Weslaco Independent School District

Airport Drive Elementary

Improvement Plan

2020-2021

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 41 classroom teachers, 1 STAAR tutor, 1 dyslexia teachers, 4 special eduction teachers, 5 specialty teachers, 5 support staff, 2 counselors, 3 administrators, and 19 paraprofessional staff. As of September 22, our student enrollment is 745, less amount of students then the 2019-2020 school year.

Our current student population is 99% Hispanic, 1% White, and 72% Economically Disadvantaged. Other special populations includes 8% Special Education, 3.4% Section 504, and 3.2% Dyslexia, 2% Migrant, 26% LEP, and 3% Gifted and Talented. We had 30% At-Risk at the 2019 Fall submisstion. We will update this percentage at the end of October.

Due to the COVID-19 Pandemic our teachers and students are learning remotely, this school year. For that reason we checked out approximately 680 chromebooks to our students. The District purchased headsets and mouses for our students to use during virtually learning. We received 746 headset and 800 mouse.

Airport officially implemented *The Leader in Me* five years ago. The students who have most internalized the seven habits are the students who have been at Airport since their kinder year. 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 this school year. Each grade level set a goal to help Airport accomplish this schoolwide goal.

In 2019, Airport Elementary applied to become a Lighthouse School. With a lot of hard work and determination, Airport Elementary was notify in March 2020 that we were now a LIGHTHOUSE SCHOOL!

We virtually service about 85 students in the after school ACE program.

Demographics Strengths

We are fortunate to have a low teacher turnover rate. Except for 11 teacher departures in the last eight years, all vacancies have been due to retirement, resign or promotions. Other strengths include:

- The number of 1st Grade ELs who scored "Advanced" on their TELPAS composite score (Listening, Speaking, Reading and Writing) rose from 32% in 2019 to 35% in 2020.
- 56% of 3rd Grade ELs scored "Advanced" on their TELPAS composite score (Listening, Speaking, Reading and Writing), up from the previous year.
- 24% of 4th Grade ELs scored "Advanced" on their TELPAS composite score (Listening, Speaking, Reading and Writing), up from the previous year.
- We have 10 Professional and 2 Para-Professional male staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for improvement in 3rd-5th grade STAAR scores in Reading and Math among our special education students. Airport is labeled a school in need of additional targeted support because of SE sub-group. **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 Learning

Student Learning Summary

In 2019 Airport earned the "Met Standard" status and a "B" rating from TEA with an overall scaled score of 87.

We earned 3 distinctions of the 6 available categories in 2019:

- Academic Achievement in English Language Arts/Reading, Grade 3, 4 and 5
- Academic Achievement in Mathematics,Grade 3 and 5
- Postsecondary Readiness

Domain 1 - Student Achievement - Our scaled score equaled to 82.

Domiain II, Part A - Academic Growth - Our scaled score equaled to 77.

Domain II, Part B - Relative Performance - Our scaled score equaled to 89.

Domain III - Closing the Gaps - Our scaled score equaled to 81.

Our overall 2019- 2020 Benchmark#1 test results are shown belos:

Benchmark#1 2019- 2020	All Students Approaches	All Students Meets Standard	All Students Masters Standard
3rd Reading	71%	27%	13%
3rd Math	69%	35%	13%
4th Reading	67%	24%	4%
4th Writing	51%	19%	2%
4th Math	75%	40%	17%
5th Reading	75%	34%	14%
5th Math	74%	37%	14%
5th Science	72%	21%	9%
3rd-5th Reading Total	71%	28%	10%
3rd-5th Math Total	72%	37%	15%

Our overall 2019 STAAR test results are shown below:

STAAR 2018- 2019	All Students Approaches	All Students Meets Standard	All Students Masters Standard
3rd Reading	79%	48%	34%
3rd Math	87%	54%	27%
4th Reading	85%	52%	24%
4th Writing	78%	34%	4%
4th Math	79%	45%	27%
5th Reading*	96%	58%	30%
5th Math*	91%	61%	40%
5th Science	77%	49%	24%
3rd-5th Reading Total	86%	53%	30%
3rd-5th Math Total	86%	54%	32%

Reading	Reporting Category 1 Understanding Across Genres	Reporting Category 2 Literary Texts	Reporting Category 3 Informational Text
3	75%	73%	64%
4	75%	67%	66%
5*	82%	72%	71%

Reading	Reporting Category 1 Understanding Across Genres	Reporting Category 2 Literary Texts	Reporting Category 3 Informational Text	
Math	Numerical Representation and Relationships	Computations and Algebraic Relationships	Geometry & Measurement	Data Analysis & Personal Financial Literacy
3	70%	71%	73%	78%
4	71%	58%	58%	74%
5*	76%	74%	64%	60%

*1st and 2nd Administrations O

*1st administration data only

We did not meet the target under Growth Status for our English Learners. The target was 68 and our score was 56.

Most, importantly, Airport has been identified for additional targeted support in the following areas:

Academic Achievement

- Reading - Special Ed - 10% (Goal 19%)
- Math - Special Ed - 14% (Goal 23%)

Student Learning Strengths

After analyzing and comparing our STAAR data from 2018 to 2019, we found the following strenghs:

- The percentage of 3rd grade students meeting Approaches in STAAR Reading rose from 77% to 79%
- The percentage of 3rd grade students meeting Approaches in Math rose from 82% to 87%
- Most importantly, the number of 3rd grade students achievning Meets rose from 35% to 48% and 3rd graders achieving Masters in reading rose from 16% to 34%
- We also had more third graders achieving Masters in Math (54% from 44%)
- The percentage of 4th grade students meeting Approaches in STAAR writing rose from 56% to 78%

- The percentage of 5th grade students scoring Meets and Masters increased from the previous year, (58% from 50% and 30% from 21% respectively)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for improvement of Academic Growth in Mathematics for our English Learners in 3rd-5th grades. **Root Cause:** Third, fourth and fifth graders' weakest area is Category 3 (Geometry and Measurement) The three grade level's combined mastery score was 62%.

Problem Statement 2 (Prioritized): There is a need for improvement in End of the Year Reading Levels and End of the Year Math Scores among our Kinder - 5th grade students. **Root Cause:** The interruption of face to face instruction.

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. This school we purchased AR for 2nd -5th grade and Mackinvia, an online Data Base for E-Books.

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. For the past two summers the district has provided 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.

This past summer the district provided three technology online courses. The courses were developed to help teachers teach virtually. The courses were: Developing Your Online Presence, Advancing Your Online Presence and Crafting Your Online Presence. At Airport Elementary we had 100% complete all three courses. This include all teachers plus adminstration.

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

- Imagine Math Pre- K-5th)
- Reflex Math (1st-5th) for basic math facts
- Reasoning Minds: STAAR Readiness (3rd-5th grade)
- Go Math (4th grade only)
- Savvas 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 2 people retired, 1 resigned to be closer to home, 1 transfer to the high school and 1 teacher was resigned.

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 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 (Prioritized): There is a need for purposeful grade level planning among the PK-5th teachers to eliminate the random variation of teaching. **Root Cause:** There is a lack of consistency in teaching all of the TEKS in all core areas. 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 more information. Due to the COVID-19 pandemic all our activities will be virtual. For example, meet the teacher and awards assemblies. Teachers use Remind 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. This school year our six weeks assemblies will be conducted virtually.

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 in 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 (Prioritized): We have a high mobility rate. There are approximately 160 new kinder-5th grade students out of our 875 total, or 18%. **Root Cause:** Many parents cannot find affordable housing in the area and many had a change of address.

Priority Problem Statements

Problem Statement 1: There is a need for improvement in 3rd-5th grade STAAR scores in Reading and Math among our special education students. Airport is labeled a school in need of additional targeted support because of SE sub-group.

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 for improvement of Academic Growth in Mathematics for our English Learners in 3rd-5th grades.

Root Cause 2: Third, fourth and fifth graders' weakest area is Category 3 (Geometry and Measurement) The three grade level's combined mastery score was 62%.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for purposeful grade level planning among the PK-5th teachers to eliminate the random variation of teaching.

Root Cause 3: There is a lack of consistency in teaching all of the TEKS in all core areas. Teachers lack time after school hours to meet as a group to plan.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We have a high mobility rate. There are approximately 160 new kinder-5th grade students out of our 875 total, or 18%.

Root Cause 4: Many parents cannot find affordable housing in the area and many had a change of address.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need for improvement in End of the Year Reading Levels and End of the Year Math Scores among our Kinder - 5th grade students.

Root Cause 5: The interruption of face to face instruction.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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
- 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

Employee Data

- 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

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 2021, the number of 3rd-5th students who score at the Approaches Level on the STAAR Reading Assessment will increase from 86% to 91%.

Evaluation Data Sources: State STAAR Reading Results

Summative Evaluation: None

Strategy 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		**Formative**
Strategy's Expected Result/Impact: All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve.		**Nov**
Staff Responsible for Monitoring: KG - 5th Teachers Campus Administration		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	None	**June**

Strategy 2: Provide additional tutoring during Extended Day for students who fail Benchmark #1 in Reading, Writing, Math and/or Science(2nd semester: February - May 2021)

	Formative
Strategy's Expected Result/Impact: After targeting areas of weakness, results of Benchmark #2 and STAAR will increase in the core subjects.	**Nov**
	Jan
Staff Responsible for Monitoring: 3rd - 5th Teachers Campus Administration	**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	Extra Duty Pay State Comp Ed (SCE) $3,200	**June**

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments	**Nov**
	Jan
Staff Responsible for Monitoring: PK-5th Teachers Campus Administration	**Mar**
	Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	None	

Strategy 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.		

Strategy's Expected Result/Impact: Increase students comprehension and math word problem skills, especially Figure 19 (D) (E) and informational text.		**Formative**
		Nov
Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Administration		**Jan**
		Mar
		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** Motivational Reading, Math and Science student workbooks State Comp Ed (SCE) 164.11.6399.00.110.9.30 $2,590	
ESF Levers: None		

Strategy 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.		

Strategy's Expected Result/Impact: Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.		**Formative**
		Nov
Staff Responsible for Monitoring: Principal CIF's K-2nd Teachers		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

Strategy 6: Utilize Poetry Friday Anthology to improve reading comprehension, fluency, content and academic vocabulary.	
Strategy's Expected Result/Impact: Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.	**Formative**
	Nov
Staff Responsible for Monitoring: Principal CIF's Teachers	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

Strategy 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.	
Strategy's Expected Result/Impact: Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR l will improve.	**Formative**
	Nov
Staff Responsible for Monitoring: Mentor tutor Administration Classroom Teachers	**Jan**
	Mar
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** Instructional Mentor State Comp Ed (SCE) 164.11.6129.58.110.9.30 $8,921	**June**
ESF Levers: None	

Strategy 8: Utilize school personnel, including STAAR teachers in grades 3rd and 4th, to provide additional tutoring for struggling students.

	Formative
Strategy's Expected Result/Impact: Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve.	**Nov**
	Jan
Staff Responsible for Monitoring: STAAR teachers Classroom teachers Administration	**Mar**

Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	**June**
ESF Levers: None	STAAR teachers/Tutoring Personnel State Comp Ed (SCE) 164.11.6119.00.110.9.30 $528,158 Personnel to Support Students Title 1, Part A 211.11.6129.00.110.9.24 $294,388	

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increase students comprehension and math word problem skills, especially Figure 19 (D) (E) and informational text.	**Nov**
	Jan
Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Administration	**Mar**

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	**June**
ESF Levers: None	None	

Strategy 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.	
Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Formative**
Staff Responsible for Monitoring: Pre- K - 5th grade Teachers Administration	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 11: Support the implementations of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities and Grade Level Planning.	
Strategy's Expected Result/Impact: Performance on the Reading and Writing assessment will improve: *Curriculum Based Assessments * District Benchmark *Weekly Test STAAR Assessment *Planning for Mastery	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: ELAR Strategist ELAR CIF Instructional Coach	**Summative** **June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 12: Provide staff development, guidance, and support in ELAR.

	Formative
Strategy's Expected Result/Impact: Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation(Indicators of Student Progress) monthly assessments *SIPPS *SAVVAS Realize	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: ELAR Strategist ELAR CIF Instructional Coach	**Summative** **June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 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)

	Formative
Strategy's Expected Result/Impact: Improved reading results on state and district assessments.	**Nov**
Staff Responsible for Monitoring: ELAR Strategist ELAR CIF	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 14: Provide Extensive Program of Instructional for Special Ed. Students in the areas of reading and math.	
Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administrators Special Ed. Teachers	
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 15: Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful.	
Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administrators Teachers Special Ed. Teachers	
	Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 16: Provide staff development and support of online and digital platforms.

*Istation
*Education Galaxy
*SIPPS
*SAVVAS Realize (Formally Pearson)
*SeeSaw
* Google
*Screencastif
*RAZ

	Formative
Strategy's Expected Result/Impact: Progress and Usage Reports	
Staff Responsible for Monitoring: Campus Administrators	**Nov**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 — **Problem Statements:** None	**Jan**
TEA Priorities: None — **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	June

Strategy 17: Continue implementation of the Linguistic Instructional Alignment Guide an the ELPs Toolkit in all Bilingual settings.

	Formative
Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High on TELPAS composite.	
	Nov
Staff Responsible for Monitoring: Bilingual teachers, Campus Principal, CIFs, Bilingual/ESL Director	**Jan**
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6 — **Problem Statements:** None	
TEA Priorities: None — **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 18: Implement our school-wide WIG of reading a total of 20 minutes everyday.		
Strategy's Expected Result/Impact: STAAR Reading Reading Fluency Curriculum Based Assessments/Benchmarks		**Formative**
		Nov
Staff Responsible for Monitoring: Classroom Teachers Administration		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 2: By Spring 2021, 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 Sources: STAAR Writing results

Summative Evaluation: None

Strategy 1: Ensure daily classroom writing instruction using the Pearson Reading/Writing adoption occurs and collect writing samples for student writing portfolios.		
Strategy's Expected Result/Impact: Build writing fluency and confidence of student's to write pieces that go through the writing process and record progress in Writing Portfolios		**Formative**
		Nov
Staff Responsible for Monitoring: Classroom Teachers Campus Administration		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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).		
Strategy's Expected Result/Impact: Increase scores on editing/revising on benchmarks and STAAR.		**Formative**
		Nov
Staff Responsible for Monitoring: Classroom Teachers Campus Administration		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Comprehensive Support Strategy		

Strategy 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 Pearson Reading/Writing Adoption
*TEKS Resource System
*Abydos Three-Week Institute
*Writing Academy, K-4

Strategy's Expected Result/Impact: Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessment *Writing Prompts *Spelling Assessments	**Formative** **Nov** **Jan** **Mar**
	Summative
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS	**June**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

Strategy 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.

Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Formative**
Staff Responsible for Monitoring: Pre- K - 5th grade Teachers Administration	**Nov** **Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		**Summative** **June**

Strategy 5: Provide staff development, guidance, and support on the TEKS and state assessments with emphasis on mentoring for fourth-grade writing.

	Formative
Strategy's Expected Result/Impact: Local and State Assessments	**Nov**
Staff Responsible for Monitoring: ELAR Strategist ELAR CIF Instructional Coach	**Jan**
	Mar

Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

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

Performance Objective 3: By Spring 2021, 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 Sources: State STAAR Math Results

Summative Evaluation: None

Strategy 1: Purchase and utilize Sharon Wells for 3rd and 5th grade students.		
Strategy's Expected Result/Impact: Increase students math and problem solving skills.		**Formative**
Staff Responsible for Monitoring: 3rd and 5th grade Teachers Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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.		
Strategy's Expected Result/Impact: All TEKS for each grade level will be taught and performance on the Math assessments will improve.		**Formative** **Nov**
Staff Responsible for Monitoring: KG-5th Teachers Campus Administration		**Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:

*Reflex Math Grades 2nd - 5th
*Imagine Math (formerly TTM) Grades Pre-K - 5th
*Envision Math-SAVVAS (Formally Pearson)

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR *Placement Tests	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Math Strategist Math CIFs Campus Administration	**Summative** **June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	

Strategy 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
*Workstation
*Math Running Records (Book Study)
*Nearpod

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments	**Nov**
*Curriculum Based Assessments	**Jan**
*District Benchmark	
*STAAR	**Mar**
Staff Responsible for Monitoring: Math Strategist	**Summative**
Math CIFs	
Campus Administration	**June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None

Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need.

*Curriculum Based Assessments
*Benchmarks
*Pearson Placement Test K - 5th
*TEA BOY Assessment 4th - Algebra I
*Online Program-Imagine Math (Quantile Growth) PK- Algebra

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments	**Nov**
*Curriculum Based Assessments	**Jan**
*District Benchmarks	
*STAAR	**Mar**
Staff Responsible for Monitoring: Math Strategist	**Summative**
Math CIFs	
Campus Administration	**June**

Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Increase students math and problem solving skills	**Nov**
Staff Responsible for Monitoring: 4th grade Teachers	
Administration	**Jan**
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
	Summative
	June

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Nov**
Staff Responsible for Monitoring: Pre- K - 5th Grade Teachers Administration	**Jan**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 8: Provide Intensive Program of Instructional (IPI) for Special Ed. Students in the areas of reading and math.

	Formative
Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments	**Nov**
	Jan
Staff Responsible for Monitoring: Campus Administrators Special Ed. Teachers	**Mar**
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 9: 5) Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful.

	Formative
Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administrators Teachers Special Ed. Teachers	**Summative** **June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 10: Support the implementation of
the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning
Communities K-12.
*Updated IFDs
*Backwards Design Document
*COVID-19 Gap Implementation Tool
*Create formative assessments

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments (CBA) *District Benchmark *STAAR	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Elementary Math Strategist Math CIFs Campus Administration	**Summative** **June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

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

Performance Objective 4: By Spring 2021, 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 Sources: STAAR Science Results

Summative Evaluation: None

Strategy 1: Purchase and utilize Edusmart, Science Fusion, Stemscopes and Motivational Science to increase student knowledge base in all 4 areas of science.	

		Formative
Strategy's Expected Result/Impact: Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test.		**Nov**
		Jan
Staff Responsible for Monitoring: 5th Grade Science Teachers		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** Improve District Science Benchmarks and STAAR Science Scores State Comp Ed (SCE) 164.11.6399.00.110.9.30 $2,700.27	**Summative**
ESF Levers: None		**June**

Strategy 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	

		Formative
Strategy's Expected Result/Impact: All TEKS for each grade level will be taught and performance on the Science assessments will improve.		**Nov**
		Jan
Staff Responsible for Monitoring: KG-5th Teachers Campus Administrations		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks and STAAR.		
Staff Responsible for Monitoring: Science Strategist Science CIFs Camp Admin.		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 4: Purchase and utilize Countdown to the Science and Science Fast Focus to increase student knowledge base in all 4 areas of science.

		Formative
Strategy's Expected Result/Impact: Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test.		**Nov**
Staff Responsible for Monitoring: 5th Grade Science Teachers		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Nov**
Staff Responsible for Monitoring: Pre-K- 5th Grade Teachers Administration	**Jan**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.	**Nov**
Staff Responsible for Monitoring: Science Strategist Science CIF Science Teacher	**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 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, align to the TEKS and STAAR assessments.

		Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.		**Nov**
Staff Responsible for Monitoring: Science Strategist		
Science CIF		**Jan**
Science Teacher		**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	None	**June**

Strategy 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.

		Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR.		**Nov**
Staff Responsible for Monitoring: Science Strategist		
Science CIF		**Jan**
Science Teacher		**Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	**Summative**
ESF Levers: None	None	**June**

Strategy 9: Professional Learning Communities (PLC) Grades Pre-K-5th

Meet once a week to collaborate and develop lesson plans, activities and share best practices.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, benchmark, and STAAR.	**Nov**
Staff Responsible for Monitoring: Campus Administration Pre-K - 5th grade teachers	**Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 10: Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings.
* Create CBAs/ benchmarks and curriculum documents so that true backwards planning can take place
* Provide PD on backward planning and collaboration among district teachers
* Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it.
* Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers
* Kagan training
*S3 Strategies Training
*Region 1 Training
*TEKSCON
*CAST

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments. *District CBA's/Benchmarks *STAAR/EOC	**Nov** **Jan**
Staff Responsible for Monitoring: Science Strategist Science CIF Campus Administration	**Mar** **Summative**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

Strategy 11: Provide purposeful data-driven instruction.
* Provide PD on data analysis and methods of re-teach to teachers and leaders
* Provide AWARE system with test banks and train teachers on how to create aligned formative assessments

		Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments.		**Nov**
Staff Responsible for Monitoring: Science Strategist Science CIF Campus Administration		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 12: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.
*Updated IFDs
*Long-Term Plan
*Updated YAG
*CBAs and Benchmarks
*Shared District Backward Planning Documents

		Formative
Strategy's Expected Result/Impact: Increased performance of students on assessments. *District CBA's/Benchmarks *STAAR/EOC		**Nov**
		Jan
Staff Responsible for Monitoring: Science Strategist Science CIF Campus Administration		**Mar**
		Summative
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		

Strategy 13: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:
*StemScopes
*EduSmart
*Gizmos
*Education Galaxy
*Elementary Foss online textbook

	Formative
Strategy's Expected Result/Impact: Increased performance of students on assessment *District CBA's/Benchmarks *STAAR/EOC	**Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Science Strategist Science CIF Campus Administration	**Summative**
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

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

Performance Objective 5: By May 2021, 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 Sources: District Social Studies Benchmark

Summative Evaluation: None

Strategy 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	

	Formative
Strategy's Expected Result/Impact: Increased Performance of students on assessments	**Nov**
*Curriculum Based Assessments	
*District Benchmark	**Jan**
*STAAR	**Mar**
Staff Responsible for Monitoring: Social Studies Strategist	**Summative**
Social Studies CIFs	
Campus Administrators	**June**
Title I Schoolwide Elements: None	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None

Strategy 2: Writing included as part of Social Studies assessments at the elementary school level.

Support for social studies teachers on the writing process.

	Formative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmark and STAAR. Support for ELAR.	**Nov**
Staff Responsible for Monitoring: Social Studies Strategist	
	Jan
Social Studies CIFs	**Mar**
Campus Administration	
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 3: Utilize The Leader in Me Workbooks for Kinder - 5th grade students to create good citizenship and well rounded students.

	Formative
Strategy's Expected Result/Impact: Create leaders and productive citizens.	**Nov**
Staff Responsible for Monitoring: Teachers Administration	
	Jan
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	
	Summative
ESF Levers: None	**June**

Strategy 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.

	Formative
Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Nov**
Staff Responsible for Monitoring: Pre- K - 5th Grade Teachers Administration	**Jan**
Title I Schoolwide Elements: 2.4, 2.6 — **Problem Statements:** None	**Mar**
TEA Priorities: None — **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

Strategy 5: Workshops, trainings, and materials for social studies teachers as well as Professional Learning Community meetings. Focus on social studies skills

	Formative
Strategy's Expected Result/Impact: Improved performance CBAs, and benchmarks.	**Nov**
Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration	**Jan**
	Mar
Title I Schoolwide Elements: None — **Problem Statements:** None	
TEA Priorities: None — **Funding Sources:** None	**Summative**
ESF Levers: None	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 2020-2021 school year, the number of discipline referrals will decrease by 10% from the 2019-2020 school year ensuring that all students learn in an atmosphere that promotes student success.

Evaluation Data Sources: Discipline Reports

Summative Evaluation: None

Strategy 1: Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students.		
Strategy's Expected Result/Impact: None		**Formative**
Staff Responsible for Monitoring: Administration Counselors		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: Provide Social Emotional Learning (SEL) lessons utilizing the Leader in Me program and Second Step Curriculum for K-5th grade students that strongly address personal/social skills and bullying.		
Strategy's Expected Result/Impact: None		**Formative**
Staff Responsible for Monitoring: Administration Counselors Teachers		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

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

Performance Objective 2: During the 2020-2021 school year we will increase our technologies to ensure that all staff and students have access to the resources they need for distance learning, intervention, acceleration and research.

Evaluation Data Sources: Imagine Math, Istation, and STAAR.

Summative Evaluation: None

	Formative
Strategy 1: Students in Pre-kinder through fifth grade will use technology to develop reading, writing and math skills. Technology will include Elmo, Aver vision and Hue document cameras, Clear Touch Panels, Chromebooks, Ipads, desktop as well as laptops, printers, toner, media carts, headphones, scanners, as well as ceiling mounted projectors.	
Strategy's Expected Result/Impact: Performance on Curriculum Base Assessments, District Assessments and STAAR will improve.	**Formative**
Staff Responsible for Monitoring: Pre- Kinder - 5th Grade Teachers ITC Administration	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: None **Funding Sources:**	**Summative**
ESF Levers: None None	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 Sources: Annual Parent-Teacher-Student Surveys and End of Year Federal e-Grant Application

Summative Evaluation: None

Strategy 1: Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ Remind, monthly parent calendar, school messenger, KWES, social media (Airport Facebook account), six 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.	
Strategy's Expected Result/Impact: 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.	**Formative**
	Nov
Staff Responsible for Monitoring: Teachers, Campus Administration, Counselors, Ace Coordinators, Parent Specialist	**Jan**
	Mar
	Summative
Title I Schoolwide Elements: 3.1, 3.2 — **Problem Statements:** None	**June**
TEA Priorities: None — **Funding Sources:** None	
ESF Levers: None	

Strategy 2: Provide parent training's on topics such as effective reading strategies, STAAR, Bullying and Drug Prevention, The Leader in Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. Topic is schedule based on campus needs and parental request. Meeting will be held once a month.	
Strategy's Expected Result/Impact: Research has shown that children of parents who volunteer and/or participate with events on campus student's make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be.	**Formative**
	Nov
Staff Responsible for Monitoring: Parent & Family Engagement Director	**Jan**
Campus Principal & Administration,	
Parental Specialist Community, Campus Counselor,	**Mar**
ACE Coordinator & Family Engagement Specialist.	**Summative**
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	None	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 Sources: Eduphoria Reports and Sign In Sheets

Summative Evaluation: None

Strategy 1: Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development.		
Strategy's Expected Result/Impact: Teachers will use research based strategies to increase student achievement		**Formative**
Staff Responsible for Monitoring: District Strategists Assist. Supt. of Elementary Campus Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 2: Airport teachers will attend staff development on differentiation instruction and technology.		
Strategy's Expected Result/Impact: Teachers will utilize differentiation instruction as they study and analyze their CBA, Benchmark and STAAR Data.		**Formative**
Staff Responsible for Monitoring: District Strategists Assist. Supt. of Elementary Campus Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 3: Special Ed. Teachers will attend staff development on Letrs. (Phonological Awareness, Reading and Writing)

Strategy's Expected Result/Impact: Performance on Reading and Writing assessments will improve including: * CBAs *District Benchmarks *STAAR Assessments	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administration Special Ed. Teachers	
	Summative
Title I Schoolwide Elements: 2.5 **Problem Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	

Strategy 4: K-2nd Grade teachers will participate in a book study. The Daily 5 by Gail Bosuhey & Joan Moser provides a way for teachers to structure literacy and math time to increase student independence and allow for individualized attention in small group and one -on- one instruction.

Strategy's Expected Result/Impact: Performance on reading, writing and math assessments will improve including: *CBA's * District Benchmark	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administration	
Title I Schoolwide Elements: 2.5 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative** **June**
ESF Levers: None	

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

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

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
164.11.6142.00.110.8.34	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
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
164.33.6142.00.110.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.110.8.30	6143 Workers' Compensation	$103.00

Account Code	Account Title	Budget
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		
164.13.6219.57.110.8.30	6219 Professional Services	$405.00
	6200 Subtotal:	**$405.00**

Account Code	Account Title	Budget
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 Elementary comprehensive needs assessment was reviewed on September 24, 2020.

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. Elvira Nino   Pre-K Teacher

5. Rosa Rodriguez   Kinder Teacher

6. Veronica Reyes   First Grade Teacher

7. Colette Lowe   Second Grade Teacher

8. Viviana Rodriguez   Third Grade Teacher

9. Marivel Pina   Fourth Grade Teacher

10. Laura Balderrama   Fifth Grade Teacher

11. Jaime Vasquez   P.E. Coach

12. Debra Woodard   Counselor

13. Sylvia Banuelos   Support Staff

2.2: Regular monitoring and revision

On November 12, 2020 the SAIP will be evaluated and/or revised base on our first Curriculum Based Assessments data.

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

Airport Elementary 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 Elementary website (airport.wisd.us).

The Campus Improvement Plan can be translated into Spanish if needed. For translation, 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 page is where opportunities for all students are addressed.

See page: 20

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthens the academic school program. See pages 24, 25 32,33 and 34.
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities and courses necessary to provide a well-round education. See pages 21,32 and 33.

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 page 20.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee members are:

Ida Cuadra- Principal

John Guillen- 2nd grade teacher

Lucy Hernandez- 5th grade teacher

Jenilee Marin- Parent Specialist

Juanita Sarmiento- Counselor

Debra Woodard- Counselor

Airport Elementary Parent Involvement Policy can be located at airport@wisd.us, at parent meetings, and the bullentin board outside the Parent Involvement Room (Room 129).

Airport Elementary Parent Policy is provided both in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Airport Elementary Parent meetings will be held virtually. The dates for the 9 meetings are as follow:

Thursday, Sept. 17 , 2020

Thursday, Oct. 14, 2020

Friday, Nov. 12, 2020

Thursday, Dec. 3, 2020

Friday, Jan. 15, 2021

Thursday, Feb. 4, 2021

Thursday, Mar. 4, 2021

Thursday, April 1, 2021

Thursday, May 6,2021

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	$614,643.00
				+/- Difference	$69,073.73
				Grand Total	$545,569.27

Addendums