



<p><i>Vision 2015 Goals (VG)</i></p> <ol style="list-style-type: none"> 1. Climate 2. Student Achievement 3. Finance 4. Professional Learning <p>Last Revised: January 10, 2014</p>	<p align="center">CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN SKY HARBOUR ELEMENTARY 2015-2016</p>  	<p>Southwest ISD schools will prepare all students for college and work force, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of five National Merit Semifinalists for Southwest ISD.</p>
<p 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>CIT Approved: 08.05.14</p>	<p align="center"><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 2015. 3. SWISD will monitor cohorts (student groups) starting in first grade. 4. SWISD will place technology in the hands of all students by 2015. 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 2015. 7. SWISD will surpass 97% daily attendance rate by 2015. 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 college/university graduates and career opportunities. 	<p align="center"><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.

2015-2016 CAMPUS IMPROVEMENT TEAM

Principal	Odilia Martinez
Assistant Principal	Denise Acuna
Counselor	JoAnn Estrada
Social Worker	Nilda Castellanos
Parent Representative	Elda Hernandez
ELL Representative	Manuel Hernandez
SPED Representative	Ellen Herrick
GT Representative	Joe Martinez, Jeanine Garcia
Paraprofessional Representative	Brenda Hernandez
DIT Elected Representative	Tracie Ramos
Science Teacher Leader	
Social Studies Teacher Leader	Tina Castro
Math Teacher Leader	Angelica Angulo
ELAR Teacher Leader	Gabriel Benavidez
Kindergarten	Stephanie Thetford
First	Viviana Rodriguez
Second	
Third	Joe Martinez
Fourth	Susan Galvez
Fifth Grade	Jessica Martinez
Reading Specialist	Marissa Flores
Community Representative	Elda Hernandez

Campus Mission Statement

Sky Harbour strives to create an atmosphere where leaders are developed to achieve their maximum potential, overcome their challenges and meet the needs of our diverse community learners.

Campus Vision Statement

Sky Harbour will strive for excellence!

Campus Slogan

Celebrate Success

CAMPUS PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will meet 100% on test days with 98% overall for the year.
2.	Attain 80% in STAAR Math
3.	Attain 85% in STAAR Reading
4.	Attain 85% in STAAR Writing
5.	Attain 85% in STAAR Science
6.	Increase 2 distinctions this year
7.	Attain 2 new distinctions: Reading/ELA and Science
8.	Meet 100% of all System Safeguards
9.	100% of all classrooms will adopt and utilize the Leader in Me model.
10.	Increase number of Developed readers on TPRI by 10% in grades 1 st - 3 rd .
11.	TIP: Increase the STAAR Writing scores in all subpopulations.
12.	TIP: Increase the STAAR Reading scores in all subpopulations.
13.	TIP: Increase the STAAR Math scores in all subpopulations.

<i>VG</i>	<i>TARGET AREA (Specific objectives based on campus and students' needs)</i>	<i>ACTION STRATEGIES (List only 1 Action Strategy per cell.)</i>	<i>STUDENT-CENTERED STRATEGIES</i>	<i>RESPONSIBLE PERSON(S)</i>	<i>COST/ RESOURCES</i>	<i>TIME LINE</i>	<i>EVIDENCE OF IMPLEMENTATION</i>	<i>EVIDENCE OF IMPACT</i>	<i>FORMATIVE / SUMMATIVE</i>	<i>TITLE I SCHOOLWIDE COMPONENTS (CODE BY #)</i>
2	Accelerated Instructional/RTI Process	Develop an RTI meeting calendar and process using <i>district operating guidelines and eSped</i> to help teachers identify the targeted areas that students are weak in and give suggestions on interventions.	RTI, RS, DI, GCF, AFL	All Staff, RTI Committee, Reading and Math Specialists/Teacher Leaders	<i>District Operating Guidelines, eSped</i>	Aug - May	RTI meeting documentation , Walk-thrus	A decrease in Special Ed referrals and an increase in student achievement as documented in the variety of school assessments.	Data from Report Cards, Benchmarks, Common Assessments TPRI/Tejas, & STAAR	1, 2, 9
	SSI	All 5 th and 8 th grade teachers will receive training in SSI requirements for promotion and or retention based on the SSI guidelines.	Director of Student Interventions, Principals or designees	Region 20	March 2015	Aug - May	Agenda, sign in sheets, grade placement paperwork in SSI folders	AIPs will be developed for all students in need of a plan	Implementation of AIP during summer school	
	504	Ensure all campuses are trained and transition to eSped 504 for 504 paperwork.		Campus 504 Coordinator, District Director of 504		Aug - May	Sign in sheets , Agendas, 100% of students in 504 will have an eSped file	100% of campuses will have a system in place for transfer and identification of students who need a 504 service plan.	100% of students in 504 will have an annual meeting to review their progress in school.	
	Dyslexia	All designated teachers who work with dyslexic students will receive training in the (DIP-Dyslexia Intervention Program)	Reading specialist, campus designee, and or 1 teacher per grade level		Region 20 \$550 per teacher	Aug - May	Sign in sheets from Region 20	100% of the dyslexic students who need it will receive intervention in the new dyslexia curriculum from Region 20 (DIP)	Passing scores on the DIP progress measures and or growth in Istation.	
	Dyslexia	All teachers will receive training in Dyslexia, its characteristics, and the district process for referral.		Reading Specialist and/or campus designee	Title 1 SCE	Aug - May	Sign in sheets, Agenda	Increase of identified students from previous year	Increased number of students receiving interventions	

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2	Reading/ELA (Dyslexia)	Provide intensive, targeted interventions for dyslexic students through dyslexia intervention time.	RS, DI	Dyslexia Facilitator Administrators RELA Teacher Leader Reading Teacher	Curriculum and resources (SHE - \$1,500)	Aug - May	Dyslexia testing documents and meeting minutes.	Increase the number of dyslexia students' reading level and fluency levels. Increase the number of at-risk students who meet state standards on STAAR.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 2, 9
2	Reading/ELA	Increase the rigor of Reading instruction by providing support to teachers through trainings and resources. Also, provide students with incentives/curriculum support to promote basic reading foundation. IStation	RS, CR, DI, GSF, AFL,, CCR, IBL	K thru 5 th and Reading Teacher Leader and Specialist	Trainings such as: SIOP, Figure 19, Interactive Notebooks Interventionist Title I \$1,200 Title I Mentoring Minds Workbooks Grant \$ /SCE	Aug - May	Lesson Plans, observations and formative Walk-thrus	An increase number of all K-5 th grade students will meet grade level reading expectations at the end of the school year.	Increase number of students developed at EOY on TPRI/Tejas Lee and on state and district assessments (STAAR).	1, 2, ,7, 9
2, 4	Reading/ELAR	Increase writing across the curriculum and provide support for teachers through Conceptual Literacy Training throughout the school year.	WS, CT, DI, CLP, CR, 3RTI	Principal, ELA Content Leader and Specialist, and ABYDOS trainers.	Writing workshop \$1200 Title I	Aug - May	Observations, Walk-thrus, Lesson Plans, Data Room item analysis, Writing Wall Display in every hallway, Sample writings in Rtl folders.	A significant increase number of 4 th graders will exceed satisfactory expectations on STAAR and an increase number of commended 3 and 4's on STAAR Results, BEMS, common assessments	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 2, 4
	Reading/ELAR	Implement Daily 5 (Kinder -2 nd grade)		Classroom Teachers, Content Facilitator, Committee		Oct - May	Lesson plans, monitoring classrooms, Walk-thrus	Increase fluency and comprehension skills.	TPRI, Tejas Lee, Reading Inventories, IPADS	
		Use Accelerated Reader Program to promote increased comprehension and vocabulary.								

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2, 4	Primary Readiness Reading	Provide ongoing professional development for teachers and administrators on effective utilization of TANGO Central data reports for TPRI or Tejas LEE to be used in intervention support and instructional decisions.		District Primary Readiness Specialist & Campus Reading Specialist	Local	Three times a year during universal screening windows (Sept, Jan, May)	Conference meeting with K-3 grade teachers, Staff Developments, TPRI/Tejas LEE reports, Intervention Activity resources, calendar, Time & Effort	Increase "Developed" student number by 25% each scoring window.	Comparing BOY, MOY, and EOY data; progress monitoring	4, 8
		Provide full day substitutes for teachers while they administer the TPRI to help assure valid results.								
2, 4	Primary Readiness Reading Progress Monitoring	Utilize TANGO's data reports to monitor students' progress/growth and document progress monitoring for RTI and intervention purposes.		Primary Grade Teachers	Local	Every two weeks for student not "Developed"	TANGO progress monitoring report; eSped RTI	80% of all students not "Developed" will be monitored using a progress monitoring system and reviewed every two weeks	Progress monitoring data and student progress trend data	8, 9
2, 4	Primary Readiness Reading	Provide ongoing professional development on administration of TPRI and/or Tejas LEE.		District Primary Reading Specialist	Local Title 11 SCE	October – November	Conference meeting with K-3 grade teachers, Staff Developments, TPRI/Tejas LEE reports, Intervention Activity resources	100% of K-3 teachers will accurately administer TPRI/ Tejas LEE assessment during BOY, MOY, and EOY.	Random data sampling and iStation TPRI comparison report.	4, 8
2, 4	Primary Readiness Reading	Provide informational and training opportunities for parents on TPRI or Tejas LEE student data reports and progress monitoring.		Primary Grade Teachers	Local Title 1 (61)	After each screening window opportunity	Parent sign-in sheets, flyers, hand-outs, and conference notes	Increase the number of parents attending primary readiness focus nights by 10% annually. OR Increase the number of student led conference covering TPRI data by 10%.	Parent survey and primary readiness advisory data	2, 6

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1,2	Parental Involvement	Increase parental involvement by providing training and information to the parents for the overall success of a child and school. <ul style="list-style-type: none"> • Parent trainings • Meet the teacher Night • Content Family Night • Parenting Partners • Newsletter • GT Showcase 	PI, TI, CCR	Administration Counselor Social Worker Staff	Supplies, Snacks, Reading Books, misc. \$2,500.00 parental involvement monies	Schedule all trainings by Oct.	Sign in sheets for all trainings and copy of flyers.	An increase of parent attendance for each meeting.	Parental surveys at the end of each training.	1,2,6
1,2	Parental Involvement	Provide opportunities for parents to be more actively aware of student's progress and attendance by providing access to parent portal and receive daily absence calls.	PI	PI, Campus teachers/staff, messenger	PI Funds (Title 1 – 10% of Title funds)	Sept. –June	Parents received Parent Portal information with first progress report; parents have availability to parent portal and receive an absent call if the student is absent.	To increase the number of parents using Parent Portal.	Parental Surveys, parental portal data	1,2,3,9
1,2	Parental Involvement	PIF's/parents will be provided the opportunities for workshops, conferences, and secure training/workshops for campuses.	PI	Parental Involvement Staff	Title I Funds/Workshops/Trainings	September-May	Sign in sheets, agendas, flyers, notifications, and purchase orders.	Increase number of parents in attendance at workshops/trainings and conferences by 10%	Formative: Training evaluations, PI meetings Summative: Campus Parent Involvement Questionnaire Responses	
1,2,4	Parental Involvement	Sky Harbour will develop a Parental Involvement plan to increase parental awareness, involvement, and presence on campus and with students. School-Parent Compact Meet with the Principal Meeting	PI	Campus PIFs, Campus Administrators	Local Funds, Title I funds	Aug - May	Sky Harbour will annually create School-Parent Compact, Campus Parental Involvement Policies and actively involve parents in the decision making activities	Meet once a month.	School Parent Compact; Parental Involvement Policy; Campus/District Results	1,6
	Parental Involvement	Coordinate and host community education classes for parents at SHE			Free/tuition based	Aug - May	Registrations, sign-ins	Student surveys		

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2, 4	Mathematics	Increase the number of students who meet the Satisfactory Academic Performance in grades 3-5 by providing support to K-5 grade teachers. <ul style="list-style-type: none"> Professional development Develop school wide programs/incentives to promote math basic skills, problem solving process and other curriculum areas. Think Through Math 	CLP, RTI, GSF, AFL, DI, TI, PBL, AV	K thru 5 th teachers, Math Teacher Leader and Specialist	Math Resources Trainings, TTM, /Mentoring Minds Forde/Ferrier Training Title 1	Aug - May	Documentation in lesson plans, Walk-thrus, Copies of training certificates on file,	Increase EOY Math Assessment scores in all grades	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1,2, 4, 8, 9
2, 4	Science	Provide staff with focused professional development --Interactive Word Wall Training Provide grade level collaboration time	CLP, RTI, GSF, AFL, DI, TI, PBL, AV	Administration K-5 teachers Science Content Leader	Title 1 Local SCE	Aug - May	Documentation in lesson plans, Walk-thrus, training certificates, AEIS report, Grade Level Team item analysis	Increase Science STAAR passing rates at Phase-In 1 by 10% Increase Science STAAR Advanced by 5%	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1,2, 4, 8, 9
	Science	Teachers will utilize best practices Hands-on investigations using STEMscopes curriculum (K,1: 80%; 2,3: 60%; 4,5: 50%)			Title 1 Local SCE	Aug - May	Observations, Lesson plans posted to Eduphoria-Forethought, BEM scores, STAAR scores	Increase Science STAAR passing rates at Phase-In 1 by 10% Increase Science STAAR Advanced by 5%		
	Science	Maintain a functional Science Lab. Purchase and maintain needed equipment and consumables.								
2	Social Studies	Increase the rigor of Social Studies instruction and curriculum to meet the new requirements of state assessments. <ul style="list-style-type: none"> In-district professional development 	SS, CR, WS, RS, CT, AV	Social Studies Teachers; Administrators	Curriculum	Aug - May	Lesson plans, common assessments, benchmarks	Increase the performance on students who take common assessments and benchmarks.	District/campus benchmarks and common assessments	1, 2
2	All Subjects	Interactive Notebooks	RS, WS, AV, CT, DI	Classroom Teacher	Card stock, scissors, glue sticks, tape	Aug - May	Walk-thrus, Lesson Plans	assessments	assessments	2, 3
1,2	Discipline Management	Develop and monitor implementation of a school wide discipline management system that will set expectations for the students and reward them for good behavior through Leader in Me.	MCP	Administration All Staff	LIM Supplies Training Incentives	Aug - May	A decrease in overall office referrals for the campus, and increased time on task for our students.	All staff will comply with the Campus Discipline Plan.	Conduct Report in RSCCC at EOY Walk-throughs	1, 2, 9

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2, 4	Special Education	Support K-5 grade teachers with <ul style="list-style-type: none"> professional development implementation of best instructional practices implement Stetson model 	DI, RS, GSF, AFL, AV	Administration Special Education Campus Teacher	Substitutes for Training \$ 600 basic	Aug - May	Documentation in lesson plans, Walk-thrus, training certificates, AEIS report, data room item analysis	Increase the number of SPED students passing the Academic Standard for state testing.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 4, 9
2,4	English Language Learners	Increase the performance of LEP identified students on state and local testing (STARR/TELPAS) by using strategies (ESL/SIOP), and supporting new staff with training and providing all staff with resources and supplies.	HQ	Bilingual teachers/ clerk Administration	General Supplies, Substitutes & misc. Title I(-1,200)	Aug - May	TELPAS data; LEP identification sheets	Increase the number of students who score an Advanced or Advanced High on all sections of the TELPAS. Increase the number of students who meet expectations on STAAR and exit from Bilingual program.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 2
2,4	English Language Learners	Support language acquisition for ELL students by monitoring closely all state and local data reports and providing targeted instruction.	CT, AV, DI, PBL, PCC	Bilingual teachers/ clerk Administration	ESL Teacher	Aug - May	Documentation in lesson plans, Walk-thrus, training certificates, AEIS report, data room item analysis	100% of Bilingual students who need language acquisition assistance will be placed in an ESL class. Each year 10% of students in Bilingual classes will be exited from the Bilingual program based on district standards.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	9
2	Gifted/Talented	GT students will be identified and given opportunities to work on projects to help them increase grades and to work to their potential. Robotics, Dragon Tales, UT Explore, GT Summer Academy....	CCR	Administration Teaching team GT teacher	\$ 2,000	Aug - May	GT identified list; nomination forms	Increase the number of GT identified students.	PEIMS BOY, MOY, EOY Report;	10
2,4	Gifted/Talented	Increase the number of teachers GT trained locally and Region 20 and maintain yearly 6 hour update.	HQ	Administration	Substitutes \$ 2,000	By December	Training certificates	Increase the number of teachers trained in GT.	Certificates	4

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	Gifted/Talented	Provide a substitute for campus GT Representatives for completion of GT program activities/requirements.								
4	Professional Development: Mentoring new teachers to the profession	Provide training and support to new teachers as needed. Provide training and support to struggling teachers with classroom management.	HQ	Administrators Teacher Mentors	None	Before Dec	Training certificates; PD sign-in sheets, Walk-thru 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 survey; student achievement on state assessments; discipline referrals	5
4	Professional Development	To ensure highly qualified personnel, provide professional development related to services for administrators, teachers, paraprofessionals, Counselor and social workers.	HQ	Administration Staff	Training	Aug - May	Certificates of Training; Sign-in sheets; agendas; hand-outs and meeting minutes	Staff will participate in annual professional development based on the needs of the campus/ community /teacher.	Feedback from staff	4
1,2	Leadership Development (students)	Teachers will recruit students to participate in competitions/organizations throughout the school year. AAA PTA Reflections Science Fair Spelling Bee Robotics Drama Team Student Council Dolphin Buddies Boy/Girl Scouts Safety Patrols STEM	CLP, CT, CCR, GCF	Committee Chairs, Teacher Leaders, Robotic Teacher	Supplies for Awards/Certificates, AAA Resources, Drama Club materials, Transportation, Subs, Snacks	Aug - May	Sign in sheets Flyers	Increase the number of students participating in a leadership position by 20%.	Sign in sheets	1, 4
1,2	Leadership Development (students)	The Leader in Me: Goal setting program to enhance students: • Self-discipline • Self-motivation • Students set up own goals • Team work	CT, IBL,IA	Principal Administrators Counselor Teacher Leaders	Title I	Aug - May	Teacher training	Students will be self sufficient	Feedback from students and staff survey Career fair	2
1,2, 4	Leadership Development (staff)	Teachers will be provided opportunities to join and lead committees, meetings and activities throughout the year to develop their leadership skills and increase capacity.	CLP, PCC	Administrators Teacher Leaders Tech Facilitator Committee Chairs	Title I	Aug - May	Sign-in sheets; agendas; hand-outs and meeting minutes	100% of the staff will serve on at least 2 committees and given the opportunity to lead meetings or activities.	Feedback from students and staff survey	2, 3
4	Professional Learning Communities	Teachers will collaborate and plan instruction horizontally and vertically.	CLP	Teachers Content Leaders	Substitutes	Aug - May	Lesson plans, PLC agendas/minutes	Student achievement	assessment	1, 8

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1, 4	Technology Applications	Support our K-5 grade teachers with new/updated technology hardware and supplies in the classroom to increase the impact technology can have on learning.	DI, TI, CT, AFL	Administration Tech Facilitator SWISD Tech Department,	Technology Supplies	Aug - May	Documented in Lesson Plans, Walk-throughs, EOY Tech Tests, and classroom observations.	More student centered learning, and increased technology proficiency for students and 100% of our teachers using their technology in the classroom.	EOY Tech Assessment per grade level.	1, 4
2	Technology Application	Support will be provided at the campus level for technology training, integrating technology in lessons and compliance on TEKS and standards by a tech facilitator.	TI	Tech Facilitator Administrator		Aug - May	Daily schedule; agendas; sign-in sheets; daily log	100% of all teachers meet the proficiency for "developing tech" on STAR chart.	Feedback from students and staff survey	2, 10
2	Technology Application	Replace all broken tech devices as necessary for Kinder through 5 th grade-- IPADS, laptops, computers.	TI	Tech Facilitator Administrator Classroom Teachers		Aug - May	Installation in each classroom	100% of all teachers meet the proficiency for "developing tech" on STAR chart.	Feedback from students and staff survey	2, 10
2	Technology Application	Provide classrooms with adequate and updated technology hardware and software to facilitate effective classroom instruction and student-centered learning utilizing current technologies. <ul style="list-style-type: none"> Safari Montage IPADS for students IStation Think Through Math STEMscopes Everyday Math Imagine It! Accelerated Reader 	TI	Tech Facilitator Administrator	\$2,000 Title I	Aug - May	Purchase order, WASP inventory; work orders	Increase the number of students who demonstrate mastery of grade level technology standards.	Feedback from students and staff survey; student achievement on state assessments	2, 10
2	Fine Arts: Special Projects	A Fine Arts program will be implemented with teacher teaching Art, Music and Drama to students.	IA	Fine Arts teacher	Resources/Curriculum/Fees \$2,000	Aug - June	Student participation Parent survey	Increase the love for Art.	Student/parent feedback	2, 6, 8
2, 4	Data Analysis	Implement Data Wall/Folder that will show information to develop targeted instruction and interventions for At Risk Students.	CLP	All Staff	SWISD and ESC 20, Campus Leadership Reading and Math teachers Aware Aware \$800 local	Aug - May	Lesson Plans, Schedules for At Risk students,	At Risk Students on Data Wall will decrease as interventions are implemented.	District/campus BEMs and common assessments, state/local/national accountability assessments, grades.	9

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1,2	Guidance	Integrate district Character Education in Guidance Curriculum and provide incentives to promote good character amongst students. LIM Core Values	RTI, RS, DI, GCF, AFL	Counselor Social Worker LIM Title I/SCE	Curriculum/Resources/Supplies /Incentives \$500 local	Aug - May	Lesson plans, Success of activities planned to promote good character.	An increase in students' character and compassion for others.	Teacher surveys, guidance surveys	1, 2, 9
1,2	Guidance	Counselor/Social Worker will spend state recommended amount of time on guidance related activities. Guidance Curriculum – 20% Responsive Services – 45% Individual Planning -15% System Support – 20%	GSF	Counselor Social Worker Administrators		Aug - May	Daily schedules Bexar Cares Food Bank Operation School Bell Elf Louise Clothes Closet	Counselor will meet the state requirement for guidance related assistance/ instruction at 100%.	Meet the state guidelines for activities.	2
1,2,4	Guidance	Provide information, activities and incentives to promote Career and College Readiness.	PGP, CCR	Counselor/Social Worker, Assistant Principal, Student Leadership	Gen. Sup. (Local - \$200)	Aug - May	College Day (Wearing a college t-shirt) Career Day, Announce over intercom where teachers received their degrees from.	Staff and student participation.	Feedback from students and staff survey	2
1,2	Guidance	Support the needs of homeless students. <ul style="list-style-type: none"> Talk to parents and discuss needs, give them phone numbers of agencies if necessary. Give students social and academic support through counselor and social worker Counselor and social worker will train staff to identify needs of the students 	IA	Counselor and social worker	None	Aug - May	McKenny Vento forms RTI process followed	New students will be interviewed by counselor before going into classroom.	Feedback from students and staff survey	10
1,2	Attendance Plan	Develop a school wide plan to monitor attendance continuously <ul style="list-style-type: none"> Call students using School Messenger Teachers will make individual phone calls Send warning letters to parents Use incentives to motivate students (flags, EOY field trips, etc.) 	IA	Administration Attendance Clerk Attendance Committee	\$3,000 Incentives	Aug - May	Attendance Reports	Increase attendance rate to 99%	Attendance Reports, AEIS Reports	1, 2, 6, 9

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2,4	Highly Qualified Teachers	Recruit and hire highly qualified teachers. Interview committee Promote from within (Interns, student teachers, and paraprofessionals, etc.) Teacher Recognition	HQ	Principal Administrators Teacher Leaders	None	Annually	Teaching certificates; teacher schedules; HQ teacher status Continuous growth through staff development.	100% instructional staff will be highly qualified.	Feedback from students and staff survey Walk throughs and monitoring by principal and vice-principal.	5
2	Highly Qualified Teachers	Retain highly qualified trained teachers at the campus. Continuous training for growth from teachers. (Parent support, School Climate)	CLP	Administration SWISD HR Staff	None	Annually	HQ status form	Increase retention rate of HQ teachers by 1%. Implement programs to increase the Love of Teaching (Light the Fire)	Feedback from students and staff survey Feedback from students and staff survey	5
2	College and Career Readiness	Identify students who meet commended status, follow through with projects to enhance learning. Follow through with interest inventories and visits to colleges and universities. (Explore UT, Invite guest speakers, virtual visits, Student Teachers	CCR	Counselor	\$ 300	Aug - May			Feedback from students and staff survey Career fair	2, 6, 8
1,2	Career & Technology	Provide opportunities for students to learn about Career & Technology opportunities available.	PGP, CCR	CT Director; Counselor	None	Aug - May	District Career Fair participation sheets; student interest inventories; student choice slips; lesson plans	100% of all students will become aware of careers available out in the workforce.	Career Cruising; Interest Inventory	1,2
1,2	Health Services	SHE will support a healthy lifestyle by providing families with information to comply with Texas immunization laws, to implement health related guidelines/procedures, and assist with the monitoring of safe school environment.	HW	School Nurse, Administration Counselor Social Worker	General Supplies (Local - \$800)	Aug - May	Daily log; daily schedule; campus calendar; campus announcements; parental letters, immunization records	100% of all students will have proper immunizations by Oct. of the current school year.	Feedback from students and staff survey	2

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2	Coordinated School Health, Physical Education	Demonstrate the components of coordinated health through physical education program, health classes, parent health services/training, provide emotional services/support and promote staff health.	HW	Nurse; Administrator; PE Teachers; Food Nutrition and Campus SHAC representative	Health Curriculum, Alliance for a healthier generation Teach Health TEKS	Aug - May	End of the year Fitness Gram results Participation in staff health information, training, or events Fitness speakers.	100% of all students will complete all components of the coordinated health program.	Feedback from students and staff survey	2
	Coordinated Health	Implement Coordinated School Health Curriculum to increase student engagement to help students and their families learn about lifestyle habits that help them stay healthy. Coordinated Health aims at to help schools become partners in the fight to reduce childhood obesity epidemic and control the onset of diabetes in students			Bienestar Local funds	Aug - May	Lesson Plans	Evidenced by the snacks and lunches students bring to school	Formative: teacher observation and evaluation of student performance on pre- and post-tests	
	Health Curriculum TEKS	Provide health education instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements in accordance with 19 TAC §74.3(a). Ensure that sufficient time is provided for teachers to teach and for students to learn the TEKS of health education. §115.3. Health Education, Kinder – Middle School				Aug - May	Lesson Plans and documentation submitted to PE/Health Coordinator, if integrated into other areas in Kinder-5 th	Students acquire health information and skills necessary to reduce health risks as evidenced in choices they make in school and home Students begin to investigate health in the broader context of community	Formative: teacher observation and evaluation of student performance on pre- and post-tests	

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	Physical Education	<p>Ensure that kindergarten through grade 5 must provide instruction in the required curriculum as specified in 19 TAC 74.1 (relating to Essential Knowledge and Skills). 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 for at least 135 minutes during each school week.</p> <p>Students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the physical education curriculum.</p> <p>Grades 9-12 students are to complete one credit of PE to fulfil graduation requirements.</p>			Required curriculum TEKS	Aug - May	Schedules Lesson Plans	FitnessGram Data Increase 20% of students scoring in Healthy Fitness Zone	Formative: Daily routines Summative: Documented culminating minutes of moderate to vigorous physical activity	
	Physical Education Professional Development	All PE teachers are required to be trained on how to administer FitnessGram		PE/Health Coordinator	Training provided by Human Kinetics (grant by the	Prior to FitnessGram assessment	Course Test completion	Teachers will understand all components of FitnessGram	Proper submission of FitnessGram assessments to Human Kinetics	
	Physical Education/ FitnessGram	FitnessGram testing: 100% of eligible students in grade 3- 12 will participate in the FitnessGram assessment.		Physical Education teachers/ coaches	FitnessGram Assessment	Aug - May	Data as reported on FitnessGram 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	

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1,2	Library Services	SHE librarian will provide services, trainings and engaging activities to students and parents that promote more time with reading.	RS, GSF, PI	Librarian Administrators Counselor Social Worker Reading Teacher/ Content Leader	General Supplies & Reading Books (\$800) AR Subscription \$1,400	Aug-May	Library Check-out system, master schedule; book inventory; purchase orders; library daily logs; lesson plans;	Increase the number of student utilizing the library. Increase the number of AR points.	Monthly AR Results District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2
1,2	Accelerated Instruction/RTI (Reading/Math)	Provide additional instructional time for students identified as at-risk in Reading and/or Math with targeted instruction. Students identified as at-risk in Reading and/or Math will be provided with additional instructional time support in Reading and /or Math in order to increase the number of students passing state and local assessments and added value. Reading Specialist/Interventionist focused on students in grades K – 2.	RTI, RS, AFL	Classroom Teachers, Reading Teacher	Reading Teacher \$ Resources/Supplies/Curriculum	Aug - May	Lesson plans; RTI documentation; SSI folders; AWARE data; STAAR history, TPRI data	Measurable assessments such as progress monitoring, common assessments, TPRI, STAAR, TELPAS, BEMS,	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	9
1,2	Safe and Drug-Free Schools and Communities	Promote a Safe and Drug-free School by incorporating campus activities that support drug and violence prevention. Activities <ul style="list-style-type: none"> • Red Ribbon Week • Drug Prevention Literature • Violence Prevention program • Raptor • Staff ID badges • Other available programs 	PCC	Social Worker Counselor	General Supplies Fundraising \$500	Aug - May	Lesson plans	Reduce the number of incidents of discipline on campus. Conduct Report in RSCCC at EOY Walk throughs	Feedback from students and staff survey	2
1,2	Safe and Drug-Free Schools and Communities	Provide support and implement behavioral plans for teachers' use with students needing additional behavioral support.	GSF	Administration Teachers Counselor Social Workers Counselor	General supplies	Aug - May	BIPs; campus discipline plan; discipline referrals, promote self-discipline expectations	Decrease discipline referrals through discipline plan strategies.	Feedback from students and staff survey Discipline referrals	9
1,2	Critical Transition Years	Fifth graders will attend the Junior High School to visit. Orientation for 6 th grade. PK will transition students smoothly into kindergarten. <ul style="list-style-type: none"> • Parent orientation • Round-up/ Parent Orientation 	GSF	Teachers Counselor	Transportation To Mc A	April	Selection of elective courses Sign-in Sheets	Successful online registration for middle school schedule selection	Feedback from students and staff survey Discipline referrals	7

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	Pre-Kindergarten	Train and require all Pre-Kinder teachers to utilize the CIRCLE Training		Director of Community Education Coordinator, Campus Administrators		Aug – May	Training provided by Region 20 Staff and C&I Early Childhood Education staff during Pre-service and afterschool trainings.	Increase letter knowledge, phonemic awareness and positive environment climate in each of our Pre-Kinder classrooms.		
	Pre-Kindergarten	Train and require all Pre-Kinder teachers to utilize the District purchased curriculum, Pearson OWL		.Director for Community Education, Early Childhood Education Coordinator, Campus Administrators		Aug - May	Data collected during Walk-thru by campus administration and C&I department leaders, documented on lesson plans	Increase the performance of students on district OWL assessments by 10% at BOY, MOY and EOY.		
	Celebrations	Provide awards/incentives for students and faculty for occasions such as perfect attendance, honor roll....								