

# Weslaco Independent School District

## Airport Drive Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness

**AIRPORT  
ELEMENTARY**



# 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

SkyCats RISE

Reach Goals

Inspire Greatness

Strive Daily

Excel Always

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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 subdivision and a large apartment complex to the right. To the South of Airport a new apartment complex is in the process of opening up to new families. 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 36 classroom teachers, 1 STAAR tutor, 1 part time dyslexia teacher, 4 special education teachers, 4 specialty teachers, 5 support staff, 2 counselors, 3 administrators, and 17 paraprofessional staff. This school year we were able to hire two instructional coaches: One Literacy/Social Studies and one Numeracy and Science. As of September 27, our student enrollment is 778, an increase of students from than in the 2021-2022 school year.

Our current student population is 98% Hispanic, 1% White, and 87% Economically Disadvantaged. Other special populations includes 11% Special Education, 3.4% Section 504, and 3.2% Dyslexia, 1% Migrant, 24% LEP, and 3% Gifted and Talented. We had 30% At-Risk at the 2021 Fall submission. We will update this percentage at the end of October.

Airport officially implemented *The Leader in Me* six 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: By the end of the school year 90% of Airport students will be on grade. 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

Airport Strengths Include:

- Low teacher turn over.
- "A" Rating and 6 Distinctions, the only elementary school in Weslaco to achievement this.
- 33.3% of our 5th graders scored Advanced High on their TELPAS Composite Rating.
- We have 8 Professional and 2 Para-Professional male staff.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our students have an increasing need for Social Emotional Learning (SEL) due to the prolonged quarantine and pandemic. **Root Cause:** Many students are anxious and do not have the skills to deal with anxiety, which is partly responsible for our attendance falling below 97% last year.

# Student Learning

## Student Learning Summary

In 2022 Airport earned the "A" status and a "A" rating from TEA with an overall scaled score of 92.

We earned ALL 6 distinctions of the 6 available categories in 2022:

- Academic Achievement in English Language Arts/Reading, Grade 3 and 5
- Academic Achievement in Mathematics, Grade 3 and 5
- Academic Achievement in Science, Grade 5.
- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

Domain 1 - Student Achievement - Our scaled score equaled to 76.

Domain II, Part A - Academic Growth - Our scaled score equaled to 96.

Domain II, Part B - Relative Performance - Our scaled score equaled to 84.

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

Our overall 2021- 2022 Benchmark#2 test results are shown below:

<b>Benchmark#2</b>	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
<b>2021- 2022</b>	<b>Approaches</b>	<b>Meets Standard</b>	<b>Masters Standard</b>
3rd Reading	63%	23%	11%
3rd Math	57%	22%	8%
4th Reading	62%	31%	12%
4th Math	46%	11%	6%
5th Reading	76%	39%	11%
5th Math	79%	38%	19%
5th Science	73%	40%	21%
3rd-5th Reading Total	67%	31%	11%
3rd-5th Math Total	61%	23%	11%

Our overall 2022 STAAR test results are shown below:

<b>STAAR 2021- 2022</b>	<b>All Students Approaches</b>	<b>All Students Meets Standard</b>	<b>All Students Masters Standard</b>
3rd Reading	83%	51%	29%
3rd Math	69%	43%	17%
4th Reading	70%	38%	6%
4th Math	59%	30%	15%
5th Reading	85%	71%	38%
5th Math	82%	49%	22%
5th Science	71%	39%	18%
3rd-5th Reading Total	55%	29%	24%
3rd-5th Math Total	70%	23%	18%

<b>Reading</b>	<b>Reporting Category 1 Understanding Across Genres</b>	<b>Reporting Category 2 Literary Texts</b>	<b>Reporting Category 3 Informational Text</b>	
3	79%	71%	62%	
4	73%	68%	53%	
5	78%	78%	77%	
<b>Math</b>	<b>Numerical Representation and Relationships</b>	<b>Computations and Algebraic Relationships</b>	<b>Geometry &amp; Measurementt</b>	<b>Data Analysis &amp; Personal Financial Literacy</b>
3	74%	59%	51%	57%
4	59%	51%	57%	51%
5	80%	64%	66%	57%

## Student Learning Strengths

After analyzing and comparing our STAAR data from 2021 to 2022, we found the following strengths:

- The percentage of 3rd grade students meeting Approaches in STAAR Reading rose from 79% to 83%.
- Most importantly, the number of 3rd grade students achieving Meets in STAAR Reading rose from 48% to 51%.
- The percentage of 5th grade students scoring Meets and Masters in STAAR Reading increased from the previous year, (71% from 58% and 38% from 30% respectively)
- In Reporting Category 1: Understanding Across Genres 3rd grade increase from 75% to 79%.
- In Reporting Category 2: Literary Text both 4th and 5th grade increase (68% from 67% and 78% from 72% respectively)
- Reporting Category 3: Informational Text 5th grade increase from 71% to 77%.
- In 3rd and 5th grade STAAR Math, Reporting Category 1: Numerical Representation and Relationships there was an increase from the previous year, (74% from 70% and 80% from 76%)
- Reporting Category 3: Geometry and Measurement 5th grade increase from a 64% to 66%.

## 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, computation and algebraic relationship.



# 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 3rd-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.

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
- Sharon Wells (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, stemscope and Brainpop. This school year we were giving free science material from Great Minds.

Kinder - 5th grade teachers analyze data from benchmarks by using the reports on Aware. They have students track their progress in their Data Notebooks. Kinder - 2nd grade teachers 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 in grades Kinder - 5th.

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.

## School Processes & Programs Strengths

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

- Attends many different trainings during the school year.
- Is 100% Highly Qualified
- Includes at least 4-5 bilingually certified teachers in Pre-K, Kinder, first, second, third, and fifth grade 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 and benchmark results, and attendance
- Make sure students keep their book logs up to date

# 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.

For the past two years Airport Elementary has been doing the morning announcements live. It is run by our Jr. Lighthouse members.

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. Teachers use Remind to build classroom community. Administration uses School Messenger, a call out system, to keep parents inform about current events.

Airport staff uses the Whatsapp to communicate with each other in case of an emergency such as a lockdown and severe weather.

During our awards weeks assemblies, Lighthouse members lead by welcoming parents and guests. Students are recognized for honor roll, Accelerated Reading (AR), attendance, and leadership (Airport Leader Award).

All staff members belong to one of the 9 Action Teams listed below:

- 1) Professional Learning
- 2) Student Learning
- 3) Family Learning
- 4) Leadership Environment
- 5) Shared Leadership
- 6) Leadership Events
- 7) School-wide Goal Achievement
- 8) Student-led Achievement
- 9) Empowering Instruction

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.

And finally, by the end of the 2022-2023 school year, all teachers who service kinder through 3rd grade students will have successfully completed the Texas Reading Academy (TRA).

## Perceptions Strengths

- Full implementation of *The Leader in Me and The Seven Habits of Happy Kids*
- 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 policy with administration for parents and staff concerns

# Priority Problem Statements

**Problem Statement 1:** Our students have an increasing need for Social Emotional Learning (SEL) due to the prolonged quarantine and pandemic.

**Root Cause 1:** Many students are anxious and do not have the skills to deal with anxiety, which is partly responsible for our attendance falling below 97% last year.

**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, computation and algebraic relationship.

**Problem Statement 2 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
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- 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
- 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

#### **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 2023, the number of 3rd-5th students who score at the Approaches Level will increase from 55% to 85% on the STAAR Reading Assessment, 50% will score at the Meets Level, and 25% will score at the Masters level. All Kinder - 2nd grade students will show a 10% growth on the NWEA MAP Reading Assessment by Spring 2023.




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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students including all sub-groups (e.g. GT, SE, 504, RtI) will receive quality, differentiated ELAR instruction to meet students' individual needs. Airport will:</p> <p>a) Ensure all teachers use TEKS Resource System for lesson planning in all core subjects</p> <p>b) Have teachers attend on-campus Professional Learning Communities (PLCs), grade level meetings, and district-wide Reading, Math, Science and Social Studies PLCs to plan, review data, including data for sub-groups</p> <p>c) Provide Extended Day 1st and 2nd Semester for those students who failed either STAAR Reading or Math or both</p> <p>d) Purchase technology and supplies such as Chromebooks, headphones, printer head, USB drives, and IPADS so student have access to learning online platforms like Google Classroom, Istation, Savvas, iReady, Scholastic News, Storyworks, SIPPS, Summit K-12, etc.</p> <p>e) Include a Balanced Literacy Approach to our reading instruction, which includes PA, Phonics, Shared Reading, Guided Reading, Independent Reading, and Writing / Grammar instruction, using campus and state-provided resources, both print and digital.</p> <p>f) Utilize our STAAR teacher in 3rd grade to provide additional tutoring to struggling readers and use our Specialty Teachers to tutor lower grade students during off periods</p> <p>g) Utilize our instructional coach and other staff development resources to grow teachers' teaching practices</p> <p>h) Ensure SE, 504, EB, and RtI students receive their services and accommodations noted in their IEPs and committee notes.</p> <p>i) Incorporate Raising Blended Learners (RBL) strategies in grades kinder through 3rd grade to better differentiate instruction. Allow teachers to attend all the RBL trainings throughout the school year and provide planning time for the grade levels. Provide students and teachers with instructional materials and resources such as online, hard copy, furniture, etc. for the implementation of the RBL process.</p> <p>j) Incorporate writing across all content areas.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> PK - 5th Teachers Campus Administration Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Extensive/Intensive Program of Instructional (IPI) for Special Ed. Students in the areas of reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including:</p> <ul style="list-style-type: none"> <li>*District Benchmarks</li> <li>*STAAR Assessments</li> <li>*NWEA MAP</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators / Instructional Coaches Homeroom Teachers Special Ed. Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue implementation of the Linguistic Instructional Alignment Guide and the ELPs in all bilingual classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency level of all EBs and increase percentage in attainment of Advanced High on TELPAS composite.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual teachers, Campus Principal, Assistant Principals, Bilingual/ESL Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide the means so students become life long readers by creating a 21st Century future-ready library.</p> <p><b>Strategy's Expected Result/Impact:</b> Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments, reading, and collaborative learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Library Staff Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure all campus and district resources are used to increase our weekly attendance rate at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> When in class each day, students do not miss out on instruction.</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Target HB3 literacy and math proficiency plans by providing instructional materials, programs, staff development, technology and furniture to enhance learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> All TEKS for each grade level will be taught and performance on the Reading,</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p>Writing and Math assessments will improve</p> <p><b>Staff Responsible for Monitoring:</b> K-3rd Teachers Campus Administration Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
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 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

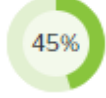





**Performance Objective 1 Problem Statements:**




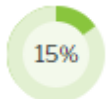
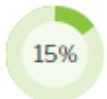

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our students have an increasing need for Social Emotional Learning (SEL) due to the prolonged quarantine and pandemic. <b>Root Cause:</b> Many students are anxious and do not have the skills to deal with anxiety, which is partly responsible for our attendance falling below 97% last year.</p>
<b>Student Learning</b>
<p><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, computation and algebraic relationship.</p>







**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 2023, the number of 3rd-5th students who score at the Approaches Level on the STAAR Math Assessment in 2022 will increase from 70% to 80%. All 5th grade students who scored at the Approaches Level on the 2022 STAAR Science Test will increase from 71% to 81%. All 3rd - 5th grade students will show a growth of 10% in the 2023 STAAR Math Assessment. All Kinder - 2nd grade students will show a 10% growth on the MAP Assessment by Spring 2023.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and utilize Sharon Wells for 3rd, 4th and 5th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students math and problem solving skills.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th grade Teachers Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate the application of technology and other resources to promote a blended learning environment in mathematics and Science classrooms through various online programs:</p> <ul style="list-style-type: none"> <li>*Reflex Math Grades 2nd - 5th</li> <li>*Imagine Math Grades Pre-K - 5th</li> <li>*Envision Math-SAVVAS (Formally Pearson)</li> <li>*Mentoring Minds Think Up! Grades 3-8</li> <li>*Edusmart Science</li> <li>*STEMscopes</li> <li>*Go Math, Grade 4</li> <li>*Measuring Up</li> <li>*Science Fusion</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments:</p> <ul style="list-style-type: none"> <li>*District Benchmarks</li> <li>*STAAR</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Math Strategist Math Assistant Principals Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <ul style="list-style-type: none"> <li>*TRS Differentiating Performance Assessments</li> <li>*Math Tasks</li> <li>*Number/Math Talks</li> <li>*Workstation</li> <li>*Mathematics Readers</li> <li>*Daily Math Fact Fluency Center</li> <li>*Differentiated Math Centers</li> <li>*Daily Math Fluency Kits</li> <li>*Imagine Math</li> <li>*Reflex Math</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments</p> <p>*District Benchmark *STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, SPED Teachers, Numeracy Coach, Math Strategist, Campus Administratio</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance on Reading and Math assessments will improve including:</p> <ul style="list-style-type: none"> <li>*District Benchmarks</li> <li>*STAAR Assessment</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Special Ed. Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Community and Higher Learning Science Center Partnerships (Pre-K- 5th )</p> <p>Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development.</p> <p>TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Atomnaut Academy.</p> <p>Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations.</p> <p>Weslaco Water Treatment Facility tour and information for science projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on benchmarks, NWEA MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Numeracy / Science Coach, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings.</p> <ul style="list-style-type: none"> <li>* Create benchmarks and curriculum documents so that true backwards planning can take place</li> <li>* Provide PD on backward planning and collaboration teachers</li> <li>* Provide mastery machine materials for highly aligned practice leading up to STAAR &amp; train teachers on it.</li> <li>* Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers</li> <li>*S3 Strategies Training</li> <li>*Region 1 Training</li> <li>*TEKSCON</li> <li>*CAST</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments.</p> <ul style="list-style-type: none"> <li>*District Benchmarks</li> <li>*NWEA MAP</li> <li>*STAAR</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Numeracy / Science Coach, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide instructional materials for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, social studies and P.E.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance on District Benchmark, NWE MAP, STAAR and Fitness Gram.</p> <p><b>Staff Responsible for Monitoring:</b> Pre -K 5th grade Teachers Coaches Adminstration</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><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, computation and algebraic relationship.</p>

**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 2022-2023 school year, the number of discipline referrals will decrease by 10% from the 2021-2022 school year ensuring that all students learn in an atmosphere that promotes student success.







**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Social Emotional Learning (SEL) lessons utilizing the Leader in Me program, and Ripple Effects for K-5th grade students that strongly address personal/social skills and bullying.</p> <p>*Leader In Me Workbooks *Student Leadership Binders</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide CPR/AED/First Aid, general supplies (band aids, cotton balls, antiseptic, etc.) and Covid testing for school personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Licensed vocational Nurse</p> <p><b>Funding Sources:</b> - State Comp Ed (SCE) - 164.33.6129.00.110.1.30 - \$49,682</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**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			
<p><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), Awards assemblies, Meet the Teacher, Open House in March, and Absence Call Out Program, SASI, REMIND App, and Parent Center meetings and trainings.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Counselors, Accelerated Learning Campus Coordinators, Parent Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><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 &amp; Career Exploration and Readiness. Topic is schedule based on campus needs and parental request. Meeting will be held once a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Research has shown that children of parents who volunteer and/or participate with events on campus 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.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Specialist, Accelerated Learning Campus Coordinator, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize students' achievements with incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Performance on District Assessments, STAAR will improve.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th Grade Teachers, Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our students have an increasing need for Social Emotional Learning (SEL) due to the prolonged quarantine and pandemic. <b>Root Cause:</b> Many students are anxious and do not have the skills to deal with anxiety, which is partly responsible for our attendance falling below 97% last year.</p>

**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 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			
<p><b>Strategy 1:</b> Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development.                      *Differentiation Instruction                      *Technology                      *Blended Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use research based strategies to increase student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administration                      District Strategists,                      Assistant Supt. of Elementary</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span>				

**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: \$0.00

Total FTEs Funded by SCE: 9.5

Brief Description of SCE Services and/or Programs

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## Personnel for Airport Drive Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alice Nelson	Teacher PK	0.5
Alicia Rodriguez	Instructional Aide	0.5
Blanca O. Palomares	Instructional Aide	1
Elia Zamora	Counselor Clerk	1
Elysia Vela	Instructional Aide	1
Felicita Pequeno	Instructional Aide	1
Julie Alcalá	Teacher PK	0.5
Leticia Medelez	Instructional Aide	0.5
Lizvia Barbosa	Instructional Coach	1
Paula Alejandro	Instructional Coach	1
Raquel Espinoza	Teacher PK	0.5
Virginia Silva	Teacher STAAR (PT.50)	1

# Title I

## 1.1: Comprehensive Needs Assessment

Airport Elementary comprehensive needs assessment was reviewed on September 30, 2022.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP Committee Members;

1. Ida Cuadra Principal
2. Laura Huerta Assistant Principal
3. Amy Guajardo Assistant Principal
4. Berenice Trevino Pre-K Teacher
5. Yolanda Martinez Kinder Teacher
6. Rosa Rodriguez First Grade Teacher
7. John Guillen Second Grade Teacher
8. Viviana Rodriguez Third Grade Teacher
9. Vicky De Los Santos Fourth Grade Teacher
10. Laura Balderrama Fifth Grade Teacher
11. Enna Castro Art Teacher
12. Juanita Sarmiento Counselor

## 2.2: Regular monitoring and revision

On November 11, 2022 the CIP will be evaluated and/or revised based on our NWEA MAP 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](http://wisd.us)) or Airport Elementary website ([airport.wisd.us](http://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: 16

## **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 15.

## **3.1: Annually evaluate the schoolwide plan**

On December 19, 2022 the schoolwide plan will be evaluated and/or revised base on our data.

## **4.2: Offer flexible number of parent involvement meetings**

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

Wednesday, Aug. 31, 2022

Wednesday, Nov. 9, 2022

Wednesday, Dec. 1, 2022

Wednesday, Jan. 25, 2023

Wednesday, Feb. 16, 2023

Wednesday, Mar. 7, 2023

Wednesday, April 20, 2023

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Jenilee Marin	Parent Specialist	Title I Part A	1
Jose L. Garcia	Media Aide	Title I Part A	1
Marleni Magali Cabrera	LVN	Title I Part A	1
Ofilia Zamarron	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1