



**SOUTHWEST INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

<p align="center"><u>Call to Action</u></p> <p>Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.</p>	<p align="center">CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN HIDDEN COVE ELEMENTARY 2016-2017</p>  <p align="center">Every Child, Every Day. 2020 SOUTHWEST INDEPENDENT SCHOOL DISTRICT</p>	
<p align="center"><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>CIP Reviewed:</p>	<p align="center">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 align="center">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 program.

2016-2017 CAMPUS IMPROVEMENT TEAM

Principal	Terri Solis
Assistant Principal	Jennifer Elwood
Counselor	Stephanie Wire
Social Worker	Barbara Chandler
Parent Representative	Tracy Eumack
ELL Representative	Alma Vasquez
SPED Representative	Alma Arriola
Paraprofessional Representative	Josie Martinez
DIT Elected Representative	Sandra Aldaco
Science Teacher Leader	Diana Lopez
Social Studies Teacher Leader	Ernestina Mendez
Math Teacher Leader (Prim/Inter)	April Pena/Brenda Chapa
ELAR Teacher Leader (Prim/Inter)	Melinda Serenil/
Kindergarten Grade Lead	Alma Vasquez
First Grade Lead	Melinda Serenil/Theresa Sampey
Second Grade Lead	Lucia Armstrong

Third Grade Lead	April Pena
Fourth Grade Lead	Theresa Sampey
Fifth Grade Lead	Diana Lopez
Electives Lead	Krystal Kempf
Community Representative	Mary Medina

Campus Mission Statement

Hidden Cove Elementary is committed to providing students with a strong and structural education foundation with cooperation from all stakeholders. We are dedicated to the academic and social development of the individual student, helping to mold them into leaders for success so that they will positively contribute to the success of their society. The overall success of Hidden Cove Elementary is cooperative venture between the students, the teachers, the parents and the community.

Campus Vision Statement

In conjunction with Southwest I S D 2015 vision, Hidden Cove Elementary is committed to helping our students rank amongst the top academic students, utilizing technology to drive this success. We will also instill in our students the need to have good attendance to contribute to their success, while at the same time teaching them to be leaders in their school, community and their lives. We strive to help our students see that completion of a post-secondary degree is the last step in preparing them for success.

Campus Slogan

It Begins With Me

HIDDEN COVE PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will meet or exceed 97% overall for the year
2.	Campus will increase scores from 82% to 87% in STAAR Math
3.	Campus will increase scores from 70% to 75% in STAAR Reading
4.	Campus will increase scores from 60% to 70% in STAAR Writing
5.	Campus will increase scores from 84% to 90% in STAAR Science
6.	Maintain 3 distinctions: Academic Achievement in Science, Top 25% in Closing Performance Gaps, Postsecondary Readiness
7.	Attain 3 new distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Math, Top 25% in Student Progress
8.	Meet 100% of all 17 System Safeguards

V G	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 Com p.
2	Accelerated Instructional	Continue to implement RTI process based on the district operating guidelines and eSPED to assist teachers in identifying the targeted areas in which students need interventions.	Campus Administration, Counselor, Teachers, ARC, Reading Interventionist	iStation, Learning a-z, TTM, Moby Max (SCE funds, PEG funds, and PRI funds)	Aug – Jun	Documentation during monthly RTI meetings, formative walk throughs will indicate implementation Grade level meetings every grading period	A decrease in Special Ed referrals Increase student achievement among at risk/RTI students to 100%	Progress Reports, Report Cards, Benchmarks, iStation, & STAAR Accountability	2 9
1 2	Attendance	HCE will utilize the School Reach program to communicate the importance of daily attendance.	Campus Administration, PEIMS Clerk	School Reach system	Aug – Jun	Documentation on the School Reach System	A decrease in attendance referrals by 10%. Increase student attendance among all students to 100%	Progress Reports, Report Cards, Attendance reports, attendance referrals	2 6
	Attendance	HCE teachers will contact parents and guardians daily when their student is absent and document in ECL and work closely with campus administration, PEIMS Clerk, and visiting teachers to promote attendance.	Campus Administration, PEIMS Clerk, Teachers & Staff SWISD Visiting Teachers		Aug-June	Documentation in ECL	A decrease in attendance referrals by 10%. Increase student attendance among all students to 100%	Progress Reports, Report Cards, Attendance reports, attendance referrals	2 6

1 2	Attendance	Students will receive recognition of attendance at semester award ceremonies and additional recognition such as field trips, movies, and/or weekly recognition as determined by the attendance committee	Teachers & Staff, Counselor, Attendance Committee	Awards, certificates	Aug – Jun	Letters sent home to the parents inviting them to the ceremony	A decrease in attendance referrals by 10%. Increase student attendance among all students to 100%	Progress Reports, Report Cards, Attendance reports, attendance referrals	2 6
2	Coordinated Health: Fitness-gram	Develop a physical fitness regimen that will assess and build students' physical fitness throughout the year that will measure gains in endurance, flexibility, and strength.	PE Teacher	Fitness--gram Supplies, Training, and license Local \$500	BOY, MOY, EOY	Lesson plans, Fitness-Gram data	20% more of students who were not "fit" on the BOY fitness-Gram report will be "fit" by the EOY assessment.	Fitness-Gram logs and data rosters; BOY, MOY, EOY Fitness-gram reports	2
1 2	Counseling & Guidance	The school guidance counselor and social worker will establish counseling groups that address students that have previously been retained, and other concerns such as students who have made an outcry of bullying, suicide and child abuse prevention.	Social Worker School Guidance Counselor	Parenting Partners and Social Workers materials,SCE	Aug – Jun	Schedules, calendar of trainings, and sign-in sheets for staff trainings	A decrease in Social Worker referrals Increase student guidance among all students to 100%	Progress Reports, Report Cards, Teacher surveys, guidance surveys	2,9
2 4	Data Analysis	Teachers and staff will continue to use data to drive instructions, align interventions, and make decisions about campus needs regarding	Teachers & Staff	SWISD and ESC 20, Campus Leadership \$500 basic	Aug – Jun	Documentation on Soar3D digital data wall on Canvas, Lesson plans, documentation on eSPED	Student needs will be under constant supervision so that all	STAAR and RTI Process	2,8

		curriculum and other supplemental materials.					students are monitored and their progress closely examined to determine specific needs on a week by week basis. By integrating this strategy we hope to have 100% of our students meet standards on STAAR.		
	Data Analysis	Provide continued training and support to all staff to utilize SOAR 3D, Lead4ward heat maps and quintile reports, Moak Casey, and student data to analyze data and drive instruction.	Campus Administration	SWISD and ESC 20, Campus Leadership \$500 basic	Aug – Jun	Documentation on Soar3D digital data wall on Canvas, Lesson plans, documentation on eSPED	Student needs will be under constant supervision so that all students are monitored and their progress closely examined to determine specific needs on a week by week basis. By integrating		

							this strategy we hope to have 100% of our students meet standards on STAAR.		
1 2	Discipline Management	Campus implementation of a school wide discipline management system.	All Staff	Restorative Discipline Model AIM	Aug – Jun	Sign in sheet, agenda, and teacher certificates		Conduct Report in RSCCC at EOY	2 9
1 2 4	English Language Learners	Provide professional development in ELPS and SIOP to bilingual and dual language teachers to increased Language Proficiency Gains in our TELPAS Scores.	Bilingual Teachers	ELPS Training, ESL Training from ESC 20 and SWISD \$1,000 Local	Aug – Jun	Sign in sheet, agenda, and teacher certificates for the training and	100% of our students making gains every academic year in TELPAS.	TELPAS & STAAR	3,4
1 2	English Language Learners	Provide materials in Spanish to supplement the curriculum in order to increase language proficiency TELPAS Scores for all ELL students	Bilingual Teachers	Materials and resources Local	Aug – Jun	Documented in Lesson Plans, Walk-throughs, ESL Common Assessments, other informal assessments.	100% of our students making gains of 50 points or more every academic year in TELPAS.	TELPAS & STAAR results	9
1 2	Fine Arts: Special Projects Coordinated Program	Provide Fine Arts experiences and opportunities to all students to meet the needs of the TEKS, engage student interests, and develop fine art skills.	Fine Arts Teacher	Material and Resources \$500 Local	Sept. and Jan	Lesson plans, completed student projects	Increase the number of student who exhibit their work by 10%	Fine Arts Exhibit	10

1 2	Gifted and Talented	Provide parent informational meetings at the BOY and EOY for Gifted and Talented.	GT Teachers, GT Admin, GT Liaison	GT Funds	Aug-June	Sign in sheets and letters home to the parents	Increase in student product/ Participation in GT program to 5%.	Progress Reports, Lesson Plans, Student Referrals	6
12 4	Gifted and Talented Coordinated Program	Increase the number of students participating in the GT program by informing teachers of the nomination process and implementing a process for identifying potential student.	GT Teachers, GT Admin, GT Liaison	GT Funds	Aug-June	Nomination forms., GT identified lists	Increase in student product/ Participation in GT program to 5%.	Progress Reports, Lesson Plans, Student Referrals	2, 10
1 2 4	Gifted and Talented	Increase the number of students that take part in GT projects during, before & after school, and in summer programs through conferencing, small group collaborations, and team building. <ul style="list-style-type: none"> ▪ Dragon Tales ▪ Sim City Project ▪ Robotics Club 	GT Teachers, GT Admin, GT Liaison	Title I SCE Local	Sep-May	Student Products, lesson plans of the GT teacher	Increase in student product/ Participation in GT program to 5%.	Progress Report, Lesson Plans, Student Referrals.	2 10

1 2	Highly Qualified Teachers: Recruitment & Retention	Weekly planning sessions during collaboration for grade level teams to create lessons, develop interventions, and build team collaboration.	Principal		Quarterly	AESOP, substitute list, and calendar	Decrease in teacher attrition by 50% annually.	TAPR	5
1 2 4	Highly Qualified Teachers: Recruitment & Retention	Provide professional development opportunities to build success and instructional efficacy amongst teachers to increase retention of teachers.	Principal	Title1 \$2000 PRI \$5000	Monthly	AESOP, substitute list, and PD calendar	Increase teacher morale by 10% and decrease teacher attrition by 10%.	Student STAAR and common assessment scores	5
1 2	Highly Qualified Teachers: Recruitment & Retention	Attend District recruiting and job fair opportunities to find highly qualified applicants for Bilingual and Dual Language positions.	Principal	None	Spring semester	AESOP, substitute list, and PD calendar	Increase in obtaining quality teachers by 10%	Student STAAR and common assessment scores	5
2 4	Instructional Materials	HCE will purchase all instructional resource materials for teachers for classroom and student use.	Principal Grade Level Teacher Leaders	\$1500 LOCAL \$1500 Tittle I Coordinated Funds PRI \$20,000	Aug-Jun	Lesson plans and intervention documentation on eSPED	100% of all teacher instructional needs will be purchase within 15 days of request.	Request forms, Resource list	10
1 2 4 8	Leadership Development	Continue to build an effective professional learning community for our teachers to be able to continue to grow and become outstanding	All Staff	Professional Learning Community training by Solution Tree , Priority Funds	Aug – Jun	Sign in sheets, lesson plans, walk-throughs by administration	Increase knowledge of campus needs throughout the school,	Teacher Survey at EOY	

		educators through a network of support and guidance by providing Professional Learning Community training and guidance to the staff.		Coordinated Program Funds			improve student achievement, increase campus communication and provide all of our staff a chance to learn from each other, so that they can become better educators in the future.		4
2 4 9	Leadership Development	Increase opportunities for teachers to observe, collaborate and reflect with each other to create a professional learning community	All staff	\$2,000 PRI	Aug – Jun	Documentation in lesson plans, walk-through will indicate implementation of curriculum initiatives.	Increase Math assessment scores in all grade levels by 10%	Common Assessments, STAAR, Benchmark data	2,4
2 4 9	Leadership Development	Train all teachers on how to utilize monthly common assessments or units assessments to determine if interventions are needed for students.	Math teachers, Academic Coach	In house, no funds	Aug-Jun	PD certificates, sign in sheet from training	Increase Math assessment scores in all grade levels by 10%	Common Assessments, STAAR, Benchmark data	2 4 8 9
2 3 9	Leadership Development	Establish grade level teams and collaborate reading strategies during PLC time.	K-2 reading teachers and lead teacher		Every Friday during collaboration	Agendas data entry	Increase reading assessment scores in all grade levels by 10%	Common Assessments, STAAR, Benchmark data	2 4 9
2 4	Mathematics	Use of formative and summative instruction,	Math teachers		Aug-Jun	Data stored in AWARE	Increase Math	Common Assessments/	2,8

9		and standards-based assessments in the math content.					assessment scores in all grade levels by 10%	STAAR, Benchmarks, grades	
2 4 9	Mathematics	Support K-5 grade teachers with focused professional development in the TEKS, modeling, peer coaching, and support in the implementation of best instructional practices, Forde Ferrier, Unpacking The TEKS.	Math teachers Academic Coach		Aug-Jun	PD certificates, sign in sheet from training	Increase Math assessment scores in all grade levels by 10%	Common Assessments/ STAAR, Benchmarks, grades	2,4
2 4 9	Mathematics	Purchase math STAAR student workbooks to support teacher instruction, to include Forde-Ferrier and Measuring up.	Math teachers	\$16,000 Priority funds	Aug-Jun	Lesson plans, administrative walkthroughs	Increase Math assessment scores in all grade levels by 10%	Common Assessments, STAAR, Benchmark data	2,9
1 2 3	McKinney Vento	Train teachers and staff on McKinney Vento program and what can be offered to homeless students	Counselor	McKinney Vento Guidelines Student Support Services \$300 Title 1	Oct. - May	McKinney Vento Identification forms RSCCC documentation	Increase attendance for homeless students to 98% or higher annually.	Increase of ID of McKinney Vento students	3,4
1 2 6	Parental Involvement	Develop content night to promote student-parent connections and enhance the parents' ability to understand how to help their student at home.	All staff	Title 1	Aug – Jun	Sign in Sheets, agendas	Increased parental support for 100% campus projects and goals.	EOY parental survey	6

1 2 6	Parental Involvement	Recruit Parents opportunities to volunteer for school activities.	Counselor	Title 1	Aug – Jun	Sign in Sheets	Increased parental support for 100% campus projects and goals.	EOY parental survey	6
1 2 6	Parental Involvement	Review or investigate parental programs which enhance parent partnerships in schools (counselor and ARC driven).	Counselor and ARC	Title 1	Aug – Jun	Sign in Sheets, agendas	Increased parental support for 100% campus projects and goals.	EOY parental survey	6
2	Physical Education	Provide professional development and resources to the physical education classes in order to perform state assessments, Presidential fitness exam, and daily exercises.	PE Teacher	Local \$500	BOY, MOY, EOY	Lesson plans, Fitness gram data; Presidential Fitness Exam	20% more of students who were not “fit” on the BOY fitness gram report will be “fit” by the EOY assessment.	Fitness gram logs and data rosters; BOY, MOY, EOY Fitness gram reports	2 4
2	Physical Education	Students in kindergarten through grade 5 participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year; if impractical due to scheduling problems students may participate in moderate or vigorous physical activity	PE Teacher	Required curriculum TEKS	Aug- Jun	Schedules and lesson plans	Fitness-Gram Data Increase 20% of students scoring in Healthy Fitness Zone	Formative: Daily routines Summative: Documented culminating minutes of moderate to vigorous physical activity	2

		for at least 135 minutes during each school week.							
2 4	Physical Education/ Fitness-Gram	All PE teachers are required to be trained on how to administer Fitness-Gram to ensure that 100% of eligible students in grade 3- 12 will participate in the Fitness-Gram assessment.	Physical Education teachers/ coaches	Fitness-Gram Assessment Training provided by Human Kinetics (grant by the state)	August 2014- May 2015	Data as reported on Fitness-Gram assessments	90% of students in grade 3-12 will achieve in the Healthy Fitness Zone	Formative: teacher observation and evaluation of student performance Summative: Compare data from previous years	2
1 2 3	Primary Reading Readiness 1: Reading	Teachers will effectively use the iSip reports to support and guide the interventions with struggling readers.	Campus Administration Content Leaders Academic Coach	Local	Three times a year during Universal screener windows (Sept, Jan, and May)	Lesson plans iSip/iStation reports, Intervention Activity resources, calendar	Increase “Developed” student number by 25% each scoring window	Comparing BOY, MOY, and EOY data; progress monitoring	4,8
2 4 3	Professional Development	Provide professional development for campus initiatives: <ul style="list-style-type: none"> ● RTI ● Gifted and Talented ● Dyslexia ● 504 ● Dysgraphia ● Balanced Literacy 	Campus Administration Content Leaders Academic Coach	Region 20 PD \$3000 Title 1	2016-2017	Sign in sheets Certificates	Increase on STAAR performance for dyslexic students by 10% annually. Increase the number of GT students performing at final level	STAAR test results Item analysis TPRI Weekly fluency scoring	3 4

		<ul style="list-style-type: none"> • Phonics Instruction • EL/Dual Language • Writing Instruction • iSip • TTM 					on all STAAR assessments. Decrease the number of students on Tier 3 annually (and by grade level) by 25%.		
2 3	Reading/ELA	Support HCE teachers through an early literacy program by training teachers on the reading TEKS and establish a process for unpacking the TEKS	K-2 reading teachers Campus Administration Content Leaders Academic Coach		August	Sign in sheets and certificates	100% of all K-2 students will be reading on grade level at the end of the school year and 100% of 3-5 graders will improve their STAAR scores.	Increased number of students developed at EOY on TPRI/Tejas Lee, Accountability assessments state and local.	2 4
2 3 9	Reading/ELA	Support HCE teachers through an early literacy program to deeply understand the Reading TEKS and use the scope and sequence to make sure all grade level TEKS are covered. SIOP Strategies, the implementation of new textbook adoption, district reading benchmarks, and other curriculum initiatives.	Pre-K thru 2 nd and Reading Specialist	Estrellitas/ Super Kids \$3,000 basic	Aug – Jun	Lesson Plans, observations and formative walkthroughs will indicate implementation	100% of all K-2 students will be reading on grade level at the end of the school year and 100% of 3-5 graders will improve their STAAR scores.	Increased number of students developed at EOY on TPRI/Tejas Lee, Accountability assessments state and local.	2 9

	Reading/ELA	Students in K-5 grades will increase reading fluency and comprehension by utilizing programs such as Learning a-z and iStation in the technology lab, participating in an after school book club and providing Curriculum and Associates Focus Books, STAAR Reading materials, Forde-Ferrier, and resources.	Campus Administration Content Leaders Academic Coach	Title 1 \$800		Lesson Plans, observations and formative walkthroughs will indicate implementation	100% of all K-2 students will be reading on grade level at the end of the school year and 100% of 3-5 graders will improve their STAAR scores. Book club for 3, 4 and 5 grade students	Increased number of students developed at EOY on TPRI/Tejas Lee, Accountability assessments state and local.	2
	Reading/ELA	Implement a systemic campus process for reviewing student writing within grade level and vertically to determine campus strengths and weakness. Provide rubric training to staff to provide support to teachers.	Campus Administration Content Leaders Academic Coach Teachers	Title 1 \$500	Sept-May	Writing protocol	Writing scores will increase by 10%.	STAAR Results; District Snapshots	
2	Robotics & STEM	FTE to teach STEM and robotics as an elective to prepare students for 21 st Century skills and learning.	STEM Teacher Coordinated Funds and Program	\$55,000 Title 1 STEM funds \$2000	Daily	Payroll, principal attestation, daily schedule	5 th grade TA TEKS scores will increase by 10% annually.	TA TEKS, STEM competition results	2 10

1 2	Safe and Drug-Free Schools & Communities	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 by 20% annually.	Better school climate where all students feel safe	2
1 2	Safe and Drug-Free Schools & Communities	School wide assemblies dealing with topics of bullying, peer pressure, and LIM.	Counselor	\$General Supplies \$ 100.00	One assembly each semester	Student and teacher evaluation forms	Decrease in the number of bully referrals by 20% annually.	Improvement in student behavior and attendance	2
2 9	Science	Purchase science STAAR student workbooks to supplement the Stemsopes science program.	5 th Grade	Priority funds	Aug – Jun	Documentation in lesson plans, walk-through will indicate implementation of curriculum initiatives.	Increase hands on investigations in grades K-5 th , and 100% of 5 th Grade students will meet expectations in STAAR Science	Common Assessments/ STAAR, Benchmarks, grades, progress reports	2
2 4	Special Education	Support K-5 grade teachers with focused professional development and support implementing accommodations and modifications for students with identified with special needs.	All Staff	SWISD Special Ed Department, STETSON RTI \$1,000 basic	Aug- Jun	Documentation in lesson plans, walk-through will indicate implementation of curriculum initiatives as well as documentation at our Special Education meetings.	Increase in our special education assessment scores, fewer referrals, increase special education mainstreaming in assessment and classroom	BEM Assessments, STAAR, and grades,	4 9

2 4	Special Education	Support K-5 grade teachers with focus on modeling and peer coaching when it comes to working with students with special needs.	All Staff	No Cost	Aug- Jun	Documentation in lesson plans, walk-through will indicate implementation of curriculum initiatives as well as documentation at our Special Education meetings.	Increase in our special education assessment scores, fewer referrals, increase special education mainstreaming in assessment and classroom	BEM Assessments, STAAR, and grades,	4 9
2	Special Populations	Monitoring of special populations to track progress through communities. Provide Professional Development to Sp Ed teachers; resources and SpEd curriculum	Principal Reading Specialist Coordinated Funds & Program	Title I	Aug-June	Documentation Student data results	STAAR met satisfactory Progress increase	TPRI District benchmarks STAAR	2 9
1 2 4	State Assessment: STAAR	Increase awareness and preparedness for our staff to be better prepared to handle STAAR expectations through ongoing staff developments by district content Coordinators and Specialist, and C & I department	All Staff	SWISD and ESC 20, as well as Campus Leadership Team \$3,000 title I	Aug – Jun	Teachers will document STAAR strategies that they are using in the classroom to help the grade level above them help be better prepared for their benchmark when the time comes.	100% of our students meeting expectation in every subject and grade level, by better preparing our staff.	STAAR, Benchmarks, and Common Assessments	4

2	Student Intervention: Intensive Program of Instruction	Provide Phase 1 tutoring at the beginning of the year.	Principal Grade Level Teacher Leaders	Title I \$2000	Sept-Nov.	Student sign in sheets and tutoring lesson plans	STAAR met satisfactory Progress increase	District benchmarks STAAR	2 9
2	Student Intervention: Intensive Program of Instruction	Provide phase 2 tutoring before STAAR.	Principal Grade Level Teacher Leaders Outside Tutors	Title I \$15,000	Sept-Nov.	Student sign in sheets and tutoring lesson plans	STAAR met satisfactory Progress increase	District benchmarks STAAR	2 9
2	Student Interventions: RTI	Continue to implement RTI process based on the district operating to assist teachers in identifying the targeted areas in which students need interventions.	Principal All Staff, RTI Committee, Reading Specialist	iSip TTM Data (SCE funds, PEG funds, and PRI funds)	Aug- Jun	Documentation during monthly RTI meetings, formative walk throughs will indicate implementation Grade level meetings every grading period	A decrease in Special Ed referrals Increase student achievement among at risk/RTI students to 100%	Progress Reports, Report Cards, Benchmarks TPRI/Tejas, & STAAR Accountability	2 9
2	Student Interventions: RTI	Document all RtI intervention and progress in the online program called eSPED.	Principal All Staff, RTI Committee, Reading Specialist	iSip TTM Data (SCE funds, PEG funds, and PRI funds)	Aug – Jun	Documentation during monthly RTI meetings, formative walk throughs will indicate implementation Grade level meetings every grading period	A decrease in Special Ed referrals Increase student achievement among at risk/RTI students to 100%	Progress Reports, Report Cards, Benchmarks TPRI/Tejas, & STAAR Accountability	2 9
1 2	Student Interventions	Use online technology programs (Think Through Math to provide self-paced personalized instructional interventions for 3 rd -5 th grade students in math	Grade Level Teachers	SCE \$5000	Oct.- June	Lesson plan for I/E time	K-5 th grade reading and math scores will increase by 10%.	Student STAAR and common assessment scores	9

1 2	Student Interventions	Use online technology iStation to provide self-paced personalized instructional interventions for students in grade K-5 in reading	Grade Level Teachers	SCE \$5000	Oct.-June	Lesson plan for I/E time	K-5 th grade reading and math scores will increase by 10%.	Student STAAR and common assessment scores	2
1 2	Student Interventions	Use online technology programs Moby Max to provide self-paced personalized instructional interventions for students in grades K-2 in math	Grade Level Teachers	SCE \$5000	Oct.	Lesson plan for I/E time	K-5 th grade reading and math scores will increase by 10%.	Student STAAR and common assessment scores	2 9
1 2 4	Student Interventions	Provide model teach and coaching interventions to teachers to develop instructional skills.	Principal AC District IC	No Cost	Oct.		5 th grade reading scores will increase by 10% on STAAR.	Student STAAR and common assessment scores	4
1 2	Student Interventions	Provide an Academic Readiness Coach to work with 25 at-risk students (who have not been successful on state assessments and have more than one at-risk indicator) to provide parental support, interventions, and additional support services to students.	Principal	SCE \$5000	Oct.	Tutor schedule, sign-in sheets, payroll roster	5 th grade reading and math scores will increase by 10% on STAAR.	Student STAAR and common assessment scores	2,9
2 3	Student Services: 504	Ensure all staff is trained and transition to eSped 504 for 504 paperwork.	Campus 504 coordinator District Director of 504		August 2014-June 2015	Sign in sheets Agenda 100% of students in 504 will have an eSped file	100% of campuses will have a system in place for transfer and identification	100% of students in 504 will have an annual meeting to review their	4

							of students who need a 504 service plan	progress in school	
1 2 4	Transition Years	Register incoming Kinder students with pre-assessments	Kinder staff, bilingual clerk, counselor and PEIMS clerk	Principal Head Start Funds Coordinated Funds	May	Kinder Round-up Letter message on marquee Completed pre-assessment	Register 90% of all kinder students prior to the beginning of school with assessments.	Parent Surveys	2 7
1 2 4	Transition Years	Build classroom rosters with equity and based on the needs of students prior to the end of the school year, using the notes and identification categories from the sending teachers.	Kinder staff, bilingual clerk, counselor and PEIMS clerk	Principal	May	Kinder Round-up Letter message on marquee Completed pre-assessment	Schedule 100% of all K-4 th grade students based on teacher recommendation.	Parent Surveys	2 7
1 2 4	Transition Years	Prepare 5 th grade student for 6 th grade By visiting McAuliffe MS and pre-registration meetings with McAuliffe Counselors.	Elementary and middle school counselors, administration Middle school specialist	Principal	May	Letter notifying parent of an informational meeting, scheduling forms, Permission slips to attend field trip to middle school.	Ensure 100% of all registration forms are completed and returned to McAuliffe Middle School by the deadline.	Parent and student surveys	2 7
1 2	Technology Applications	FTE to teach technology applications skills and increase technology proficiency based on TA TEKS assessments in	Tech Apps Principal	SCE \$5000	Oct.	Tutor schedule, sign-in sheets, payroll roster	4 th grade reading and math scores will increase	Student TA TEKS assessment scores	2

		preparation for 21 st Century skills and learning.					by 10% on STAAR.		
1 2 3 4	Technology Applications Obsolescence Plan	The campus will provide training for the IPAD use with District Technology Coordinator and Specialist.	Campus Principal and Tech Facilitator	SCE & Title 1 Funds	Ongoing	100% of all instructional staff and teachers will be able to access technology for instruction.	Increase in TA TEKS scores and student performance in academics by 20%.	3rd & 5th grade TA TEKS BEM; 8th grade TA TEKS Test; student performance data	2 4
1 2 3 4	Technology Applications Obsolescence Plan	Incorporate STEM and STEM curriculum into rotation for all students to have access to the technology and resources associated with STEM and keeping in line with the 2015 District Initiative	Campus Principal and Tech Facilitator	SCE & Title 1 Funds	Ongoing	100% of all instructional staff and teachers will be able to access technology for instruction.	Increase in TA TEKS scores and student performance in academics by 20%.	3rd & 5th grade TA TEKS BEM; 8th grade TA TEKS, Student Performance Data	2 4
1 2	Technology Applications Obsolescence Plan	Support our K-5 grade teachers with focused professional development on how to incorporate ipads and apps in the classroom to increase the impact that this technology can have on learning.	Team made of tech facilitator and one grad level rep. All Teachers/Current Technology Equipment	Smartboard SWISD Tech Department, \$42,000 Title I and Tech	Ongoing	Increase tech apps usage functional technology. Documented in Lesson Plans, Walk-throughs, EOY Tech Tests, and classroom observations	Increase score STaR Chart by 5%. 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.	4

