

Comprehensive Needs Assessment



Sky Harbour Elementary School, SWISD

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

1.	Campus attendance will meet or exceed 98% overall for the year.
2.	Campus will increase STAAR Math scores from 72% to 80%.
3.	Campus will increase STAAR Reading scores from 68% to 80%.
4.	Campus will increase STAAR Writing scores from 60% to 70%.
5.	Campus will increase STAAR Science scores from 57% to 85%.
6.	Campus will increase the number of STAAR test passed from 67% to 75% .
7.	Campus will increase ELL writing STAAR scores from 57% to 70%
8.	Campus will maintain 1 distinction: Top 25 Percent in Student Progress.
9.	Campus will Increase student progress Index 2 from 50% to 70%.
10.	Campus will close performance gaps from 37% to 45%.
11.	Campus will increase Special Ed STAAR Reading scores from 26% to 50%
12.	Campus will increase Special Ed STAAR Math scores from 35% to 55%
13.	TIP: Provide instructional leadership in reading and math content areas through professional development, resources, and data analysis to increase student achievement by 10% to meet standards on state assessments.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY – SKY HARBOUR ELEMENTARY
SCHOOL YEAR: 2016 - 2017

Data Sources Reviewed: <ul style="list-style-type: none"> ▪ STAAR Student Reports ▪ TELPAS Data ▪ TPRI & Tejas Lee Data ▪ AEIS Reports for Sky Harbour Elementary ▪ Star Reader & AR Quiz Data ▪ Special Ed & GT services (special populations) ▪ Qualifying Factors for Special Education Identification ▪ BEM Data ▪ RTI Data ▪ Quintile & Floor Reports ▪ IStation & TTM Reports 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Summary of General Demographic Data – Enrollment is 625 students Ethnic distribution: Hispanic – 96.64% White – 1.44 % African American – 1.28% Asian--.16 % Two or More--.48% Eco Disadvantaged – 96% Limited English Proficient (LEP) – 34.08% Immigrant—1.28% Economically Disadvantaged--96% Military Connected--.32% Foster Care—1.12% At-Risk –88.8% Mobility –15% Gifted & Talented – 6.2% Special Education –5.7%	Most teachers at SHE have 11-20 years of teaching experience, with an average teaching experience of 12.9 years. Teacher demographics mirror student demographics. Retention rate is low. LEP students increased scores on STAAR 2013—50% 2014—58% 2015—73% We are a GT Recognized Campus.	Educational Interventions and differentiated instruction are needed for student success. The At-Risk population at SHE is 20.2% higher than the District At-Risk population and 37.6% higher than the state At-Risk population. Identified GT population decreased. Identify more qualified GT students. There is a need of more interventions and resources for ELL students and all populations. LEP students STAAR scores decreased. 3 rd Grade	Educational Interventions for Rtl.—Struggling, On-Level, Advanced, GT. Professional Development in Rtl will be scheduled for early in the school year. Use appropriate resources for students and trainings for teachers to make sure that they can differentiate instruction for all students using the resources to meet all student needs. Increase the % of students passing Writing STAAR. (Scores are 58%)

<p>Dyslexia—5.76%</p>		<p>2015—92% 2016—82.35%</p> <p>All Grade Levels 2015—73% 2016—47.31%</p> <p>Increase the number of Special Education students passing STAAR Assessments. (STAAR Reading—26%; STAAR Math—35%)</p> <p>Increase the % of students passing Writing STAAR. (Scores are 58%) We need targeted instruction in Grammar and Mechanics/Conventions.</p>	<p>We need targeted instruction in Grammar and Mechanics/Conventions.</p>
<p>Student Achievement</p>	<p>Student data is disaggregated. (STAAR, TELPAS, TPRI, Tejas LEE, Benchmark, Common Assessment)</p> <p>SHE earned a Distinction in Student Progress.</p> <p>SHE met all STAAR Indices.</p> <p>Attendance Committee</p> <p>Student Support Team (RtI)</p>	<p>Continue making gains in all content areas. Tutoring must be available, through teachers and outside staff.</p> <p>Increase fluency and comprehension levels.</p> <p>Increase academic vocabulary.</p> <p>Resources in English and Spanish are needed to support academic success.</p> <p>RtI Meetings need to be held regularly and teachers need to discuss, plan and implement</p>	<p>Discuss, plan and implement intervention strategies for increased performance. (including AR, IStation, TTM, Moby Max)</p> <p>Develop strategies to increase understanding of academic vocabulary. (Interactive Notebooks, Word Walls, Hands-On Activities, etc.)</p> <p>Provide more professional development for teachers to help the understanding of these.</p>




		<p>needed interventions. Data disaggregation is crucial through team meetings.</p> <p>Increase the percentage of students earning Commended status on STAAR in all content areas.</p> <p>Early intervention support is needed for students in K – 2nd grades.</p>	<p>Purchase additional resources in English and Spanish. Schedule teacher training on these resources, as needed.</p> <p>PLC and collaboration meetings will be held as well as principal meetings with teachers.</p> <p>Students will work at higher levels through activities that will enhance their learning to increase student performance.</p> <p>Reading Specialist/Interventionist to focus on K - 2 students.</p>
<p>School Culture and Climate</p>	<p>Students identify and demonstrate campus core values, Leader in Me awareness and leadership skills.</p> <p>Teachers and staff are continuous learners who implement and then reflect upon the results.</p> <p>Extracurricular activities are available to students. (Student Council, Drama, AAA, FLL Robotics, Jr. Robotics, Solar Car Club, Spelling Bee, Chess Club, Reading Club)</p>	<p>Communicate with parents and staff in a timely manner.</p> <p>Leader in Me program is in place.</p>	<p>Increase parent contact. (phone calls, notes, conferences, family functions)</p> <p>Inform parents and community of campus events, attendance incentives, achievements, procedures, and the progress of their child in a timely manner.</p> <p>Posters, decorations, etc. will help with student and teacher morale.</p> <p>Ensure that parents are informed about resources in the community and in the school</p>

	<p>Challenge After School Program is available.</p> <p>Pep Rallies/Celebrations</p> <p>Family Content Events</p> <p>Parent Celebrations</p> <p>Staff Celebrations</p> <p>PTA</p> <p>Parent Volunteers</p> <p>Remind/School Messenger</p>		<p>which focus on literacy and parental involvement.</p>
Staff Quality/ Professional Development	<p>All teachers at SHE are Highly Qualified Teachers.</p> <p>Teachers are highly collaborative.</p> <p>Most teachers are GT trained.</p> <p>ESL students are serviced by teachers that are ESL Certified.</p> <p>All Bilingual students are taught by a Bilingual certified teacher in every grade level.</p>	<p>Professional Development is needed in RtI and strategies to address all students.</p> <p>Professional Development is needed in Writing, Reading, Math, Science and Social Studies.</p>	<p>Establish some school wide behavior expectations and consequences.</p> <p>Plan Staff Development on Behavior Management Strategies, RtI and Progress Monitoring Documentation.</p> <p>Plan content specific Professional Development, as needed.</p> <p>Google Training</p>
Curriculum, Instruction, & Assessment	<p>Teachers are using TEKS aligned materials.</p> <p>Teacher created materials</p>	<p>Spanish resources aligned with curriculum are limited and needed.</p>	<p>Schedule time for collaborative planning.</p>

	<p>Teacher-Created Assessments, every two weeks</p> <p>Computer based Math and Reading programs are being utilized—Istation, Think Through Math, Moby Max.</p> <p>Teachers are utilizing technology to address content in the classroom—such as Ipad apps, Google Classroom, Google Drive, Near Pod, Kahoot</p> <p>SHE has an Instructional Coach and an Academic Readiness Coach.</p>	<p>Teachers need time to collaborate and plan instruction vertically and horizontally.</p> <p>Replenish consumable materials for Science instruction.</p>	<p>Implement a plan to increase student achievement in all content areas.</p>
<p>Family and Community Involvement</p>	<p>All school-wide written and School Messenger communication is in both English and Spanish.</p> <p>Parent Trainings are held several times a year.</p> <p>The counselor and social worker will continue to facilitate Student and Family Interventions such as Bexar Cares, Food Bank and Clothing Closet referrals.</p> <p>Review, develop and implement the Parental Involvement Plan and the School Compact.</p> <p>Family Content Night</p>	<p>Increase the number of parent volunteers for the campus.</p> <p>Increase PTA membership and participation.</p>	<p>Campus Volunteer Training</p>

	<p>McTeacher Night</p> <p>Relay for Life</p> <p>SHE Heart Run</p> <p>Trunk or Treat</p> <p>Active PTA</p> <p>Mc Gruff Visit</p> <p>GREAT Program</p> <p>Career Day</p> <p>Stuff the Bus</p> <p>Community Partnerships: Toyota McDonalds Palo Alto Salvation Army Altrusa/Red Rover Star Base Kelly SA Reads Operation School Bell HEB Trader's Village</p>		
<p>School Context and Organization</p>	<p>Campus organization is facilitated by the Leadership Team.</p> <p>Content Leaders relay information from District to Campus staff.</p>	<p>Implement a Parental Involvement Committee--determine/assign committee members.</p>	<p>Implement a Parental Involvement Committee--determine/assign committee members.</p>

	<p>Extra time is allotted for 3rd – 5th grade teachers to attend professional development, disaggregate data, and collaborate.</p>	<p>Committees need to turn in agendas/minutes to administration.</p> <p>Extra time is allotted for PK -2 grade teachers to attend professional development, disaggregate data, and collaborate.</p> <p>All decisions need to be data driven.</p>	
<p>Technology</p>	<p>All teachers have access to technology such as laptops, iPads, projectors, and/or SMARTboards/Intelliboards.</p>	<p>Teachers need to be Google trained.</p> <p>Teachers struggle with integration of technology due to lack of training and updated technological devices.</p> <p>Students are in need of increasing technology ability.</p> <p>Broken or out-of-date equipment prohibit teachers from accessing, utilizing or integrating technology on a daily basis.</p>	<p>Teachers need to be Google trained.</p> <p>Schedule time for Technology Facilitator to provide Technology Training.</p> <p>Plan Professional Development and/or encourage teachers to go to Professional Development on Technology Integration.</p> <p>Create and maintain an accurate technology inventory to be sufficient to help all students. Create a plan for broken or out-of-date equipment to be upgraded or replaced.</p>

<p>Call to Action</p> <p>SWISD provides opportunities for all learners to be confident, resilient, and successful global citizens.</p>	<p>CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN SKY HARBOUR ELEMENTARY 2016-2017</p>  	 <p>Every child. Every day. 2020 SOUTHWEST INDEPENDENT SCHOOL DISTRICT</p>
<p>DISTRICT MISSION & VISION</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>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 members 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, teachers and administrators in a timely manner.</p>	<p>TITLE 1 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 programs.

Principal	Sylvia D. Acuna
Assistant Principal	Manuel Aragon
Counselor	JoAnn Rodriguez
Social Worker	Nilda Castellanos
Parent Representative	Rachel Thompson
ELL Representative	Blanca Jimenez
SPED Representative	Ellen Herrick
GT Representative	Blanca Jimenez
Paraprofessional Representative	Brenda Hernandez
DIT Elected Representative	Tina Castro
Science Teacher Leader	Delicia Mendez-Villegas
Social Studies Teacher Leader	Robert Raffaniello
Math Teacher Leader	Elena Colaner, Raymond Tamayo
ELAR Teacher Leader	Stephanie Thetford, Tina Castro
Kindergarten	Stephanie Thetford
First	Elena Colaner
Second	Robert Raffaniello
Third	Angelica Angulo
Fourth	Raymond Tamayo
Fifth Grade	Delecia-Mendez-Villegas
Reading Specialist	Marissa Flores
Community Representative	Crystal Rocha
ARC	Christine Barbosa

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SP 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 SCHOOLWIDE COMPONENTS (CODE BY #)
6	Reading/ELA 1	Increase the rigor of Reading instruction by providing support to teachers through trainings and resources.	K thru 5 th Teachers Reading Specialist	Title I	Aug - May	Lesson Plans, Walk-thrus Sign in sheets SIOP Interactive notebooks Saxon Phonics AR	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 in Tier 1 EOY on IStation Increase number of students meeting and exceeding STAAR Reading, District assessments (STAAR).	1, 2,4,7
6	Reading/ELAR: 2	Increase writing across the curriculum and provide support for teachers through Professional Development.	Principal, ELA Content Leader and Specialist.	Title I	Aug - May	Walk-thrus, Lesson Plans, <i>item</i> analysis, Writing Wall Display in every hallway	Increase number of 4 th graders will exceed satisfactory expectations on STAAR and an increase number of commended.	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 2,4
1, 4	Reading/ELAR: 3	Increase Kinder -2 nd grade reading fluency.	Teachers Admin		Aug.- May	Lesson plans, Walk-thrus Dailey 5 Istation Saxon Phonics Read Naturally Small Group	Increase the number of students passing Reading assessments	Increase in student Read Naturally and teacher fluency created assessments.	1,9
1, 4	Reading/ELAR: 4	Accelerated Reader Program to promote increased comprehension and vocabulary.	Librarian Teachers Reading Specialist	Title 1	Aug-May	Books checked out AR Assessments	Increase in Comprehension and Vocabulary skills.	Increase in number of books being checked out	1, 2, 10
6	Reading/ELAR: 5	Provide ongoing professional development for effective utilization of IStation data reports to be used in intervention support and instructional decisions.	Readiness Specialist Teachers	Local	Aug - May	Staff Developments, IStation reports, Intervention Activity resources	Increase number of students in TIER 1 by 25% each scoring window.	Comparing BOY, MOY, and EOY data; progress monitoring	4, 8
2, 4	Reading/ELAR: 6	Utilize IStation/ISIP data reports to monitor students' progress/growth and document progress monitoring for RTI and intervention purposes.	Teachers	Local	Ongoing	IStation Student Summary Report eSped RTI	IStation Reports	IStation Reports	1, 8, 9
1, 3, 5	Reading/ELAR: 7	Provide information and training opportunities for parents on IStation student data reports and progress monitoring.	Teachers	Local Title 1 (61)		Parent sign-in sheets, flyers, hand-outs, and conference notes	Increase the number of parents attending Reading Content nights by 10% annually.	Parent survey and primary readiness advisory data	2, 6

						Lexile Night	Increase the number of student led conferences covering ISIP data by 10%.		
2, 4, 6	At-Risk	Continue to use targeted interventions. Document Response to Intervention (RTI) process. Provide teachers with professional development and coaching support to instruct programs with fidelity and success. 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 esped and Rtl 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	1, 4, 8, 9, 10
2, 4	Dyslexia: 1	Provide intensive, targeted interventions for dyslexic students.	Dyslexia Coordinator Administrators Teachers	Title 1	Aug - May	Dyslexia testing documents and meeting minutes. Intervention time	Increase the number of dyslexia students' reading level and fluency levels. Increase the number of Dyslexia students who meet state standards on STAAR.	Increase in number of Dyslexia students passing District and State Assessments.	1, 2, 9, 10
2, 6	Dyslexia: 2	Designated teachers who work with dyslexic students will receive training in the (DIP-Dyslexia Intervention Program)		Title	Aug - May	Certificates	100% of the dyslexic students will receive the curriculum of DIP	Passing scores on the DIP progress measures and Tier 1 performance in IStation.	3, 4, 8
2, 6	Dyslexia: 3	All teachers will receive training in Dyslexia, its characteristics, and the district referral process.	Reading Specialist campus designee	Title 1 SCE	Aug - May	Sign in sheets Agenda	Increase of identified students from previous year	Increased number of students receiving interventions	4
1, 2, 4, 6	Mathematics	Increase the number of students who meet the Satisfactory Academic Performance in grades 3-5 by providing support to K-5 grade teachers.	K thru 5 th teachers, Math Teacher Leader and Specialist	Title 1	Aug - May	lesson plans, Walk-thrus, certificates Sign in Sheets Professional development incentives Think Through Math Ford Ferrier Moby Max	Increase EOY Math Assessment scores in all grades. TTM Results	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 2, 8, 9
2, 4	Science	Provide teachers with resources to align to allow rigorous instruction in the class room and labs to increase student performance.	Teachers Principal	Title 1 Local SCE	Aug - May	Observations, Lesson Plans BEM scores, STAAR scores	Increase Science STAAR passing rates by 10% Increase Science STAAR Advanced by 5%	Grades Lesson Plans STAAR	1, 10

6	Social Studies	Increase the rigor of Social Studies instruction and curriculum with professional development.	Social Studies Teachers; Administrators	Curriculum	Aug - May	Lesson plans, common assessments	Increase the performance on students who take common assessments	Campus Common Assessments	2, 4
2, 4	Accelerated Instructional/RTI Process: 1	Develop an RTI meeting calendar and process using district operating guidelines and eSped to help teachers identify targeted areas that students are weak in and give suggestions on interventions.	All Staff, RTI Committee, Reading and Math Specialists/Teacher Leaders	District Operating Guidelines, eSped	Aug - May	RTI meeting documentation, Walk-thrus ESPED Sign In sheets	A developed referral process identifying students.	Data from Report Cards, Benchmarks, Common Assessments AR, IStation & STAAR Number of identified students.	1, 8, 9
1, 2	Accelerated Instruction/RTI (Reading/Math): 2	Provide additional instructional time for students identified as at-risk in Reading and/or Math with targeted instruction to increase the number of students passing state and local assessments and added value.	Classroom Teachers	Reading Teacher \$ Resources/Supplies/Curriculum	Aug - May	Lesson plans; RTI documentation; SSI folders; AWARE data; STAAR history, IStation data	Measurable assessments such as progress monitoring, common assessments, ISIP, STAAR, TELPAS, BEMS,	District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	1, 9
2, 4	Data Analysis	Implement Data Wall/Folder that will show information to develop targeted instruction and interventions for students.	All Staff	SWISD and ESC 20, Campus Leadership Reading and Math teachers Aware Aware \$800 local	Aug - May	Data Wall	Students on Data Wall will decrease as interventions are implemented.	District/campus benchmarks and common assessments STAAR	1, 2, 9
6	SSI	5 th grade teachers will receive training in SSI requirements for promotion and or retention based on the SSI guidelines.	Teachers Admin	Local Funds	Aug - May	Agenda, sign in sheets, SSI paperwork	AIPs will be developed for all students in need of a plan	Implementation of AIP during summer school	4
2, 4	504	Ensure all 504 students accommodations and interventions are documented to ensure student performance.	Campus 504 Coordinator, District Director of 504 Teachers		Aug - May	Sign in sheets, Agendas, 100% of students in 504 will be on ESped. Accommodations and interventions documented.	Class assessments District assessments STAAR reading performance	100% of students in 504 will have an annual meeting to review their progress and STAAR performance.	1, 9
2, 4	Special Education: 1	Support K-5 grade teachers with implementation of student IEPs, BIPS and PLAAFP.	Administration Special Education Campus Teacher	Local	Aug - May	Lesson plans Grade Book Walk-thrus ARDS	Increase the number of SPED students passing the Academic Standard for state testing.	District/campus benchmarks and common assessments STAAR	1, 4, 9
2, 4	Special Education: 2	Implement instructional practices to meet the needs of special education students.	Administration Special Education Campus Teacher	Local	Aug - May	Lesson plans Grade Book Walk-thrus ARDS	Increase the number of SPED students passing the Academic Standard for state testing.	District/campus benchmarks and common assessments STAAR	1, 4, 9

2, 4	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.	Nurse; Administrator; PE Teachers; 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
2, 4	Coordinated Health: 2	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.	Teachers	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	2
2, 4	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	Teacher Guidance Nurse		Aug - May	Lesson Plans	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	2, 3
4	Physical Education	Ensure students in kindergarten through grade 5 participate in moderate or vigorous daily physical activity 2X a week throughout the school year	P. E. Teachers Administration	Required curriculum TEKS	Aug - May	Schedules Lesson Plans	FitnessGram Data Increase number of students scoring in Healthy Fitness Zone by 20%	Formative: Daily routines Summative: Documented culminating minutes of moderate to vigorous physical activity	2, 3
4	Physical Education/ FitnessGram	FitnessGram testing: 100% of eligible students in grade 3- 5 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 3-5 will achieve in the Healthy Fitness Zone	Formative: teacher observation and evaluation of student performance. Summative: Compare data from previous years	2,3

1, 4	Library Services: 1	SHE librarian will provide services, trainings and engaging activities to students and parents that promote more time with reading.	Librarian Administrators Counselor Social Worker Reading Teacher/ Content Leader	Title 1	Aug- May	Library Check-out system, master schedule; book inventory; purchase orders; library daily logs; lesson plans; Subscription to AR	Increase the number of student utilizing the library. Increase the number of AR points and Lexile scores.	Monthly AR Results District/campus benchmarks and common assessments, state/local/national accountability assessments, grades	2, 10
1, 3, 5	Library Services: 2	Read Across Southwest: Provide reading activities and materials to extend literacy skill building outside the school day and develop the student parent partnership for academic success.	Library Services	Title 1 (\$6000)	December May	Purchase Orders, student enrollment, reading activities, Fluency Data	100 % of all students will increase reading fluency by 30 wpm from BOY to EOY.	Student Reading Scores, Cold Reads	2, 6, 10
2, 4	Fine Arts: Special Projects 1	Provide extra-curricular activities for all students through a fine arts program in drama, music and art.	Teacher Admin	Title 1 Local	Aug - June	Student participation Shows	Increase in the number of students involved in extra-curricular activities	Student Performances	2, 6
2, 4	Fine Arts: 2	Provide instruction for all students through a fine arts program.	Teacher Admin	Title 1 Local	Aug- June	Master Schedule Lesson Plans	100% of students will apply the elements of art.	Student Grades Schedules Master Schedule	2, 3, 8
2, 4	English Language Learners: 1	Increase the performance of LEP identified students on state and local testing (STAAR/TELPAS) by using strategies (ESL/SIOP).	Teachers Administration District	Local Title 1	Aug -May	TELPAS data; LEP identification sheets Sign in sheets Walk thrus	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 TELPAS STAAR	1, 2, 3
6	English Language Learners: 2	Support new staff with training (ESL/SIOP) and provide all staff with resources and supplies.	Teachers	Local Title 1	Aug -May	TELPAS data; LEP identification sheets Sign in sheets Walk thrus	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 TELPAS STAAR	1, 2, 4
	English Language Learners: 3	Support ELL students by providing resources in Spanish and English.	Teacher Administration	Local	Aug – May	TELPAS STAAR Gradebook	Increase the number of students who score an Advanced or Advanced	Common Assessments BEMS TELPAS	

							High on all sections of the TELPAS. Increase the number of students who meet expectations on STAAR and exit from Bilingual program.	STAAR	
2, 4	English Language Learners: 4	Support language acquisition for ELL students by monitoring closely all state and local data reports and providing targeted instruction.	Bilingual teachers/ clerk Administration	ESL Teacher	Aug - May	lesson plans Walk-thrus training certificates, AEIS report data 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: 1	GT students will be identified.	Administration Teaching team GT teacher	Local	Aug - May	GT identified list; nomination forms	Increase the number of GT identified students.	PEIMS BOY, MOY, EOY Report;	10
2	Gifted/Talented: 2	GT students will be given opportunities to work on projects to help them work to their potential. Dragon Tales, UT Explore, GT Summer Academy....	Administration Teaching team GT teacher	\$ 2,000	Aug - May	Number of students participating in: GT Projects Dragon Tales UT Explore GT Summer Academy	Campus Recognition of: GT Projects Dragon Tales UT Explore GT Summer Academy	GT Projects Dragon Tales UT Explore GT Summer Academy	10
6	Gifted/Talented: 3	Increase the number of GT trained teachers	Administration Teachers	Local	By December	Training certificates Sign in Sheets Walk throughs Lessons	Increase the number of teachers trained in GT.	Certificates	4
6	Professional Development: 1	Provide training and support to new teachers as needed in the areas of their content, classroom management and technology	Administrators Teacher Mentors	Local	Before Dec	Training certificates; PD sign-in sheets, Walk-thru forms, T=TESS documentation; agendas	100% of all 1 st year teachers, new to grade level, content, or campus teachers will be supported.	Feedback from students and staff survey; student achievement on state assessments; discipline referrals	4, 5
6	Professional Development: 2	To ensure highly qualified personnel, provide professional development related to services for administrators, teachers, paraprofessionals, Counselor and social workers.	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
2, 4	Leadership Development (staff)	Teachers will be provided opportunities to join and lead committees, meetings and activities throughout the year to develop their	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 committees and given the	Feedback from students and staff survey	1, 2, 8

		leadership skills and increase capacity.					opportunity to lead meetings or activities.		
6	Professional Learning Communities	Teachers will collaborate and plan instruction horizontally and vertically.	Teachers Content Leaders		Aug - May	Lesson plans, PLC agendas/minutes	Student achievement	assessment	1, 2, 8
1, 4	Technology Applications 1	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.	Administration Tech Facilitator SWISD Tech Department	Technology Supplies	Aug - May	Lesson Plans Walk-thrus EOY Tech Tests, observations Obsolescence Plan	Increased use of updated applications and products to enhance proficiency for students and teachers using their technology in the classroom.	EOY Tech Assessment 3 rd & 5 th Grade Increase in district created TA TEKS assessments.	1, 2
6	Technology Applications: 2	Support will be provided at the campus level for technology training, integrating technology in lessons and compliance on TEKS and standards.	Tech Facilitator Administrator	Local	Aug - May	Daily schedule; agendas; sign-in sheets; daily log	100% of all teachers meet the proficiency for "advance tech" on STAR chart.	Feedback from students and staff survey	1, 2, 4
2	Technology Applications: 3	Replace all broken tech devices as necessary for Kinder through 5 th grade.	Tech Facilitator Administrator Classroom Teachers		Aug - May	Classroom Inventory Obsolescence Plan	Increased use of updated applications and products to enhance proficiency for students and teachers using their technology in the classroom.	Feedback from students and staff survey	1, 2, 10
2	Technology Applications: 4	Provide classrooms with adequate and updated technology hardware and software to facilitate effective classroom instruction and student-centered learning utilizing current technologies.	Tech Facilitator Administrator	Title I	Aug - May	Safari Montage IPADS for students iStation TTM STEMscopes Everyday Math Imagine It! Accelerated Reader Google Classroom Brain Pop, Jr. Tumblebooks Clever	Increase the number of students who demonstrate mastery of TA TEKS.	Feedback from students and staff survey, HB 5 and TA TEKS.	2, 10
2, 3, 4	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.	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, 10
2, 4	Attendance Plan	Develop a school wide plan to monitor and increase attendance.	Administration Attendance Clerk Attendance Committee	Incentives	Aug - May	Attendance Reports Call students School Messenger Teachers will make phone call warning letters	Increase attendance rate to 98%	Attendance Reports, AEIS Reports	1, 2, 6, 9

						incentives (flags, EOY field trips, etc.)			
2, 4	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.	Administration All Staff	Incentives	Aug - May	A decrease in overall Decreased 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 TEXEIS at EOY Walk-thrus	1, 2, 6, 9
1, 2, 4	Leadership Development (students): 1	Teachers will recruit and increase the number of students who participate in organizations throughout the school year.	Committee Chairs, Teacher Leaders, Organization Leaders	Local	Aug -May	Sign in sheets Flyers AAA Student Council PTA Reflections Boy/Girl Scouts Spelling Bee Safety Patrols FLL Robotics STEM Drama Team Jr. Robotics Solar Car Club	Increase the number of students participating in organizations by 20%.	Sign in sheets	1, 2
1, 2, 4	Leadership Development (students): 2	Develop student leaders across the campus through participation in school organizations and activities.	Principal Administrators Counselor Teacher Leaders	Title I	Aug - May	Teacher training Lesson Plans Student Council Drama	Number of students participating in student organizations.	Feedback from students and staff survey	1, 2
2, 4	Highly Qualified Teachers: 1	Recruit and retain highly qualified teachers.	Principal Administrators Teacher Leaders	None	On-going	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	Critical Transition Years: 1	Help transition Fifth graders to Middle School by having 6 th grade Orientation.	Teachers Counselor	Local	April	Selection of elective courses Sign-in Sheets Parent orientation Round-up/ Parent Orientation Middle School visit	Successful online registration for middle school schedule selection Counselors will prepare students with information on courses and trip to middle school.	Feedback from students and staff Survey Master Schedule	10

2	Critical Transition Years: 2	PK to K Parent Transition Meeting	PK/K Teachers	Local	May	Agenda Sign In Sheets	Parents have a better expectation of Kindergarten routines and expectations.	Parent Feedback	7, 10
6	Pre-Kindergarten: 1	Train and require all Pre-Kinder teachers to utilize the CIRCLE Training	Director of Community Education Coordinator, Campus Administrators	Local	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.	ERI	4
6	Pre-Kindergarten: 2	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	Local	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.	CIRCLE OWL Assessments	4
2, 4, 5	Celebrations	Provide awards/incentives for students and faculty for attendance and academic successes.	Teachers Admin	Local	Ongoing	PEIMS IStation TTM Gradebook AR	Increase in the passing rate on all grade levels	Data Walls	1, 2
1, 2, 4	Guidance: 1	Integrate district Character Education in Guidance Curriculum and provide incentives to promote good character amongst students.	Counselor Social Worker	Local	Aug - May	Lesson plans, Success of activities planned to promote good character. Core Values G.R.E.A.T	An increase in students' character and compassion for others.	Teacher surveys, guidance surveys	1, 2, 9
1, 2, 5	Guidance: 2	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%	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, 10

1, 2, 5	Guidance: 3	Provide information, activities and incentives to promote Career and College Readiness.	Counselor/Social Worker, Assistant Principal, Student Leadership	Local	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
2, 4, 5, 6	Guidance: 4	Train parents and staff to support and identify the academic, social needs of homeless students.	Counselor and social worker		Aug - May	McKenny Vento forms RTI process Parents Teacher trainings Sign In Sheets	New students will be interviewed by counselor before going into classroom.	Feedback from students and staff survey	4, 6, 9
2, 4	Safe and Drug-Free Schools and Communities: 1	Promote a Safe and Drug-free School by incorporating campus activities that support drug and violence prevention.	Social Worker Counselor	Local	Aug - May	Lesson plans Red Ribbon Week Drug Prevention Literature Violence Prevention program Raptor Staff ID badges Report in TEXEIS Safety Drills	Reduce the number of incidents of discipline on campus.	Feedback from students and staff survey	2, 3, 10
2, 4	Safe and Drug-Free Schools and Communities: 2	Provide support and implement behavioral plans for teachers' use with students needing additional behavioral support.	Administration Teachers Counselor Social Workers Counselor	Local	Aug - May	BIPs; campus discipline plan; reduction in discipline referrals, promote self - discipline expectations SAMA	Decrease discipline referrals through discipline plan strategies.	Feedback from students and staff survey Discipline referrals	1, 9
1, 2	College and Career Readiness	Identify students who meet commended status, follow through with projects to enhance learning.	Counselor	Local	Aug - May	Sign In Sheets Lesson Plans	Increased Commended Scores across tested areas	Feedback from students and staff survey Career Fair	2, 8, 10
1, 2, 4	Career & Technology	Provide opportunities for students to learn about Career & Technology opportunities available.	CT Director Counselor STEM teacher	Local	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
2, 3	Parental Involvement: 1	Increase parental involvement by providing training and information to the parents for the overall success of a child and school.	Administration Counselor Social Worker Staff	Title 1	Aug-May	Sign in sheets flyers Meet the teacher Night Content Family Night	An increase of parent attendance for each meeting. Increased passing Rate	Parental surveys at the end of each training.	1, 2, 6

						Open House Newsletter GT Showcase			
2, 3	Parental Involvement: 2	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, Campus teachers/staff, messenger	Title 1	Sept –June	Parent Portal information with first progress report Call Log	Decrease in students failing. Increase student attendance.	Parental Surveys, parental portal data. Six weeks failure reports and attendance reports.	1, 2, 6
2, 3	Parental Involvement: 3	Program Information Files Parents will be provided the opportunities for workshops, conferences, and secure training/workshops for campuses.	Parental Involvement Staff	Title I	Sept- 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	4, 6
2, 3, 4	Parental Involvement: 4	Sky Harbour will develop a Parental Involvement plan to increase parental awareness, involvement, and presence on campus and with students.	Campus PIFs, Campus Administrators	Local Funds, Title I funds	Aug - May	School-Parent Compact Sign in Sheets Minutes	Meet once a month.	School Parent Compact; Parental Involvement Policy; Campus/District Results Increase in parent involvement	6