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

college/university graduates and career opportunities.

2016-2017 CAMPUS IMPROVEMENT TEAM

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

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| 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 #) |
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| 1 | Student Attendance 1 | <p>Develop a system of monitoring and communicating with teachers and parents about student attendance</p> <p>Warning letters and attendance contracts distributed by administration</p> <p>Create a monitor list to track attendance issues Conference with each absent student daily and inform them of truancy policy and submitting notes for absences</p> <p>Teachers communicate with Attendance clerk when a student has been absent for at least 2 consecutive days</p> <p>Parent conferences 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 | Student Conduct 1 | 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 | Student Conduct 2 | 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 | Student Conduct 3 | 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 | Student Retention 1 | Increase passing rate of students every six weeks | Admin Counselors Teachers | Local | Ongoing | Gradebook Intervention plans Letters | Decrease in teacher Failure Rate TXEIS | 3 rd week and six weeks monitoring | 9 |
| 2 | Student Retention 2 | 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 | Student Retention 3 | 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 | Safe and Drug-Free Schools and Communities 1 | 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 | Safe and Drug-Free Schools and Communities 2 | 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 | Special Education 1 | 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 | Special Education 2 | 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 | Special Education 3 | 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 | Special Education 4 | 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 |

| | TARGET AREA (Specific objectives based on campus and | 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 #) |
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| 2 | Student Outreach Services 1 | 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 |
| | Student Outreach Services 2 | 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 | Migrant Students | 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 | College and Career Readiness 1 | 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 | College and Career Readiness 2 | 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 | College and Career Readiness 3 | Administer Readiness exam to all 8 th 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 | College and Career Readiness 4 | 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 | College and Career Readiness 5 | 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 | Leader In Me/Restorative Practices | 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 th 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 th , 7 th & 8 th 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 | Math 3 | 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 | Math 4 | 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 | Math 5 | 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 | Math 6 | 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 | Math 7 | 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 | STAAR Math | 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 | Science 1 | 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 | Science 2 | 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 | Science 3 | 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 | Student sign-in sheet; lesson plans; TMSFA data; AWARE data; embedded assessments | 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 th -8 th , 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 | | | | |
| | | | 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 |

| VG | TARGET AREA (Specific objectives based on standards) | 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 #) |
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| 2 | ELAR 8 | 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 | Social Studies 1 | 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 | Social Studies 2 | 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 | Social Studies 3 | 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 | Social Studies 4 | 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, |

| VG | TARGET AREA (Specific objectives based on campus and | 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 |
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| 2 | Social Studies 5 | 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 | English Language Learners 1 | 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 | English Language Learners 2 | 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 | English Language Learners 3 | 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 | English Language Learners 4 | 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 |

| VG | TARGET AREA (Specific objectives based on | 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 COMPONENT |
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| 2, 4 | Technology Applications | 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 th grade students will demonstrate mastery of middle school technology standards as measured by the TA TEKS assessment. | | |
| 2 | Technology 1 | 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. | Feedback from students and staff; student achievement on state assessments | 2, 10 |
| | | | Administrator | | | | 75% of 8 th grade students will demonstrate mastery of middle school technology standards as measured by the TA TEKS assessment. | | |
| 2 | Technology 2 | 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 | Technology 3 | 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 |
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| 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 #) |
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| 1, 2 | Student Leadership Development | Teachers will recruit students to participate in academic competitions throughout the school year. STEM Competition PTA Reflections STALL Spelling Bee Robotics TCEA Robotics | STALL Competition Committee Teacher Leaders Elective Teachers Robotics Teacher STALL Facilitator Administrators | Local / / Student Activity Funds | Spring 2016 | Competition rosters Flyers Sign-in sheets | Number of students participating in academic competitions will increase by 10% | Participation Rosters | 2, 3 |
| 1, 2, 4 | Staff Leadership Development | Teachers will be provided an opportunity to join and lead committees, meetings and activities throughout the year to develop their leadership skills. | Administrators Teacher Leaders Campus committees | NA | Monthly meetings | Sign-in sheets; agendas; hand-outs and meeting minutes | 100% of the staff will serve on at least 1 committee. | Feedback from staff | 2, 3 |
| 2, 4 | Highly Qualified Teachers 1 | Actively recruit and hire highly qualified teachers. | Administrators Central Office Teacher Leaders | Local Funds | Annually | Teaching certificates; teacher schedules; HQ teacher status | 100% instructional staff will be highly qualified. | Feedback from students and staff | 5 |
| 2 | Highly Qualified Teachers 2 | Retain highly qualified trained teachers at the campus. | Administration Central Office | NA | Annually | HQ status form | Increase retention rate of HQ teachers | Feedback from students and staff | 5 |

| 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 #) |
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| 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 |

| 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 #) |
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| 1, 2 | Student-Centered Strategies 1 | 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 | Student-Centered Strategies 2 | 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 |

| 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 #) |
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| 2 | Interventions, Student Success Initiative | 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 | Fine Arts: Special Projects | 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 | Yearbook Elective | 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 | Newspaper Elective | 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 | Fine Arts: Band | 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 |

| 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 #) |
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| 2 | Fine Arts: Choir | 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 | Fine Arts: Mariachi | 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 | Fine Arts: Drama | 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 | Library Services | 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 |

| 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 #) |
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| 1,2 | Response to Intervention (RTI) | 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 | Transitions from Early Childhood Programs | 6 th 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 th grade students not passing | Feedback from students and parents | 2, 6, 9 |
| 24 | Disciplinary Alternative Education Program 1 | 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 | Disciplinary Alternative Education Program 2: General Supplies | 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 |

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| | Disciplinary Alternative Education Program 3: Professional Development | 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 |
| | At-Risk Students | Continue to use intervention programs using Response to Intervention (RTI) process. Provide teachers with professional development and coaching support to instruct programs with fidelity and successfully. In addition to provide challenging curriculum for targeted students. | Administration, Teacher Lead, Teacher, RTI coach, Instructional Coach | SCE, Title I | 9/1/16 – 8/31/17 | Sign-in Sheets; agendas, lesson plans Student Rtl 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 |