Weslaco Independent School District

Airport Drive Elementary

2019-2020 Campus Improvement Plan

Mission Statement

At Airport Elementary, we are a community of leaders. We honor and celebrate the leaders within us, always striving to attain our goals by creating a culture of excellence.

Vision

At Airport Elementary we will prepare our students for a dynamic future. Our students will succeed with the staff and parents working together to provide the best educational environment in which they become critical thinkers, problem solvers, and decision makers.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Airport was built in 1988 and is located in the center of Hidalgo County in the Rio Grande Valley of South Texas. It is one of the ten elementary schools of the Weslaco Independent School District. The school is situated across the street from the city park and bordered on the left by a newer subdivision and a large apartment complex to the right. About two-thirds of the students live within a two mile radius in nearby neighborhoods and about 1/3 of the students live in neighborhoods north of Weslaco near and around Mile 10 and 11.

We have a total of 46 classroom teachers, 16 additional support and specialty staff, 1 CTC, 2 counselors, 3 administrators, and 19 paraprofessional staff. As of September 29, our student enrollment is 875, an increase of approximately 300 students from 2017-2018 school. Our enrollment increased this year due to the fact that F.D. Roosevelt Elementary is closed temporarily.

Data from the 2017 Fall TSDS PEIMS Staff Summary shows 13.8% teachers have 1-5 years experience and 16.1% have 6-10 years experience. The majority fall into the other two categories of higher experience. With 11-20 years of experience, the percentage is 34.5%. Teachers with over 20 years experience is 35.6%

Our current student population is 98% Hispanic, 2% White, and 85% Economically Disadvantaged. Other special populations includes 6% Special Education, 2.8% Section 504, and 1.8% Dyslexia, 2% Migrant, 27% LEP, and 4% Gifted and Talented. We had 68% At-Risk. We will update this percentage at the end of October.

Airport officially implemented *The Leader in Me* four years ago. Our students have internalized the seven habits and teachers continue to conduct leadership lessons every Monday morning so students can continue to grow in leadership. Our two counselors gear their guidance classes to seven habits lessons. Our school-wide WIG (Wildly Important Goal) this school year is for staff and students to read 500,000 books this school year. Each grade level set a goal to help Airport accomplish this schoolwide goal.

We service about 100 students in the after school ACE program. Other after school programs include UIL, robotics and coding, Folkloric Dance and cheerleading.

Demographics Strengths

We have a strong Parental Involvement program on campus. Two parents out of a core of about 18 received district recognition for two straight years ago for logging in the top number of volunteer hours in the district.

We are fortunate to have a low teacher turnover rate. Except for 2 teacher departures in the last six years, all vacancies have been due to retirement or promotions. Other strengths include:

- Attendance rate for the 2017-2018 school year was 97.1%, meeting the state goal of 97%
- The number of Kindergarteners ELs who scored "Advanced" on their TELPAS composite score (Listening, Speaking, Reading and Writing) rose from 10%in 2017 to 25% in 2018.
- The number of 1st Grade ELs who scored "Advanced High" on their TELPAS composite score (Listening, Speaking, Reading and Writing) rose from 9% in 2017 to 17% in 2018.
- The number of 3rd Grade ELs who scored "Advanced High" on their TELPAS composite score (Listening, Speaking, Reading and Writing) rose from 20% in 2017 to 27% in 2018.
- All of our GT students met passing standard on all STAAR tests in all grades and many earned "Masters."
- We have 12 Professional and 2 Para-Professional male staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need of improvement and growth in 3rd-5th grades STAAR Reading and Math for our special education stuents. It was the cause of Airport being labeled a school in need of additional targeted support. **Root Cause**: Identified students lack fundamental skills in reading, including phonological awareness, phonics, fluency and comprehension. In the area of mathematics, special education students lack basic math facts and problem-solving skills.

Student Academic Achievement

Student Academic Achievement Summary

From TEA's 2018 state accountability system, Airport earned the "Met Standard" accountability rating. We also received an "A" rating.

We met standards on:

- Student Achievement 78 Scaled Score
- Student Progress 90 Scaled Score

-Academic Growth 90 Scaled Score

-Relataive Performance (Eco. Dis: 81.0%) 86 Scaled Score

- Closing the Performance Gaps 96 Scaled Score

We earn 5 distinctions of the six eligible categories.They are Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Top 25% Comparative academic Growth and top 25%, and Comparative Closing the Gaps. Below is a summary of STAAR data for each testing grade.

STAAR	All Students	ED	Migrant	LEP	SE	GT	At Risk
3rd Reading	75%	70%	80%	55%	20%	100%	73%
3rd Math	82%	79%	80%	74%	20%	100%	81%
4th Reading	82%	83%	n/a	76%	38%	100%	77%
4th Writing	57%	61%	n/a	57%	25%	100%	45%
4th Math	86%	87%	n/a	86%	86%	100%	79%
5th Reading	96%	95%	100%	100%	100%	100%	100%
5th Math	100%	100%	100%	100%	100%	100%	100%
5th Science	89%	90%	100%	91%	86%	100%	87%

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous year, we find:

- Third grade migrant students in reading made a 6 point gain (74% to 80%)
- Third grade math made a 6 point gain (74% to 80%)
- Fourth grade reading made a 10 point gain (72% to 82%)
- Fourth grade econ. disadv. students in reading made a 19 point gain (64% to 83%)
- Fourth grade EL students in reading made a 22 point gain (54% to 76%)
- Fifth grade special ed. students in reading scores increased from 43% to 100%
- Fifth grade EL students in science increased from 68% to 91%
- 100% of third grade GT students earned "Masters" on the STAAR reading test
- All 5th grade students passed the STAAR math test.
- All 5th grade migrant students passed the STAAR math, reading and science tests.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need of improvement of Academic Growth in Mathematics for our English Learners in 3rd-5th grades. **Root Cause**: Students lack the foundational mathematical skills to perform at the Meets and Masters level of the state's STAAR math test.

School Processes & Programs

School Processes & Programs Summary

Airport's reading components in all Kinder through 5th grade classes includes Guided Reading, Shared Reading, Independent Reading, Read Aloud, and phonemic awareness (PK-1st), SIPPS instruction (K-2nd)/phonics instruction (through 3rd grade). The district purchased a Scholastic Guided Reading library for Airport and those books are what teachers use to instruct during Guided Reading. Individualized Reading Inventory (IRI) is conducted on all readers in Kinder through 5th grade, with additional testing in MOY (for below level readers) and EOY. Kinder through fifth grade teachers use Istation at the computer labs and in the classroom during reading stations for the required minutes for Tier 1, 2, and 3 students. myOn is also used extensively on campus. For example, students read 17,000 books online in September 2018.

For the last three years, we have used Write Time for Kids to instruct in writing. Teachers training continues and much discussion is included in the Language Arts PLC meetings conducted by the district's language arts strategist. We continue to collect writing samples in a student writing portfolio for all Kinder to 5th grade students.

In surveying our teachers, we found that many teachers do not feel as comfortable teaching writing as they do reading. This year the district is providing extensive training in writing such as Abydos and Writing Academies for K-4th. In the summer of 2018, two 4th grade teachers and one grade PK teacher attended Abydos, the three-week writing training.

For mathematics instruction, we rely on the district's math adoption, Pearson Math (including the online component), and other useful math materials/tools such as:

- Imagine Math (3rd-5th)
- Reflex Math (1st-5th) for basic math facts
- Reasoning Minds: Blueprints(Kinder-1st)
- Reasoning Minds: Foundations and STAAR Readiness (2nd grade)
- Reasoning Minds: STAAR Readiness (3rd-5th grade)
- Go Math (4th grade only)
- Pearson Math (Kinder - 5th)

Science teachers use the state adopted FOSS kits for science instruction and a computer component, Edusmart and stemscope.

Third, fourth and fifth grade teachers analyze data from CBAs and benchmarks by using the reports on Aware. They have students track their progress in their Data Notebooks. Kindergarten, first and second grade teachers are not as comfortable with Aware, but they do use Istation reports and track their students reading progress through their guided reading anecdotal notes.

We are conducting Comprehensive Academic Review (CAR) sessions this school year with all classroom teachers, They share data on student progress as

well as strategies they are using in the classroom to meet the needs of all their learners.

Historically, Airport has had low teacher turnover. With the exception of 2 instances, all teacher vacancies in the last six years occurred due to retirement or promotions. This year we had twenty-six new people joined our staff: 1 CIF, 1 counselor, 3 paraprofessionals, 3 Pre-K teachers, 2 Kinder teachers , 2 first grade teachers, 2 second grade teachers, 2 third teachers, 4 fourth grade teachers, 2 fifth grade teachers, 1 music teacher, 1 P.E. coach, 1 art teacher and 1 ACE coordinator. Due to the fact that F. D. Roosevelt Elementary is under construction.

School Processes & Programs Strengths

At Airport, our teachers work diligently to strengthen our students reading, writing, and math skills. Our staff:

- Attends all district PLC meetings and share meeting minutes with fellow teachers and administration
- Attended many different academies and trainings this past summer
- Is 100% Highly Qualified
- Includes at least 4-5 bilingually certified teachers in Kinder, first, second, third,and fifth grade, at least 3 in Pre-K and at least two in fourth grade
- Includes a majority of teachers with their 30 basic GT hours and 6 yearly hour update
- Track student progress of Istation data, reading and phonics levels, CBA and benchmark results, and attendance
- Make sure students keep their book logs up to date

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for purposeful planning among the PK-5th teachers.. **Root Cause**: Teachers lack time after school hours to meet as a group to plan.

Perceptions

Perceptions Summary

Airport Elementary is focused on helping students reach their full potential by developing every student's leadership potential and providing the best education for future success. We encourage daily attendance by recognizing student attendance each Monday morning during announcements, providing 15 minutes of free play on Mondays for classes with 100% attendance, and by providing incentives for high attendance each six weeks.

Airport has always been noted as a friendly campus. When parents visit our school, they are greeted by a friendly office staff. Administration has always had an open door policy for any parent or staff with a concern. Our *Leader in Me* training has strengthen good habits of not only students, but of staff. There is a united front among grade levels to help and welcome new staff members to the grade levels.

Parents receive a monthly parent calendar so they can plan for school activities and they can also visit our school website for moreinformation. Parents are invited to many school events such as Meet the Teacher, Parent meetings, six weeks assemblies, Fall Festival, Veterans Day Celebration, Literacy Night, Open House (2 a year), Muffins for Moms, Kinder and 5th grade graduation, and other such events. Many teachers use ClassDOJO to build classroom community. Administration uses School Messenger, a call out system, to keep parents inform about current events.

During our six weeks assemblies, a students from each grade level welcomes parents and introduces what they are learning through *The Leader in Me* lessons. Two students are chosen each six weeks for demonstrating leadership and responsibility in the classroom. The Airport Leaders are videotaped and are showcased during the assemblies.

Administration receives feedback from staff and addresses concerns brought to the Principal's Advisory Committee, which meets once a month. Site-Based meets six times during the school year to make decisions affecting the school's budget needs and priorities.

Perceptions Strengths

- Full implementation of *The Leader in Me*
- Encouragement of students to read at least three books daily: 2 at school, 1 at home
- Involving parents to participate in the 500,000 Book Goal by having their kids read at least 20 minutes and reach the 1.8 million word exposure
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classroom
- Emphasis for students to become independent learners
- Open door with administration policy for parent and staff concerns

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our overall attendance rate dropped from 97.5% in 2016 to 96.9% in 2017. **Root Cause**: We need to emphasize the importance to students and parents of good attendance and why it's important to learning.

Priority Problem Statements

Problem Statement 1: There is a need of improvement and growth in 3rd-5th grades STAAR Reading and Math for our special education stuents. It was the cause of Airport being labeled a school in need of additional targeted support.

Root Cause 1: Identified students lack fundamental skills in reading, including phonological awareness, phonics, fluency and comprehension. In the area of mathematics, special education students lack basic math facts and problem-solving skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need of improvement of Academic Growth in Mathematics for our English Learners in 3rd-5th grades.

Root Cause 2: Students lack the foundational mathematical skills to perform at the Meets and Masters level of the state's STAAR math test.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: There is a need for purposeful planning among the PK-5th teachers..

Root Cause 3: Teachers lack time after school hours to meet as a group to plan.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our overall attendance rate dropped from 97.5% in 2016 to 96.9% in 2017.

Root Cause 4: We need to emphasize the importance to students and parents of good attendance and why it's important to learning.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

Performance Objective 1: By Spring 2020, the number of 3rd-5th students who score at the Approaches Level on the STAAR Reading Assessment will increase from 86% to 90%.

Evaluation Data Source(s) 1: State STAAR Reading Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure teachers are using the TEKS Resource System for lesson planning by: * Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members		KG - 5th Teachers Campus Administration	All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve.				
2) Provide additional tutoring during Extended Day for students who fail Benchmark #1 in Reading, Writing, Math and/or Science(2nd semester: February - May 2020)	2.4, 2.5, 2.6	3rd - 5th Teachers Campus Administration	After targeting areas of weakness, results of Benchmark #2 and STAAR will increase in the core subjects.				
Funding Sources: State Comp Ed (SCE) - 3200.00							
3) Provide opportunities for a literacy focus through a Balanced Literacy Approach which includes Phonemic Awareness, Phonics, Shared Reading, Guided Reading, Independent Reading, Writing/Mechanics, Grammar, Spelling and handwriting, including fluency, comprehension, and vocabulary.	2.4, 2.5, 2.6	PK-5th Teachers Campus Administration	Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Purchase and utilize Motivational Reading for 3rd-5th students and purchase and utilize Rally Education reading comprehension/specific skills with embedded math word problems instructional materials.	2.4, 2.5, 2.6	3rd - 5th Grade Teachers Administration	Increase students comprehension and math word problem skills, especially Figure 19 (D) (E) and informational text.				
Funding Sources: State Comp Ed (SCE) - 2590.00							
5) Students in K-2nd will receive Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) instruction in order to become automatic fluent readers who read with automaticity and fluency.	2.4, 2.5, 2.6	Principal CIF's K-2nd Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.				
6) Utilize Poetry Friday Anthology to improve reading comprehension, fluency, content and academic vocabulary.		Principal CIF's Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.				
7) Utilize our STAAR mentor in grades 3rd-5th to provide additional tutoring for struggling students and to ensure more students reach masters level in STAAR.	2.4, 2.5	Mentor tutor Administration Classroom Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR l will improve.				
Funding Sources: State Comp Ed (SCE) - 8921.00							
8) Utilize school personnel, including STAAR teachers in grades 3rd and 4th, to provide additional tutoring for struggling students.	2.4	STAAR teachers Classroom teachers Administration	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve.				
Funding Sources: State Comp Ed (SCE) - 528158.00, Title 1, Part A - 294388.00							
9) Purchase and utilize Measuring Up Reading for 3rd-5th students and purchase and utilize Rally Education reading comprehension/specific skills with embedded math word problems instructional materials.	2.4, 2.5, 2.6	3rd - 5th Grade Teachers Administration	Increase students comprehension and math word problem skills, especially Figure 19 (D) (E) and informational text.				
10) Provide instructional materials and resources for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies.	2.4, 2.6	Pre- K - 5th grade Teachers Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Support the implementations of the new reading adoption, including alignment and istruction through Professional Learning Communities and Grade Level Planning.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF Instructional Coach	Performance on the Reading and Writing assessment will improve: *Curriculum Based Assessments * District Benchmark *Weekly Test STAAR Assessment				
12) Provide staff development, guidance, and support on new TEKS and state assessments with emphasis on mentoring for fourth -grade writing.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF Instructional Coach	Local and State Assessments				
13) Promote efferent and aesthetic reading through in school reading, after school reading, at home reading, and summer reading activities. Efferent: "...focused on obtaining a piece of information ...the information to be acquired, the logical solution to a problem, the actions to be carried out'after reading (Rosenblatt) Aesthetic: "...readers are engaged in the experience of reading, itself...the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)		ELAR Strategist ELAR CIF	Improved reading results on state and district assessments.				
14) Provide Extensive Program of Instructional for Special Ed. Students in the areas of reading and math.		Campus Administrators Special Ed. Teachers	Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments				
15) Regular Ed. Teachers and Special Ed. teachers will implement coaching teaching in order to help all our students to be successful.	2.4, 2.5, 2.6	Campus Administrators Teachers Special Ed. Teachers	Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
16) Provide staff development and support of online and digital platforms. *Istation *Education Galaxy	2.4, 2.5, 2.6	Campus Administrators	Progress and Usage Reports				
17) Continue implementation of the Linguistic Instructional Alignment Guide an the ELPs Toolkit in all Bilingual settings.	2.4, 2.5, 2.6	Bilingual teachers, Campus Principal, CIFs, Bilingual/ESL Director	Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High on TELPAS composite.				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✕ = Discontinue
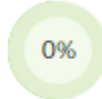
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

Performance Objective 2: By Spring 2020, the number of 4th grade students who score at the Approaches Level on the STAAR Writing Assessment will increase from 78% to 83%.

    Evaluation Data Source(s) 2: STAAR Writing results

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure daily classroom writing instruction using the New Pearson Reading/Writing adoption occurs and collect writing samples for student writing portfolios.		Classroom Teachers Campus Administration	Build writing fluency and confidence of student's to write pieces that go through the writing process and record progress in Writing Portfolios				
2) Provide additional instruction and practice for editing and revising for all 3rd and 4th grade students by purchasing Education Galaxy computer subscription, headphones (for listening to instructions), and printers and cartridges (for running reports for all online subscriptions).		Classroom Teachers Campus Administration	Increase scores on editing/revising on benchmarks and STAAR.				
3) Implement and organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing connections through the New Pearson Reading/Writing Adoption *TEKS Resource System *Abydos Three-Week Institute *Writing Academy, K-4	2.4, 2.5	ELAR Strategist ELAR CIFS	Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessment *Writing Prompts *Spelling Assessments				
4) Provide instructional materials and resources for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies.	2.4, 2.6	Pre- K - 5th grade Teachers Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide staff development, guidance, and support on new TEKS and state assessments with emphasis on mentoring for fourth -grade writing.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF Instructional Coach	Local and State Assessments				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

Performance Objective 3: By Spring 2020, the number of 3rd-5th students who score at the Approaches Level on the STAAR Math Assessment will increase from 86% to 91%.

    Evaluation Data Source(s) 3: State STAAR Math Results

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase and utilize Sharon Wells for 3rd and 5th grade students.		3rd and 5th grade Teachers Administration	Increase students math and problem solving skills.				
2) Ensure teachers are using the TEKS Resources System for lesson planning by: *Attending all district staff development, including PLCs in the core subjects. * Working on Updated IFDs and Backwards Design Document during PLCs. *Requiring that information given at the PLCs are written and shared to all grade level members.		KG-5th Teachers Campus Administration	All TEKS for each grade level will be taught and performance on the Math assessments will improve.				
3) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: *Reasoning Minds STAAR Readiness Grades 3rd - 5th *Reflex Math Grades 2nd - 5th *Imagine Math (formerly TTM) Grades Pre-K - 5th *Envision Math-Pearson		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR *Placement Tests				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmark *STAAR				
5) Monitor student performance including subgroups through the disaggregation of assessment data using colorbands in order to identify areas of need *Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth)		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR				
6) Purchase and utilize math resources such as Go Math , Measuring Up, STAAR Master, STAAR Coach, Count Down to the Math STAAR, Forde-Ferrier, TEKSing Toward STAAR for 1st - 5th grade students.	2.4, 2.5, 2.6	4th grade Teachers Administration	Increase students math and problem solving skills				
7) Provide instructional materials and resources for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies.	2.4, 2.6	Pre- K - 5th Grade Teachers Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				
8) Provide Extensive Program of Instructional for Special Ed. Students in the areas of reading and math.		Campus Administrators Special Ed. Teachers	Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments				
9) 5) Regular Ed. Teachers and Special Ed. teachers will implement coaching teaching in order to help all our students to be successful.	2.4, 2.5, 2.6	Campus Administrators Teachers Special Ed. Teachers	Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

Performance Objective 4: By Spring 2020, the number of 5th grade students who score at the Approaches Level on the STAAR Science Test will increase from 77% to 82%.

    Evaluation Data Source(s) 4: STAAR Science Results

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase and utilize Edusmart, Science Fusion, Stemscopes and Motivational Science to increase student knowledge base in all 4 areas of science.		5th Grade Science Teachers	Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test.				
Funding Sources: State Comp Ed (SCE) - 2700.27							
2) Ensure teachers are using the TEKS Resource System for lesson planning by: *Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members		KG-5th Teachers Campus Administrations	All TEKS for each grade level will be taught and performance on the Science assessments will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Community and Higher Learning Science Center Partnerships (Pre-K- 5th) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development. TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Atomnaut Academy. Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations. Weslaco Water Treatment Facility tour and information for science projects.		Science Strategist Science CIFs Camp Admin.	Improved performance for all populations on CBAs, benchmarks and STAAR.				
4) Purchase and utilize Countdown to the Science and Science Fast Focus to increase student knowledge base in all 4 areas of science.		5th Grade Science Teachers	Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test.				
5) Provide instructional materials and resources for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies.	2.4, 2.6	Pre-K- 5th Grade Teachers Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				
6) Foss Science Kits and student textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and laboratory activities. Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles.	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software. Teacher guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies. Builds student concept knowledge using real world examples, graphic, narrated text, and strategically placed interactive opportunities. STAARsmart test bank software of muliple-choice questions, aligneto the TEKS and STAAR assessments.	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
8) STEMscopes (K-12) Digital Subscription Digital science curriculum supplement. Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary.	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
9) Professional Learning Communities (PLC) Grades Pre-K-5th Meet once a week to collaborate and develop lesson plans, activities and share best practices.		Campus Administration Pre-K - 5th grade teachers	Improved performance for all populations on CBA's, benchmark, and STAAR.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

Performance Objective 5: By May 2020, the number of 1st-5th grade students who score at the Approaches Level on the Social Studies Benchmark Assessment #2 will average to 75%.

Evaluation Data Source(s) 5: District Social Studies Benchmark

Summative Evaluation 5:

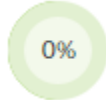| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate Social Studies process standards including sequencing, categorizing, identifying cause -and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions *TRS Performance Assessments		Social Studies Strategist Social Studies CIFs Campus Administrators	Increased Performance of students on assessments *Curriculum Based Assessments *District Benchmark *STAAR				
2) Writing included as part of Social Studies assessments at the elementary school level. Support for social studies teachers on the writing process.		Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmark and STAAR. Support for ELAR.				
3) Utilize The Leader in Me Workbooks for Kinder - 5th grade students to create good citizenship and well rounded students.		Teachers Administration	Create leaders and productive citizens.				
4) Provide instructional materials and resources for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies.	2.4, 2.6	Pre- K - 5th Grade Teachers Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				
5) Workshops, trainings, and materials for social studies teachers as well as Professional Learning Community meetings. Focus on social studies skills		Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance CBAs, and benchmarks.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance.

Performance Objective 1: During the 2019-2020 school year, the number of discipline referrals will decrease by 10% from the 2017-2018 school year ensuring that all students learn in an atmosphere that promotes student success.

    Evaluation Data Source(s) 1: Discipline Reports

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness for our students.		Administration Counselors					
2) Providing counseling lessons to K- 5th grade students to stress social skills and Bullying.		Administration Counselors					

100% = Accomplished		= Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance.

Performance Objective 2: During the 2019-2020 school year we will increase our technologies to insure that all staff and students have access to the resources they need for intervention, acceleration and research.

Evaluation Data Source(s) 2: Waterford, Istation, and STAAR.

Summative Evaluation 2:
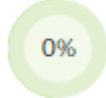
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in Pre-kinder through fifth grade will use technology to develop reading, writing and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, toner, media carts, headphones, speakers, laminators, scanners, lamp kits, and mounted projectors.		Pre- Kinder - 5th Grade Teachers CTC Administration	Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools by 10%.

Evaluation Data Source(s) 1: Annual Parent-Teacher-Student Surveys and End of Year Federal e-Grant Application

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media (Airport Facebook account), twelve weeks awards assemblies, Meet the Teacher, Fall Festival, Open House/Report Card, Open House in March, and Absence Call Out Program, SASI, and Parent Center meetings and trainings.	3.1, 3.2	Teachers, Campus Administration, Counselors, Ace Coordinators, Parent Specialist	When parents are engaged and participate in campus activities and events, student achievement increases. Children whose parents are involved learn more and are more successful in school. Their behavior is almost always better.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High quality, research-based training development and support for all employees.

Performance Objective 1: To ensure Airport students are be taught by highly qualified and state certified teachers, staff members will participate in district and Region One trainings and new teachers will be provided mentor teachers.

Evaluation Data Source(s) 1: Eduphoria Reports and Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development.		District Strategists Assist. Supt. of Elementary Campus Administration	Teachers will use research based strategies to increase student achievement				
2) Airport teachers will attend staff development on Color Bands.		District Strategists Assist. Supt. of Elementary Campus Administration	Teachers will utilize color bands as they study and analyze their CBA, Benchmark and STAAR Data.				
3) Special Teachers will attend staff development on Letrs. (Phonological Awareness, Reading and Writing)	2.5	Campus Administration Special Ed. Teachers	Performance on Reading and Writing assessments will improve including: * CBAs *District Benchmarks *STAAR Assessments				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Ensure daily classroom writing instruction using the New Pearson Reading/Writing adoption occurs and collect writing samples for student writing portfolios.
1	2	2	Provide additional instruction and practice for editing and revising for all 3rd and 4th grade students by purchasing Education Galaxy computer subscription, headphones (for listening to instructions), and printers and cartridges (for running reports for all online subscriptions).
4	1	1	Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development.
4	1	2	Airport teachers will attend staff development on Color Bands.

State Compensatory

Budget for Airport Drive Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11.6119.00.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$34,160.00
164.11.6119.27.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$75,252.00
164.13.6119.00.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$164,182.00
164.11.6129.00.110.8.34	6129 Salaries or Wages for Support Personnel	$24,885.00
164.12.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	$27,697.00
164.23.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	$27,695.00
164.33.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	$37,880.00
164.11.6141.00.110.8.30	6141 Social Security/Medicare	$495.00
164.11.6141.00.110.8.34	6141 Social Security/Medicare	$361.00
164.11.6141.27.110.8.30	6141 Social Security/Medicare	$1,091.00
164.12.6141.00.110.8.30	6141 Social Security/Medicare	$402.00
164.13.6141.00.110.8.30	6141 Social Security/Medicare	$2,381.00
164.23.6141.00.110.8.30	6141 Social Security/Medicare	$402.00
164.33.6141.00.110.8.30	6141 Social Security/Medicare	$549.00
164.33.6142.00.110.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.00.110.8.34	6142 Group Health and Life Insurance	$5,779.00
164.11.6142.27.110.8.30	6142 Group Health and Life Insurance	$5,779.00

Account Code	Account Title	Budget
164.12.6142.00.110.8.30	6142 Group Health and Life Insurance	$5,779.00
164.13.6142.00.110.8.30	6142 Group Health and Life Insurance	$11,558.00
164.23.6142.00.110.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.110.8.30	6143 Workers' Compensation	$103.00
164.11.6143.00.110.8.34	6143 Workers' Compensation	$75.00
164.11.6143.27.110.8.30	6143 Workers' Compensation	$226.00
164.12.6143.00.110.8.30	6143 Workers' Compensation	$83.00
164.13.6143.00.110.8.30	6143 Workers' Compensation	$492.00
164.23.6143.00.110.8.30	6143 Workers' Compensation	$83.00
164.33.6143.00.110.8.30	6143 Workers' Compensation	$114.00
164.11.6145.00.110.8.30	6145 Unemployment Compensation	$31.00
164.11.6145.00.110.8.34	6145 Unemployment Compensation	$22.00
164.11.6145.27.110.8.30	6145 Unemployment Compensation	$68.00
164.12.6145.00.110.8.30	6145 Unemployment Compensation	$25.00
164.13.6145.00.110.8.30	6145 Unemployment Compensation	$147.00
164.23.6145.00.110.8.30	6145 Unemployment Compensation	$25.00
164.33.6145.00.110.8.30	6145 Unemployment Compensation	$34.00
164.11.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	$8.00
164.11.6146.00.110.8.34	6146 Teacher Retirement/TRS Care	$560.00
164.11.6146.27.110.8.30	6146 Teacher Retirement/TRS Care	$2,750.00
164.12.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	$623.00
164.13.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	$3,694.00
164.23.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	$623.00
164.33.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	$852.00
	6100 Subtotal:	**$448,523.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
164.13.6219.57.110.8.30	6219 Professional Services	$405.00
	6200 Subtotal:	**$405.00**
6300 Supplies and Services		
164.11.6399.00.110.8.30	6399 General Supplies	$18,750.00
	6300 Subtotal:	**$18,750.00**

Personnel for Airport Drive Elementary:

Name	Position	Program	FTE
Amy Guajardo	Campus Instructional Facilitator	Airport Elementary School	1
Diana Orta	Instructional Aide (Pre-K)	Airport Elementary School	1
Isabel Nieto	STAAR Teacher	Airport Elementary School	1
Jose Garcia	Media Aide	Airport Elementary School	1
Laura Huerta	Campus Instructional Facilitator	Airport Elementary School	1
Ofilia Zamarron	Library Aide	Airport Elementary School	1
Olga Vasquez	LVN	Airport Elementary School	1
Violet Thomas	Campus Technology Coordinator	Airport Elementary School	1
Virginia Silva	STAAR Teacher	Airport Elementary School	0.5
Wanda Garcia	At Risk Attendance Clerk	Airport Elementary School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Airport Elemantary comprehesinve needs assessment was reviewed on October 5, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

SAIP (CIP) Committee Members;

1. Ida Cuadra Principal

2. Laura Huerta CIF

3. Amy Guajardo CIF

4. Alice Nelson Pre-K Teacher

5. Yolanda Martinez Kinder Teacher

6. Elizabeth Lopez First Grade Teacher

7. John Guillen Second Grade Teacher

8. Claudia Rivera Third Grade Teacher

9. Brenda Marroquin Fourth Grade Teacher

10. Maribel Rodriguez Fifth Grade Teacher

11. Rene Carreon P.E. Coach

12. Debra Woodard Counselor

13. Syvia Banuelos Support Staff

14. Alicia Rodriguez Parent

15. Deanna Aguilera Parent

16. Rebecca Rodriguez Community

17. Rosalinda Molina Community

18. Sonia Ledesma Business

19. Juan Martinez Business

2.3: Available to parents and community in an understandable format and language

Airport Eementary Campus Improvement Plan is located in the campus's main office and at the Parental Involvement (Room#129). It is also located on the Weslaco Independent School District website. (wisd.us) or Airport Elemenary website (airport.wisd.us).

The Campus Improvement Plan can be translated into Spanish if needed. For translaton, please contact the principal, Ms. Ida Cuadra at (956) 969-6770, Jenilee Marin, parent specialist, is the person who serves as translator at Airport Elementary.

2.4: Opportunities for all children to meet State standards

The following pages are where opportunities for all students are addressed.

See pages: 14-17 and 19 -20

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthens the academic school program. See pages 14, 16,17, 19 and 20
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activiteis and courses necessary to provide a well-round education. See pages 14-17,19-20 and 23

2.6: Address needs of all students, particularly at-risk

Meeting the needs of all students and of those at risk of not passing the challenging State academic standards. See pages 14,16 and 17.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Community Representative	Maria Aguirre	Parent
Administrator	Laura Huerta	CIF
Administrator	Ida Cuadra	Principal
Classroom Teacher	Alice Nelson	PK
Classroom Teacher	Yolanda Martinez	Kindergarten
Classroom Teacher	Elizabeth Lopez	1st Grade
Classroom Teacher	John Guillen	2nd Grade
Classroom Teacher	Claudia Rivera	3rd Grade
Classroom Teacher	Katy Gonzalez	4th Grade
Classroom Teacher	Maribel Rodriguez	5th Grade
Non-classroom Professional	Rene Carreon	PE Coach
Non-classroom Professional	Debra Woodard	Counselor
Community Representative	Rebecca Rodriguez	Community Member
Non-classroom Professional	Sylvia Banuelos	Support Staff
Parent	Deanna Aguilera	Parent Volunteer
Parent	Alicia Rodriguez	Parent Volunteer
Community Representative	Rosalinda Molina	Community Member
Business Representative	Sonia Ledesma	Business
Business Representative	Juan Martinez	Business

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Extra Duty Pay		$3,200.00
1	1	4	Motivational Reading, Math and Science student workbooks	164.11.6399.00.110.9.30	$2,590.00
1	1	7	Instructional Mentor	164.11.6129.58.110.9.30	$8,921.00
1	1	8	STAAR teachers/Tutoring Personnel	164.11.6119.00.110.9.30	$528,158.00
1	4	1	Improve District Science Benchmarks and STAAR Science Scores	164.11.6399.00.110.9.30	$2,700.27
				Sub-Total	$545,569.27
				Budgeted Fund Source Amount	$606,830.00
				+/- Difference	$61,260.73
				Grand Total	$545,569.27