6:	Provide professional development and training in technology in order to create classrooms environments where technology is integrated into ALL content areas. Google Drive	All interested staff and administration Mandatory	N/A	Monthly meeting (Happy Hour) Faculty Meeting	Sign in	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	9 10
1 2	Technology Applications 7:	Provide new technology in order to be able to seamlessly integrate Technology Application TEKS and google drive in collaborative, cross-curricular units of instruction (ie Laptops, iPads) for teacher and student use. The computers removed will be upgraded new RAM windows and licenses once refreshed they will be distributed out to replace older computers in classrooms.	Classroom teachers and staff	General Supplies SCE \$5000.00	Sept, Jan, and April	End of year inventory	Increase student technological skills and performance assessments by 5%	SWISD STAAR Chart	4
1 2 4	TELPAS	Conduct Six week Monitor meetings for Administrator with teachers to identify specific needs of individual students	Administrator and Classroom Teachers	NA	Every Six weeks	Agenda meeting notes and identified needs	NA	Report cards TELPAS , and performance	10