

**Weslaco Independent School District**  
**Airport Drive Elementary**  
**2021-2022 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.

SkyCats RISE

Reach Goals

Ispire Greatness

Strive Daily

Excel Always

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders	15
Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance.	35
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.	38
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High quality, research-based training development and support for all employees.	39
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding	40
State Compensatory	41
Budget for Airport Drive Elementary	42
Personnel for Airport Drive Elementary	42
Title I Schoolwide Elements	42
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	43
1.1: Comprehensive Needs Assessment	43
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	43
2.1: Campus Improvement Plan developed with appropriate stakeholders	43
2.2: Regular monitoring and revision	43
2.3: Available to parents and community in an understandable format and language	44
2.4: Opportunities for all children to meet State standards	44
2.5: Increased learning time and well-rounded education	44
2.6: Address needs of all students, particularly at-risk	44
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	44
3.1: Develop and distribute Parent and Family Engagement Policy	44
3.2: Offer flexible number of parent involvement meetings	45
Title I Personnel	45
Campus Funding Summary	46
Addendums	47

# 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 education teachers, 5 specialty teachers, 5 support staff, 2 counselors, 3 administrators, and 19 paraprofessional staff. As of September 17, our student enrollment is 609, less amount of students then the 2020-2021 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, 1% Migrant, 23% LEP, and 3% Gifted and Talented. We had 30% At-Risk at the 2020 Fall submission. We will update this percentage at the end of October.

Due to the COVID-19 Pandemic our teachers and students were learning remotely, last 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 virtual 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!

### 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):** We have an increasing need for teaching/practicing of Social Emotional Learning (SEL) for all students which has increased by prolonged quarantine. **Root Cause:** Many students are anxious and do not have the skills to deal with anxiety.

# 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.

Domain 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 below:

<b>Benchmark#1</b>	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
<b>2019- 2020</b>	<b>Approaches</b>	<b>Meets Standard</b>	<b>Masters Standard</b>
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:

<b>STAAR 2018- 2019</b>	<b>All Students Approaches</b>	<b>All Students Meets Standard</b>	<b>All Students Masters Standard</b>
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%

	<b>Reporting Category 1</b>	<b>Reporting Category 2</b>	<b>Reporting Category 3</b>	
<b>Reading</b>	<b>Understanding Across Genres</b>	<b>Literary Texts</b>	<b>Informational Text</b>	
3	75%	73%	64%	
4	75%	67%	66%	
5*	82%	72%	71%	
<b>Math</b>	<b>Numerical Representation and Relationships</b>	<b>Computations and Algebraic Relationships</b>	<b>Geometry &amp; Measurement</b>	<b>Data Analysis &amp; Personal Financial Literacy</b>
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 strengths:

- 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 achieving 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 and Reading for all students in Kinder-5th grades. **Root Cause:** Half of K-5th grader's are reading below grade level. Math students are lacking the basic foundational skills, numeracy. The interruption of face to face instruction due to the pandemic.



# 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 Levels 1 - 5. This school year 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.

Summer 2020 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 administration.

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)
- ST Math

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

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.

The district has purchased NWEA Map to help track student's growth at all grade levels.

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 1 person retired, 1 relocated to another part of the state, and 1 teacher 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):** The social and emotional health of our students is of the utmost importance. **Root Cause:** Due to the 2020 pandemic, students were found to quarantine and thus were not able to socialize with friends and family.

# 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 strengthened 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 or face to face. 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. This school year our six weeks assemblies will be conducted virtually or face to face.

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):** There is a need to actively support the emotional well-being of students. **Root Cause:** Students have experienced emotional needs and environmental pressures. (COVID, loss of family members, floods).

# Priority Problem Statements

**Problem Statement 1:** We have an increasing need for teaching/practicing of Social Emotional Learning (SEL) for all students which has increased by prolonged quarantine.

**Root Cause 1:** Many students are anxious and do not have the skills to deal with anxiety.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a need for improvement of Academic Growth in Mathematics and Reading for all students in Kinder-5th grades.

**Root Cause 2:** Half of K-5th grader's are reading below grade level. Math students are lacking the basic foundational skills, numeracy. The interruption of face to face instruction due to the pandemic.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The social and emotional health of our students is of the utmost importance.

**Root Cause 3:** Due to the 2020 pandemic, students were found to quarantine and thus were not able to socialize with friends and family.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need to actively support the emotional well-being of students.

**Root Cause 4:** Students have experienced emotional needs and environmental pressures. (COVID, loss of family members, floods).

**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

## 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
- (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 PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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

**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 2022, the number of 3rd-5th students who score at the Approaches Level in 2019 will increase from 82% to 85% on the STAAR Reading Assessment. All 3rd - 5th grade students will show a growth of 10% in the 2022 STAAR Reading Assessments . All Kinder - 2nd grade students will show a 10% growth in the MAP Assessment by Spring 2022.

**Evaluation Data Sources:** State STAAR Reading Results and NWEA MAP Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve. <b>Staff Responsible for Monitoring:</b> KG - 5th Teachers Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide tutoring through Extended Day for an hour two days a week for students identified in need of accelerated learning. *Transportation <b>Strategy's Expected Result/Impact:</b> After targeting areas of weakness, results of Benchmark #2 and STAAR will increase in the core subjects. <b>Staff Responsible for Monitoring:</b> Kinder - 5th Teachers Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Extra Duty Pay - State Comp Ed (SCE) - \$17,200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide opportunities for a literacy focus through a Balanced Literacy Framework which includes Phonemic Awareness, Phonics, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics including fluency, comprehension, and vocabulary. <b>Strategy's Expected Result/Impact:</b> Performance on Reading and Writing assessments will improve including:  *District Benchmarks *STAAR Assessments <b>Staff Responsible for Monitoring:</b> RLA Strategist ELAR CIFs Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. <b>Staff Responsible for Monitoring:</b> Principal CIF's K-2nd Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Utilize Poetry Friday Anthology to improve reading comprehension, fluency, content and academic vocabulary. <b>Strategy's Expected Result/Impact:</b> Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. <b>Staff Responsible for Monitoring:</b> Principal CIF's Teachers		Formative			Summative
		Nov	Jan	Mar	June







Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Utilize our STAAR mentor and paraprofessional in grades PreK-5th to provide additional tutoring for struggling students and to ensure more students reach masters level in STAAR and District Benchmark. <b>Strategy's Expected Result/Impact:</b> Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR I will improve. <b>Staff Responsible for Monitoring:</b> Mentor tutor Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Paraprofessional - State Comp Ed (SCE) - 164.12.6129.00.110.1.30 - \$41,356, Instructional Aide (Pre-Kinder) - State Comp Ed (SCE) - 164.11.6129.00.110.1.34 - \$56,898, At-Risk Attendance Clerk, - State Comp Ed (SCE) - 164.23.6129.00.110.1.30 - \$38,585, Paraprofessional - State Comp Ed (SCE) - 164.12.6129.00.110.1.30 - \$38,570		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Utilize school personnel, including STAAR teachers in grades 3rd and 4th, to provide additional tutoring for struggling students. <b>Strategy's Expected Result/Impact:</b> Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve. <b>Staff Responsible for Monitoring:</b> STAAR teachers Classroom teachers Administration <b>Title I Schoolwide Elements:</b> 2.4 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> STAAR teachers/Tutoring Personnel - State Comp Ed (SCE) - 164.11.6119.00.110.1.30 - \$115,380, Personnel to Support Students - Title 1, Part A - 211.11.6129.00.110.9.24		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, and social studies. *Story Works (4th-5th grade) *Think Up Reading and Writing (3rd-5th) *Measuring Up (3rd-5th) *Rally Education (3rd-5th) *Summit K-12 (KG-5th) <b>Strategy's Expected Result/Impact:</b> Performance on Curriculum Base Assessments, District Assessments and STAAR will improve. <b>Staff Responsible for Monitoring:</b> Pre- K - 5th grade Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Support the implementations of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities. <b>Strategy's Expected Result/Impact:</b> Performance on the Reading and Writing assessment will improve:  *Curriculum Based Assessments * District Benchmark *IFD Documents STAAR Assessment *Planning for Mastery *ELAR Assessment Creator Passage by Unit <b>Staff Responsible for Monitoring:</b> RLA Strategist ELAR CIF Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide staff development, guidance, and support in RLA. <b>Strategy's Expected Result/Impact:</b> Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation(Indicators of Student Progress) monthly assessments *SIPPS *SAVVAS Realize *Guided Reading *Texas Reading Academies *Mentoring Minds/iReading *Summit K-12 <b>Staff Responsible for Monitoring:</b> ELAR Strategist ELAR CIF Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Facilitator Campus Instructional - State Comp Ed (SCE) - 164.13.6119.00.110.1.30 - \$190,745	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Promote literacy through in and beyond the classroom along with summer reading activities. <b>Strategy's Expected Result/Impact:</b> Improved reading results on state and district assessments. <b>Staff Responsible for Monitoring:</b> RLA Strategist ELAR CIFs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide Extensive Program of Instructional for Special Ed. Students in the areas of reading and math. <b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments <b>Staff Responsible for Monitoring:</b> Campus Administrators Special Ed. Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful. <b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Special Ed. Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Provide staff development and support of online and digital platforms.  *Istation *Education Galaxy *SIPPS *SAVVAS Realize (Formally Pearson) *SeeSaw * Google *Screencastif *RAZ Plus <b>Strategy's Expected Result/Impact:</b> Progress and Usage Reports <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Technology Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Technology Instructional Coach - State Comp Ed (SCE) - 164.13.6119.27.110.1.30 - \$91,653	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Continue implementation of the Linguistic Instructional Alignment Guide an the ELPs Toolkit in all Bilingual settings. <b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High on TELPAS composite. <b>Staff Responsible for Monitoring:</b> Bilingual teachers, Campus Principal, CIFs, Bilingual/ESL Director <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Implement our school-wide WIG of reading a total of 20 minutes everyday. <b>Strategy's Expected Result/Impact:</b> STAAR Reading Reading Fluency Curriculum Based Assessments/Benchmarks <b>Staff Responsible for Monitoring:</b> Classroom Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Ensure daily classroom writing instruction using the Savvas Reading/Writing adoption occurs and collect writing samples for student writing portfolios. <b>Strategy's Expected Result/Impact:</b> Build writing fluency and confidence of student's to write pieces that go through the writing process and record progress in Writing Portfolios <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> 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). <b>Strategy's Expected Result/Impact:</b> Increase scores on editing/revising on benchmarks and STAAR. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Implement an 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 Savvas Reading/Writing Adoption *TEKS Resource System <b>Strategy's Expected Result/Impact:</b> Performance on writing assessments:  *Curriculum Based Assessments *District Benchmarks *STAAR Assessment *Writing Prompts *Spelling Assessments <b>Staff Responsible for Monitoring:</b> ELAR Strategist ELAR CIFS <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is a need for improvement of Academic Growth in Mathematics and Reading for all students in Kinder-5th grades. <b>Root Cause:</b> Half of K-5th grader's are reading below grade level. Math students are lacking the basic foundational skills, numeracy. The interruption of face to face instruction due to the pandemic.

**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 2022, the number of 3rd-5th students who score at the Approaches Level on the STAAR Math Assessment in 2019 will increase from 81% to 85%. All 3rd - 5th grade students will show a growth of 10% in the 2022 STAAR Math Assessment. All Kinder - 2nd grade students will show a 10% growth on the MAP Assessment by Spring 2022.

**Evaluation Data Sources:** State STAAR Math Results and MAP Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase and utilize Sharon Wells for 3rd and 5th grade students. <b>Strategy's Expected Result/Impact:</b> Increase students math and problem solving skills. <b>Staff Responsible for Monitoring:</b> 3rd and 5th grade Teachers Administration <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> All TEKS for each grade level will be taught and performance on the Math assessments will improve. <b>Staff Responsible for Monitoring:</b> KG-5th Teachers Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 Grades Pre-K - 5th *Envision Math-SAVVAS (Formally Pearson) ST Math Grades K -5th Mentoring Minds Think Up! Grades 3-8 <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR <b>Staff Responsible for Monitoring:</b> Math Strategist Math CIFs Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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 *Mathematics Readers * Daily Math Fact Fluency Center *Differentiated Math Centers *Daily Math Fluency Kits *Jamboard *Nearpod  <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments   *Curriculum Based Assessments *District Benchmark *STAAR  <b>Staff Responsible for Monitoring:</b> Math Strategist Math CIFs Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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  <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments   *Curriculum Based Assessments *District Benchmarks *STAAR  <b>Staff Responsible for Monitoring:</b> Math Strategist Math CIFs Campus Administration	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase students math and problem solving skills <b>Staff Responsible for Monitoring:</b> 4th grade Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Performance on Curriculum Base Assessments, District Assessments and STAAR will improve. <b>Staff Responsible for Monitoring:</b> Pre- K - 5th Grade Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide Intensive Program of Instructional (IPI) for Special Ed. Students in the areas of reading and math. <b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments <b>Staff Responsible for Monitoring:</b> Campus Administrators Special Ed. Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful. <b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including: *CBAs *District Benchmarks *STAAR Assessment <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Special Ed. Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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, including the new STAAR item types *Curriculum Writing *instructional Considerations for Purposeful Planning (ICAPP) Document <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments  *Curriculum Based Assessments (CBA) *District Benchmark *STAAR <b>Staff Responsible for Monitoring:</b> Elementary Math Strategist Math CIFS Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Monitor student performance including subgroups through the disaggregation of assessment data during PLC meeting to identify areas of need.  *Curriculum Based Assessments *Benchmarks *NWEA MAP Diagnostic Assessment *TEKS Resource System-Formative Assessment Items *Pearson Placement Test K-5th *Online Program- Imagine Math (Quantile Growth) PK-Algebra <b>Strategy's Expected Result/Impact:</b> Increased Performance of students on assessments.  *Curriculum Based Assessment *District Benchmarks *STAAR *NWEA MAP <b>Staff Responsible for Monitoring:</b> Elementary Math Strategist Math CIFS Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is a need for improvement of Academic Growth in Mathematics and Reading for all students in Kinder-5th grades. <b>Root Cause:</b> Half of K-5th grader's are reading below grade level. Math students are lacking the basic foundational skills, numeracy. The interruption of face to face instruction due to the pandemic.

**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 2022, the number of 5th grade students who score at the Approaches Level on the 2019 STAAR Science Test will increase from 77% to 80%. All 2nd - 4th grade students will show a growth of 10% on the MAP Assessment by Spring 2022.

**Evaluation Data Sources:** STAAR Science Results and MAP Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase and utilize Edusmart, Science Fusion, Stemscoptes, Measuring Up and ThinkUp-Motivational Science to increase student knowledge base in all 4 areas of science. <b>Strategy's Expected Result/Impact:</b> Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test. <b>Staff Responsible for Monitoring:</b> 5th Grade Science Teachers <b>Funding Sources:</b> Improve District Science Benchmarks and STAAR Science Scores - State Comp Ed (SCE) - 164.11.6399.00.110.9.30	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 <b>Strategy's Expected Result/Impact:</b> All TEKS for each grade level will be taught and performance on the Science assessments will improve. <b>Staff Responsible for Monitoring:</b> KG-5th Teachers Campus Administrations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, NWEA MAP and STAAR. <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIFs Camp Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase and utilize Countdown to the Science and Science Fast Focus to increase student knowledge base in all 4 areas of science. <b>Strategy's Expected Result/Impact:</b> Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test. <b>Staff Responsible for Monitoring:</b> 5th Grade Science Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Performance on Curriculum Base Assessments, District Assessments, NWEA MAP, and STAAR will improve. <b>Staff Responsible for Monitoring:</b> Pre-K- 5th Grade Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, NWEA MAP, and STAAR. <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Science Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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 multiple-choice questions, align to the TEKS and STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, NWEA MAP and STAAR. <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Science Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, NWEA MAP, and STAAR. <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Science Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Professional Learning Communities (PLC) Grades Pre-K-5th  Meet once a week to collaborate and develop lesson plans, activities and share best practices. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBA's, benchmark, NWEAMAP, and STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration Pre-K - 5th grade teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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 *S3 Strategies Training *Region 1 Training *TEKSCON *CAST  <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments.  *District CBA's/Benchmarks *NWEA MAP *STAAR/EOC <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide purposeful data-driven instruction. * Provide PD on data analysis and methods of re-teach to teachers and leaders *Hold data chats with tested area teachers * Provide AWARE system with test banks and train teachers on how to create aligned formative assessments  <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments. District CBA's/Benchmark NWEA MAP <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> 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 <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments. *District CBA's/Benchmarks *NWEA MAP *STAAR/EOC <b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:	Formative			Summative
	Nov	Jan	Mar	June



\*StemScopes  
 \*\*Discovery Education Tech Books  
 \*Measuring Up Live 2.0  
 \*EduSmart  
 \*Gizmos (3rd -5th)  
 \*Science4US(K-2)  
 \*Education Galaxy  
 \*Elementary Foss online textbook

\*\*Indicates a resource added due to changing needs brought about by COVID distance Learning.

**Strategy's Expected Result/Impact:** Increased performance of students on assessment

\*District CBA's/Benchmarks  
 NWEA MAP  
 \*STAAR/EOC

**Staff Responsible for Monitoring:** Science Strategist  
 Science CIF  
 Campus Administration

**Title I Schoolwide Elements:** 2.4, 2.5



No Progress



Accomplished



Continue/Modify







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 May 2022, the number of 1st-5th grade students who score at the Approaches Level on the Social Studies Benchmark Assessment #2 will average to 70%.

**Evaluation Data Sources:** District Social Studies Benchmark

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> Increased Performance of students on assessments  *Curriculum Based Assessments *District Benchmark *STAAR <b>Staff Responsible for Monitoring:</b> Social Studies Strategist Social Studies CIFs Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Writing included as part of Social Studies assessments at the elementary school level.  Support for social studies teachers on the writing process. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmark and STAAR. Support for ELAR. <b>Staff Responsible for Monitoring:</b> Social Studies Strategist  Social Studies CIFs Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize The Leader in Me Workbooks for Kinder - 5th grade students to create good citizenship and well rounded students. <b>Strategy's Expected Result/Impact:</b> Create leaders and productive citizens. <b>Staff Responsible for Monitoring:</b> Teachers Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Performance on Curriculum Base Assessments, District Assessments and STAAR will improve. <b>Staff Responsible for Monitoring:</b> Pre- K - 5th Grade Teachers Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Workshops, PLCs and trainings for social studies teachers as well as Professional Learning Community meetings. Focus on social studies skills and support for teachers on latest development and changes in regards to TEKS. <b>Strategy's Expected Result/Impact:</b> Improved performance CBAs, and benchmarks. <b>Staff Responsible for Monitoring:</b> Social Studies Strategist Social Studies CIFs Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2021-2022 school year, the number of discipline referrals will decrease by 10% from the 2020-2021 school year ensuring that all students learn in an atmosphere that promotes student success.

**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students. <b>Staff Responsible for Monitoring:</b> Administration Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. *Leader In Me Workbooks *Binders <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers <b>Problem Statements:</b> Demographics 1 - Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide CPR/AED/First Aid, general supplies (band Aids, cotton balls, antiseptic, etc.), and/or COVID 19 testing to campus personnel and students should they need it . <b>Staff Responsible for Monitoring:</b> Nurse Licensed vocational Nurse <b>Funding Sources:</b> - State Comp Ed (SCE) - 164.33.6129.00.110.1.30 - \$49,682	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> We have an increasing need for teaching/practicing of Social Emotional Learning (SEL) for all students which has increased by prolonged quarantine. <b>Root Cause:</b> Many students are anxious and do not have the skills to deal with anxiety.

<b>Perceptions</b>
<b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause:</b> Students have experienced emotional needs and environmental pressures. (COVID, loss of family members, floods).

**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 2021-2022 school year we will increase our technologies to ensure that all staff and students have access to the resources they need for blended learning, intervention, acceleration and research.

**Evaluation Data Sources:** Imagine Math, Istation, NWEA MAP and STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in Pre-kinder through fifth grade and staff will use technology to develop reading, writing and math skills. Technology will include Elmo, Aver vision and Hue document cameras, Clear Touch Panels, Chromebooks, I pads, desktop as well as laptops, printers, toner, media carts, headphones, scanners, as well as ceiling mounted projectors. <b>Strategy's Expected Result/Impact:</b> Performance on Curriculum Base Assessments, District Assessments and STAAR will improve. <b>Staff Responsible for Monitoring:</b> Pre- Kinder - 5th Grade Teachers ITC Administration <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				





### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is a need for improvement of Academic Growth in Mathematics and Reading for all students in Kinder-5th grades. <b>Root Cause:</b> Half of K-5th grader's are reading below grade level. Math students are lacking the basic foundational skills, numeracy. The interruption of face to face instruction due to the pandemic.

**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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Counselors, Ace Coordinators, Parent Specialist <b>Title I Schoolwide Elements:</b> 3.1, 3.2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Parent & Family Engagement Director Campus Principal & Administration, Parental Specialist Community, Campus Counselor, ACE Coordinator & Family Engagement Specialist.		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development. <b>Strategy's Expected Result/Impact:</b> Teachers will use research based strategies to increase student achievement <b>Staff Responsible for Monitoring:</b> District Strategists Assist. Supt. of Elementary Campus Administration <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Airport teachers will attend staff development on differentiation instruction ,technology, and blended learning. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize differentiation instruction as they study and analyze their CBA, Benchmark and STAAR Data. <b>Staff Responsible for Monitoring:</b> District Strategists Assist. Supt. of Elementary Campus Administration <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**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

**Total SCE Funds:**

**Total FTEs Funded by SCE: 9.5**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Airport Drive Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Rodriguez	Instructional Aide PreK	0.5
Amy Guajardo	Campus Instructional Facilitator	1
Isabel Nieto	STAAR Teacher	1
Jose Garcia	Media Aide	1
Laura Huerta	Campus Instructional Facilitator	1
Leticia Medelez	Instructional Aide PreK	0.5
Marleni Cabrera	LVN	1
Ofilia Zamarron	Library Aide	1
Violet Thomas	Technology Instructional Coach	1
Virginia Silva	STAAR Teacher	0.5
Wanda Garcia	At Risk Attendance Clerk	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 22, 2021.

## 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, 2021 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

Abigail Gonzalez-Parent

Eduardo Media- Parent

Airport Elementary Parent Involvement Policy can be located at [airport@wisd.us](mailto:airport@wisd.us), at parent meetings, and the bulletin 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:

Wednesday, Sept. 8 , 2021

Wednesday, Oct. 13, 2021

Wednesday, Nov. 10, 2021

Wednesday, Dec. 8, 2021

Wednesday, Jan. 12, 2022

Wednesday, Feb. 9, 2022

Wednesday, Mar. 9, 2022

Wednesday, April 6, 2022

Wednesday, May 4, 2022

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca O. Palomares	Instructional Aide-Pre K	Title I Part A	1
Christina A. De La Garza	Computer Lab Aide	Title I Part A	1
Cynthia Cardenas	Teacher Class Size Reduction	Title II Part A	1
Diana G. Orta	Instructional Aide	Title I Part A	1
Eli Orta	Library Aide	Title I Part A	1
Elia Zamora	Counselor Aide	Title I Part A	1
Elysia Vela	Instructional Aide Pre-K	Title I Part A	1
Felicita Pequeno	Instructional Aide-Pre K	Title I Part A	1
Jenilee Marin	Parent Specialists	Title I Part A	1
Lilea Morin	Instructional Aide Special Ed.	Federal Special Ed.	1
Odilia G. Gonzalez	Instructional Aide	Title I Migrant	0.45
Odilia G. Gonzalez	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Oly Longoria	Speech Pathologist	Federal Special Ed.	0.5
Pauline A. Puente	Instructional Aide Special Ed.	Federal Special Ed.	1
Sara A. De La Rosa	Instructional Aide Special Ed.	Federal Special Ed.	1
Sylvia A. Cantu	Occupational Therapist Aide	Federal Special Ed.	0.2

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay		\$17,200.00
1	1	6	Paraprofessional	164.12.6129.00.110.1.30	\$41,356.00
1	1	6	Instructional Aide (Pre-Kinder)	164.11.6129.00.110.1.34	\$56,898.00
1	1	6	At-Risk Attendance Clerk,	164.23.6129.00.110.1.30	\$38,585.00
1	1	6	Paraprofessional	164.12.6129.00.110.1.30	\$38,570.00
1	1	7	STAAR teachers/Tutoring Personnel	164.11.6119.00.110.1.30	\$115,380.00
1	1	10	Facilitator Campus Instructional	164.13.6119.00.110.1.30	\$190,745.00
1	1	14	Technology Instructional Coach	164.13.6119.27.110.1.30	\$91,653.00
1	3	1	Improve District Science Benchmarks and STAAR Science Scores	164.11.6399.00.110.9.30	\$0.00
2	1	3		164.33.6129.00.110.1.30	\$49,682.00
Sub-Total					\$640,069.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Personnel to Support Students	211.11.6129.00.110.9.24	\$0.00
Sub-Total					\$0.00
Grand Total					\$640,069.00

# Addendums