

**Weslaco Independent School District**  
**Airport Drive Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**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

**AIRPORT  
ELEMENTARY  
SKYCATS**



## **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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

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

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

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

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

### Demographics Strengths

We have a strong Parental Involvement program on campus. Two parents out of a core of about 18 received district recognition for two straight years ago

for logging in the top number of volunteer hours in the district.

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

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

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need for improvement and growth in 4th grade STAAR Writing including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged. **Root Cause:** Identified students lack fundamental writing skills (mechanics, grammar, and fluency).

# Student Academic Achievement

## Student Academic Achievement Summary

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

We met standards on:

- Student Achievement 78 Scaled Score
- Student Progress 90 Scaled Score
- Academic Growth 90 Scaled Score
- Relative Performance (Eco. Dis: 81.0%) 86 Scaled Score
- Closing the Performance Gaps 96 Scaled Score

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

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

## Student Academic Achievement Strengths

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

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

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Fourth grade STAAR writing scores increased to 59%, up 7 points from the 52% of the previous year. However, it remains the subject of greatness weakness. **Root Cause:** Students lack the foundational reading and writing skills to perform at the Approaches and Meets level of the state accountability.

## School Processes & Programs

### School Processes & Programs Summary

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

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

In surveying our teachers, we found that many teachers do not feel as comfortable teaching writing as they do reading. This year the district is providing extensive training in writing such as NJWP and Writing Academies for K-4th . Last summer they did and one 4th and one 3rd grade writing teacher attended the three-week intensive training.

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

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

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

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

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

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

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

### **School Processes & Programs Strengths**

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The STAAR Writing scores increased this year from 52% to 59% but they are still below the state average of 66%. **Root Cause:** Not all writing TEKS are not taught in the lower grades nor are students writing across all core subjects.



# 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 Fridays 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 student, 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 can visit our school website to access lots information. Parents are invited to many school events such as Meet the Teacher, Parent meetings, six weeks assemblies, Fall Festival, Veterans Day Celebration, Literacy Night, Open House (2 a year), Muffins for Moms, Kinder and 5th grade graduation, and other such events. Many teachers use ClassDOJO to build classroom community. Administration uses Remind 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 video taped and are showcased during the assemblies.

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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


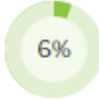

# Goals

## 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 2019, the number of 3rd-5th students who score at the Approaches Level on the STAAR Reading Assessment will increase from 86% to 90%.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure teachers are using the TEKS Resource System for lesson planning by: * Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members		KG - 5th Teachers Campus Administration	All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve.				
2) Provide additional tutoring during Saturday School for students who fail Benchmark #1 in Reading, Writing, Math and/or Science	2.4, 2.5, 2.6	3rd - 5th Teachers Campus Administration	After targeting areas of weakness, results of Benchmark #2 and STAAR will increase in the core subjects.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 3200.00							
3) Provide opportunities for a literacy focus through a Balanced Literacy Approach which includes Phonemic Awareness, Phonics, Shared Reading, Guided Reading, Independent Reading, Writing/Mechanics, Grammar, Spelling and handwriting, including fluency, comprehension, and vocabulary.	2.4, 2.5, 2.6	PK-5th Teachers Campus Administration	Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments				
<b>Critical Success Factors</b> CSF 1	2.4, 2.5, 2.6	3rd - 5th Grade Teachers Administration	Increase students comprehension and math word problem skills, especially Figure 19 (D) (E) and informational text.				
4) Purchase and utilize Motivational Reading for 3rd-5th students and purchase and utilize Rally Education reading comprehension/specific skills with embedded math word problems instructional materials.	Funding Sources: State Comp Ed (SCE) - 2590.00						

5) Students in K-2nd will receive 30-60 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.	2.4, 2.5, 2.6	Principal CIF's K-2nd Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.				
6) Utilize Scholastic Story Works magazine to improve reading comprehension, fluency, content and academic vocabulary.		Principal CIF's Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve.				
Problem Statements: Demographics 1							
<b>Critical Success Factors</b> CSF 1	2.4, 2.5	Mentor tutor Administration Classroom Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR I will improve.				
7) Utilize our STAAR mentor in grades 3rd-5th to provide additional tutoring for struggling students and to ensure more students reach masters level in STAAR.	Funding Sources: State Comp Ed (SCE) - 8921.00						
<b>Critical Success Factors</b> CSF 1	2.4	STAAR teachers Classroom teachers Administration	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve.				
8) Utilize our STAAR teachers in grades 3rd and 4th to provide additional tutoring for struggling students.	Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 107565.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

### Performance Objective 1 Problem Statements:


<b>Demographics</b>	
<b>Problem Statement 1:</b> There is a need for improvement and growth in 4th grade STAAR Writing including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged.	
<b>Root Cause 1:</b> Identified students lack fundamental writing skills (mechanics, grammar, and fluency).	
<b>Student Academic Achievement</b>	
<b>Problem Statement 1:</b> Fourth grade STAAR writing scores increased to 59%, up 7 points from the 52% of the previous year. However, it remains the subject of greatness weakness. <b>Root Cause 1:</b> Students lack the foundational reading and writing skills to perform at the Approaches and Meets level of the state accountability.	

**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 2019, the number of 4th grade students who score at the Approaches Level on the STAAR Writing Assessment will increase from 57% to 75%.

**Evaluation Data Source(s) 2:** STAAR Writing results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) Ensure daily classroom writing instruction using the Write Time for Kids occurs and collect writing samples for student writing portfolios.</p>		Classroom Teachers Campus Administration	Build writing fluency and confidence of student's to write pieces that go through the writing process and record progress in Writing Portfolios				
<p><b>Comprehensive Support Strategy</b></p> <p>2) Provide additional instruction and practice for editing and revising for all 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).</p>		Classroom Teachers Campus Administration	Increase scores on editing/revising on benchmarks and STAAR.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Implement and organizational framework for teaching writing and facilitate opportunities for staff development.</p> <p>*Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing connections through the Write Time for Kids Curriculum *TEKS Resource System *Abydos Three-Week Institute *Writing Academy, K-4</p>	2.4, 2.5	ELAR Strategist ELAR CIFS	<p>Performance on writing assessments:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR Assessment *Writing Prompts *Spelling Assessments</p>				
Problem Statements: Demographics 1 - Student Academic Achievement 1							



<b>Critical Success Factors</b> CSF 1  4) Implement our school-wide WIG of writing weekly reflections on a book read during the week, K-5	2.4, 2.5	Classroom Teachers Administration	STAAR Reading/Writing Writing Fluency Curriculum Based Assessments/Benchmarks				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**



<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need for improvement and growth in 4th grade STAAR Writing including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged. <b>Root Cause 1:</b> Identified students lack fundamental writing skills (mechanics, grammar, and fluency).
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Fourth grade STAAR writing scores increased to 59%, up 7 points from the 52% of the previous year. However, it remains the subject of greatness weakness. <b>Root Cause 1:</b> Students lack the foundational reading and writing skills to perform at the Approaches and Meets level of the state accountability.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The STAAR Writing scores increased this year from 52% to 59% but they are still below the state average of 66%. <b>Root Cause 1:</b> Not all writing TEKS are not taught in the lower grades nor are students writing across all core subjects.






**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 2019, the number of 3rd-5th students who score at the Approaches Level on the STAAR Math Assessment will increase from 89% to 95%.

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b></p> <p>1) Purchase and utilize Sharon Wells for 3rd and 5th grade students.</p>		3rd and 5th grade Teachers Administration	Increase students math and problem solving skills.				
<p>2) Ensure teachers are using the TEKS Resources 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.</p>		KG-5th Teachers Campus Administration	All TEKS for each grade level will be taught and performance on the Math assessments will improve.				
<p>3) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:                       *Reasoning Mind (Kinder-Second Grade) &amp; STAAR Readiness Grades 2-5                      *Reflex Math                      *Imagine Math (formerly TTM)                      *Envision Math-Pearson</p>		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR *Placement Tests				
<p>4) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics                       *TRS Differentiating Performance Assessments                      *Math Tasks                      *Number/Math Talks</p>		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments  *Curriculum Based Assessments *District Benchmark *STAAR				



<p>5) Monitor student performance including subgroups through the disaggregation of assessment data using colorbands in order to identify areas of need</p> <p>*Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth)</p>		<p>Math Strategist Math CIFs Campus Administration</p>	<p>Increased performance of students on assessments</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR</p>				
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS-**High-quality, engaging, and innovative programs that develop college, career, and service ready leaders

**Performance Objective 4:** By Spring 2019, the number of 5th grade students who score at the Approaches Level on the STAAR Science Test will increase to 92%.

**Evaluation Data Source(s) 4: STAAR Science Results**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase and utilize Edusmart, Science Fusion, Stemscopes and Motivational Science to increase student knowledge base in all 4 areas of science.		5th Grade Science Teachers	Increase student knowledge base in all 4 areas of science therefore increasing passing rate on the STAAR Science test.				
2) Ensure teachers are using the TEKS Resource System for lesson planning by: *Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members		KG-5th Teachers Campus Administrations	All TEKS for each grade level will be taught and performance on the Science assessments will improve.				
3) Community and Higher Learning Science Center Partnerships (Pre-K- 5th )  Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development.  TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program  Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations.		Science Strategist Science CIFs Camp Admin.	Improved performance for all populations on CBAs, benchmarks and STAAR.				









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

**Performance Objective 5:** By May 2019, the number of 1st-5th grade students who score at the Approaches Level on the Social Studies Benchmark Assessment #2 will average to 75%.

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

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Scholastic Magazine for 2nd - 5th students to improve reading comprehension, content vocabulary and fluency especially informational text.		Administration Teachers	Increase students comprehension especially informational text.				
2) Incorporate Social Studies process standards including sequencing, categorizing, identifying cause - and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions  *TRS Performance Assessments		Social Studies Strategist Social Studies CIFs Campus Administrators	Increased Performance of students on assessments  *Curriculum Based Assessments *District Benchmark *STAAR				
3) Writing included as part of Social Studies assessments at the elementary school level.  Support for social studies teachers on the writing process.		Social Studies Strategist  Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmark and STAAR. Support for ELAR.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

**Evaluation Data Source(s) 1:** Discipline Reports

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness for our students.</p>		Administration Counselors					
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Providing counseling lessons to K- 5th grade students to stress social skills and Bullying.</p>		Administration Counselors					
<p>  = Accomplished                = Continue/Modify                = No Progress                = 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 Source(s) 1:** Annual Parent-Teacher-Student Surveys and End of Year Federal e-Grant Application

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media (Airport Facebook account), six weeks awards assemblies, Meet the Teacher, Fall Festival, Open House/Report Card, Open House in March, and Absence Call Out Program, and Parent Center meetings and trainings.</p>	3.1, 3.2	Teachers, Campus Administration, Counselors, Ace Coordinators, Parent Specialist	When parents are engaged and participate in campus activities and events, student achievement increases. Children whose parents are involved learn more and are more successful in school. Their behavior is almost always better.	6%			
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </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 be taught by highly qualified and state certified teachers, staff members will participate in district and Region One trainings and new teachers will be provided mentor teachers.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 3</p> <p>1) Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development.</p>		District Strategists Assist. Supt. of Elementary Campus Administration	Teachers will use research based strategies to increase student achievement				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3</p> <p>2) Airport teachers will attend staff development on Color Bands.</p>		District Strategists Assist. Supt. of Elementary Campus Administration	Teachers will utilize color bands as they study and analyze their CBA, Benchmark and STAAR Data.				
<p>  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

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

## Comprehensive Support Strategies

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

# State Compensatory

## Budget for Airport Drive Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.00.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$34,160.00
164.11.6119.27.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,252.00
164.13.6119.00.110.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$164,182.00
164.11.6129.00.110.8.34	6129 Salaries or Wages for Support Personnel	\$24,885.00
164.12.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	\$27,697.00
164.23.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	\$27,695.00
164.33.6129.00.110.8.30	6129 Salaries or Wages for Support Personnel	\$37,880.00
164.11.6141.00.110.8.30	6141 Social Security/Medicare	\$495.00
164.11.6141.00.110.8.34	6141 Social Security/Medicare	\$361.00
164.11.6141.27.110.8.30	6141 Social Security/Medicare	\$1,091.00
164.12.6141.00.110.8.30	6141 Social Security/Medicare	\$402.00
164.13.6141.00.110.8.30	6141 Social Security/Medicare	\$2,381.00
164.23.6141.00.110.8.30	6141 Social Security/Medicare	\$402.00
164.33.6141.00.110.8.30	6141 Social Security/Medicare	\$549.00
164.33.6142.00.110.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.110.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.110.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.110.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.110.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.23.6142.00.110.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.110.8.30	6143 Workers' Compensation	\$103.00
164.11.6143.00.110.8.34	6143 Workers' Compensation	\$75.00

164.11.6143.27.110.8.30	6143 Workers' Compensation	\$226.00
164.12.6143.00.110.8.30	6143 Workers' Compensation	\$83.00
164.13.6143.00.110.8.30	6143 Workers' Compensation	\$492.00
164.23.6143.00.110.8.30	6143 Workers' Compensation	\$83.00
164.33.6143.00.110.8.30	6143 Workers' Compensation	\$114.00
164.11.6145.00.110.8.30	6145 Unemployment Compensation	\$31.00
164.11.6145.00.110.8.34	6145 Unemployment Compensation	\$22.00
164.11.6145.27.110.8.30	6145 Unemployment Compensation	\$68.00
164.12.6145.00.110.8.30	6145 Unemployment Compensation	\$25.00
164.13.6145.00.110.8.30	6145 Unemployment Compensation	\$147.00
164.23.6145.00.110.8.30	6145 Unemployment Compensation	\$25.00
164.33.6145.00.110.8.30	6145 Unemployment Compensation	\$34.00
164.11.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	\$8.00
164.11.6146.00.110.8.34	6146 Teacher Retirement/TRS Care	\$560.00
164.11.6146.27.110.8.30	6146 Teacher Retirement/TRS Care	\$2,750.00
164.12.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	\$623.00
164.13.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	\$3,694.00
164.23.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	\$623.00
164.33.6146.00.110.8.30	6146 Teacher Retirement/TRS Care	\$852.00
<b>6100 Subtotal:</b>		<b>\$448,523.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.110.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
<b>6300 Supplies and Services</b>		
164.11.6399.00.110.8.30	6399 General Supplies	\$18,750.00
<b>6300 Subtotal:</b>		<b>\$18,750.00</b>

**Personnel for Airport Drive Elementary:**

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

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Airport Elementary comprehensive needs assessment was reviewed on October 5, 2018.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

SAIP (CIP) Committee Members;

1. Ida Cuadra            Principal
2. Laura Huerta        CIF
3. Amy Guajardo        CIF
4. Alice Nelson         Pre-K Teacher
5. Yolanda Martinez    Kinder Teacher
6. Elizabeth Lopez     First Grade Teacher
7. John Guillen         Second Grade Teacher
8. Claudia Rivera      Third Grade Teacher
9. Brenda Marroquin    Fourth Grade Teacher
10. Maribel Rodriguez   Fifth Grade Teacher
11. Rene Carreon        P.E. Coach
12. Debra Woodard      Counselor

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

Airport Eementary Campus Improvement Plan is located in the campus's main office and at the Parental Involvement (Room#141). It is also located on the Weslaco Independent School District website. (wisd.us) or Airport Elemenary website (airport.wisd.us).

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

### **2.4: Opportunities for all children to meet State standards**

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

See pages: 14-17 and 19 -20

### **2.5: Increased learning time and well-rounded education**

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

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Laura Huerta	CIF
Administrator	Ida Cuadra	Principal
Classroom Teacher	Alice Nelson	PK
Classroom Teacher	Yolanda Martinez	Kindergarten
Classroom Teacher	Elizabeth Lopez	1st Grade
Classroom Teacher	John Guillen	2nd Grade
Classroom Teacher	Claudia Rivera	3rd Grade
Classroom Teacher	Brenda Marroquin	4th Grade
Classroom Teacher	Maribel Rodriguez	5th Grade
Non-classroom Professional	Rene Carreon	PE Coach
Non-classroom Professional	Debra Woodard	Counselor

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay, breakfast		\$3,200.00
1	1	4	Motivational Reading, Math and Science student workbooks	164.11.6399.00.110.9.30	\$2,590.00
1	1	7	Instructional Mentor	164.11.6129.58.110.9.30	\$8,921.00
1	1	8	STAAR teachers	164.11.6119.00.110.9.30	\$107,565.00
<b>Sub-Total</b>					\$122,276.00
<b>Budgeted Fund Source Amount</b>					\$549,140.00
<b>+/- Difference</b>					\$426,864.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$353,464.00
<b>+/- Difference</b>					\$353,464.00
<b>Grand Total</b>					\$122,276.00