

Socorro Independent School District
Desert Wind School
2016-2017 Campus Improvement Plan
Accountability Rating: Met Standard

Mission Statement

At Desert Wind School, all students will be provided with a safe, stimulating, student centered learning environment, so that they can reach their fullest potential and be ready for post-secondary education.

Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President
Paul Guerra - Vice-President
Cynthia Ann Najera - Secretary
Hector F. Gonzalez
Michael Anthony Najera
Antonio "Tony" Ayub
Angelica Rodriguez

Table of Contents

Superintendent	2
Board Members	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	12
School Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	15
Goals	18
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.	18
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice	22
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.	35
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.	40
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.	42
State System Safeguard Strategies	43
Federal System Safeguard Strategies	44
State Compensatory	45
Budget for Desert Wind School:	45
Personnel for Desert Wind School:	46
Title I Personnel	47
Campus Improvement Team	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Desert Wind is one of 48 campuses in Socorro Independent School District. Desert Wind opened its doors in 2003 and serves predominantly socially economic disadvantaged families. Desert Wind serves 858 students in grades PK to 8. Here at Desert Wind, we have a large Limited English Proficient Population and we provide services to students with special needs in a variety of settings such as: Resource, Co-Teach, and the Structured Learning Classroom.

The current enrollment at Desert Wind is 858 with approximately 487 middle school students and 371 elementary students.

The table below best describes the student demographics at Desert Wind School:

Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Gender

Female	392	49.18%
Male	405	50.82%

Ethnicity

Hispanic-Latino	784	98.37%
-----------------	---------------------	--------

Race

American Indian - Alaskan Native	0	0.00%
Asian	1	0.13%
Black - African American	1	0.13%
Native Hawaiian - Pacific Islander	0	0.00%
White	9	1.13%
Two-or-More	2	0.25%

The information below provides a detailed summary of the makeup of the Desert Wind student population,

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Bilingual	268	33.63%
English as a Second Language (ESL)	111	13.93%
Career and Technical Education (CTE)	63	7.90%
Free Lunch Participation	665	83.44%
Reduced Lunch Participation	70	8.78%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	24	3.01%
Special Education (SPED)	82	10.29%
Title 1 Participation	797	100.00%
Dyslexia	5	0.63%
Homeless Statuses		
Homeless Status Total	7	0.88%
Shelter	0	0.00%
Doubled Up	7	0.88%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Demographics Strengths

Desert Wind School is composed of highly qualified faculty and staff that understand the needs of the students that attend our school. Desert Wind is a Designated WIN campus. This academy offers At-Risk students the opportunity to be part of a true blended learning setting that is meeting their academic needs with the Thrive Curriculum.

Desert Wind School also offers a variety of Career and Technical courses through the Project Lead the Way Program such as: Touch Data Systems, Exploring Careers, Medical Detectives, Green Architecture, Design and Modeling, and Automation and Robotics that provide exposure to careers and focus on College Readiness.

In addition, Desert Wind also offers AVID courses to students. The sole Mission of the AVID courses are to close the achievement gap by preparing students for college readiness and success in a global society.

Demographics Needs

Our campus demographics and needs assessments indicate that Desert Wind needs to continue to provide training to teachers in the areas: SIOP, Best Practices, Special Educaiton Inclusion, and TEKS academies in the core subject areas. We also need to continue to monitor our data consistenly so that we can target our instruction to meet the needs of all our students.

Student Achievement

Student Achievement Summary

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order.

1.

Desert Wind School is a K through 8 and therefore administers 17 STAAR Tests. The table below provides an at a glance look at the results for the 2016 spring administration of the STAAR assessments.

Grade	Reading	Math	Writing	Science	Social Studies
3rd	72.6%	87.7%			
4th	77.2%	74.7%		77.2%	
5th	67.1%	72.9%		56.5%	
6th	49.7%	65.8%			
7th	63.4%	60.2%		68.8%	
8th	87.3%	85.3%		74.5%	45.1%

The table below provides an at a glance look at the results for the 2015 spring administration of the STAAR assessments.

Grade	Reading	Math	Writing	Science	Social Studies
3rd	71.4%	85.7%			
4th	57.4%	63.8%	62.8%		
5th	66.7%	70.7%		50.7%	
6th	67%	69.1%			

7th 66.3% 70.8% 64%
8th 79.7% 95.3% 70.8% 43%

Desert Wind made gains in 12 testing areas and will continue to move forward with teacher training, targeted Tier I instruction and appropriate interventions for all students. For the 2014-2015 school year, Desert Wind received the "Met Standard" status and earned a Distinction in "Top 25% Closing Performance Gaps". We are currently awaiting the Accountability Summary from the Texas Education Agency for the 2015-16 School year.

Student Achievement Strengths

Desert Wind provides opportunities for family engagement events through the year. We also provide extended day intervention services in the areas of math, reading, science writing, and social studies. In addition, Desert Wind host Saturday writing camps to assist ELL students with expository writing and revising and editing.

At Desert Wind, we believe that on going training is necessary to enhance teaching. The SCE-I instructional coaches provides professional development with campus and district initiatives.

Desert Wind administers the TSI to all 8th Grade students. 2014-2016 was the first time the assessment was given to all students. 15% of the 8th grade class passed the reading portion of the test and is now qualified to take Dual Credit Classes in High School.

Student Achievement Needs

At Desert Wind, 453 student are Limited English Proficient. Desert Wind LEP Students struggle with their English Acquisition, vocabulary development, and academic vocabulary. The data shows that we need to continue to provide differentiated instruction to meet the needs of all EL learners.

Desert Wind provides inclusion services to students with special needs as well as instruction in the specialized support setting. The data shows that students with special needs are make little progress and are struggling in their co-teach settings. Desert Wind will continue to provide training and support to teachers so that they can better serve their students.

School Culture and Climate

School Culture and Climate Summary

Providing a safe and supportive learning environment is the number one priority at Desert Wind School. Desert Wind has many systems in place to ensure that we are maximizing students learning and providing structure and safety throughout the day.

School Culture and Climate Strengths

Desert Wind School now has a secured entry at the front of the building. We also check everyone in and out throughout the day using the Hallpass system. Desert Wind has 10 Security cameras in place to provide visual support throughout the school.

All students in grades 6-8 must wear their ID's on a lanyard everyday, all day while they are in sessions.

At Desert Wind, we will continue to provide training with the Olweus program as well as implement the Olweus program with fidelity. Our Counseling team will continue to implement the ASCA model to meet the academic, social/emotional, and college readiness needs of our campus.

School Culture and Climate Needs

Based on the needs of the campus, it was decided that Desert Wind School will implement Positive Behavior Support and Intervention campus wide for the 2016-2017. All faculty and staff will wear their campus ID every day. Monthly safety meetings will take place to ensure that we are providing the most safe learning environment for our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Desert Wind School will continue to replace faculty and staff members that leave with the most qualified person for the position. The instructional leadership team provides each teacher with a mentor and on site PD sessions in the district and campus instructional initiatives.

Staff Quality, Recruitment, and Retention Strengths

The Desert Wind Instructional Leadership Team meets regularly with all teachers to ensure that teachers understand all campus expectations. Data PLC's were held consistently to review student data and discuss intervention plans. Teachers completed the fundamental 5 book study and implemented all the components of the fundamental 5.

Staff Quality, Recruitment, and Retention Needs

Based the needs assessment, new teachers at desert wind need to be provided with structured, consistent training every month. In addition, teachers need training with a writing program that will meet the needs of the students at Desert Wind. Desert Wind will continue to provide training in Guided reading, TEKS academies, Co-teaching, SIOP and ELPS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Desert Wind, we are focused on meeting the academic needs of all our students. The Teachers at Desert Wind use the district pacing guides to plan student centered lessons. Data Driven Decisions are made to plan instruction and interventions for all students.

Curriculum, Instruction, and Assessment Strengths

Our WIN academy utilizes the digital Thrive Curriculum to instruct the students through blended learning.

As a K-8 campus, all middle school teachers were provided with opportunities to plan with their colleagues from other campus so that they could collaborate and align their instruction.

All K-5th grade teachers were provided with extended planning time so that they could collaborate and plan effective lessons for instruction.

Curriculum, Instruction, and Assessment Needs

Desert Wind School needs to continue to provide TEKS academies to ensure that teachers understand their curriculum. In addition, Desert Wind will implement the Professional Learning Communities Framework to ensure that teachers are planning effectively. They will need to answer the following questions when planning:

- 1.) What are they teaching? How is it tested?
- 2.) How will they know their students understood the concepts? Are their Closing tasks aligned with the content?
- 3.) What will they do for those students that did not master the objective?

Family and Community Involvement

Family and Community Involvement Summary

Desert Wind School is committed to building relationships with all members of the professional learning community. We feel it is imperative to establish respectful working relationships with all members so that we can ensure school wide academic success. Here at Desert Wind, we host many events that revolve around the needs of our community and students.

Family and Community Involvement Strengths

in the 2015-16 school year, Desert Wind hosted events such as: Meet the teacher night, Parent/Teacher Conferences, Peter Piper Nights, Una Noche Mexicana, Fall Festival, Literacy nights, Dia de los ninos, and a grand Thanksgiving luncheon for parents,students, and teachers.

Family and Community Involvement Needs

Desert Wind school will continue to provide opportunities to build relationships with the professional learning community. Desert Wind has scheduled monthly community events throughout the school year.

School Context and Organization

School Context and Organization Summary

At Desert Wind School, the instructional leadership team creates a master schedule that supports all students. It has built in daily interventions as well as 50 minute periods in the middle school so that teachers have enough time to teach with depth and complexity.

School Context and Organization Strengths

At Desert Wind, there are many services in place that assist with closing the achievement gap and focus on at risk students.

- Super school allows for an additional period for all students to receive intervention in the core subjects by highly qualified staff.
- The Read 180 class allows us to schedule students in a reading intervention class that meets their needs.
- Data PLC's are in place every 4 weeks to review data and guide the teaching and learning objectives.
- Catch-up is in place to "catch" kids that are falling behind or have zero's in the grade book.
- Extended planning time provides additional planning time for teachers every other week.
- K-8 alignment provides middle school teachers the opportunity to collaborate with other teachers in their grade level at other k-8 campus'

School Context and Organization Needs

Desert Wind needs to implement a monthly PD day for all teachers and continue with all existing systems that are in place.

Technology

Technology Summary

Desert Wind became a WIN Campus in 2015-16. This academy allows students to learning through a digital curriculum.

Desert Wind School upgraded the elementary computer lab and we also implemented the Hour of Code for all students.

Technology Strengths

Teacher at Desert Wind have computers in their classroom that they use during station learning. We have many career and technical courses that support technology learning.

Teacher utilize the computer labs to allow their students to use programs such as Istation, Think Through Math, and IXL.

Technology Needs

Desert Wind will continue the existing technology initiatives, will update the middle school computer lab and library lab. Desert Wind will also offer more CTE courses and an additional Coding class for girls.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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
- Action research results
- Other additional data


















Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-17 school year, Desert Wind will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: The 2016-2017 Campus Climate Survey will indicate that 100% of the Professional Learning Community at Desert Wind will feel safe at School and at School events.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) The campus will use front desk procedures where parents and visitors will have to check in with personal identification and will be provided a badge to enter the school premises for any campus visits, using the district Hall Pass</p>	1, 2, 4, 6	Administration, Office Staff, Campus Security, SISD Police Officer	Zero Intruder Entrance to the Campus and Use of badges by all visitors			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Campus faculty, staff and students will be provided a training on campus Emergency Operation Plan Procedures and requirements.</p>	1, 2, 4	Administration, Teachers, SISD Police Officer	Sign In Sheets, Agenda of Meeting, Power Point Presentation Handouts			
<p>Critical Success Factors CSF 6</p> <p>3) Desert Wind School will employ 1 full time security guard and 1 part time security guard.</p>		District Police services, Campus administration	The Campus Survey will indicate that all stakeholders feel safe at school and at school events. The Number of incidents will be reduced by 10%.			
<p>Critical Success Factors CSF 6</p> <p>4) Desert Wind will have Security Guards at all events during the day and after school.</p>		Campus Administration	The Campus Climate Survey will indicate that all stakeholders feel safe and the number of incidents will be reduced by 10%.			
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Desert Wind will be in 100% compliance with all safety requirements, drills, and the District Emergency Operation Plan.

Evaluation Data Source(s) 2: Desert Wind will be in 100% compliance with all requirements of the emergency operations plan to include: Fire, Lock down, and evacuation drills.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Monthly Safety committee meetings will be held to plan and discuss the execution of monthly drills. Campus Faculty and Staff will be asked to provide feedback on ways to improve the execution of the drills.</p>	1, 2	Administration, Safety Committee, SISD Police Officer	Successful implementation and completion of monthly drills according to district timeline.			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Campus faculty and staff will be provided with monthly tips and safety update to remind them of the different procedures for the different emergency procedures.</p>	1, 2, 4	Administration, Teachers, SISD Police Officer	Based on Observation, All faculty and staff will be in compliance with evacuation procedures.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of disciplinary incidents will decrease from 163 to 100.

Evaluation Data Source(s) 3: There will be a decrease of 63 disciplinary referrals.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Teachers will be provided a training on Olweus Strategies and lessons to implement weekly.</p>	1, 2, 4, 9	Counselors, Administration	Increase in reports of bullying in the early stages by students, teachers, and parents. Decrease in bullying incidents on campus.	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Time will be designated each week within the daily schedule for teachers to provide students the Olweus lessons and to have class discussions about bullying and other issues.</p>	2, 3, 9, 10	Administration, Teachers, Counselors	Students will demonstrate how to respond to and report bullying incidents.	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Campus Counselors will be provide sessions to teachers, staff, students, and parents on Bullying, Bullying prevention, and Cyber bullying.</p>	1, 2, 4, 6, 9	Counselors, CIS Caseworker, Administration, Teachers	The number of incidents will decrease by 10% and students will know how to report bullying.	✓	✓	✓
<p>Critical Success Factors CSF 6</p> <p>4) Desert Wind School will implement Positive Behavior intervention and support as a disciplinary prevention framework. PBIS will also assist in creating effective systems in all common areas of the school to assist with the establishment of a safe and supportive learning environment.</p>	1, 2	All stakeholders at Desert Wind School.	Campus Systems will indicate a safe and supportive learning environment. There will be a decrease in the number of incidents through the school during the school day.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$895.00						









<p align="center">Critical Success Factors CSF 6</p> <p>5) Desert Wind School will have a team of teachers that will be trained in CPI through the Texas Behavior Support Initiative. TBSI is designed to provide knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities.</p>	2	Administration	Behavior reports			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By the end of the 2016-2017 school year, 100% of Desert Wind teachers will be familiar with the requirements of House Bill 5 as it relates to College and Career Readiness for Students in grades Kindergarten through eight.

Evaluation Data Source(s) 1: 100% of the Faculty and Staff will receive training on the Texas College and Career Standards, the Texas Success Initiative for 8th grade students, and pathways/endorsements.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Desert Wind Counselors will provide training on House Bill 5 Requirements as it pertains to each grade level.</p>	2, 4, 10	Counselors, Administration, Classroom Teachers, SCEI	Teachers will embed the Texas State College and Career Standards in their lessons. Teachers will have their students participate in all Generation Texas events.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: All students at Desert Wind will be familiar with the College and Career Readiness plan.

Evaluation Data Source(s) 2: 100% of the students at Desert Wind will participate in all College and career readiness initiatives on the campus College and career readiness plan.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Teachers, students and parents will participate in a College and Career Awareness Night.</p>	1, 2, 6, 8, 10	Administration, Teachers, Counselors, CIS, SCEI Coaches	Sign in Sheets			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Every Teacher and or grade level will adopt a university/college of their choice. The class will post their university outside their door. All students will know the mascot, fight song, where it is located, and other facts about the university.</p>	1, 2, 10	Administration, Teachers, SCEI Coaches, Counselors	Students will become more aware of what choices they have after High School			
<p>3) All 8th graders will take the TSI assessment</p>	2, 10	Counselors, Librarian, SCEI Coaches, CTE Teachers	Increase in the number of students who qualify for Dual Credit Courses in High School			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Desert Wind Teachers will receive training in AVID and AVID Strategies will be implemented school wide to assist in preparing students for College. An AVID Library will be maintained on the campus to assist teachers with AVID strategy implementation.</p>	1, 2, 4	All Faculty at Desert Wind	Student binders, students scores			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: Desert Wind School will increase its overall scores in Reading in grades 3-8 from 66.8 to 75% in the 2016-2017 school year.

Evaluation Data Source(s) 3: There will be an increase of 8% in the overall reading scores at Desert Wind in grades 3-8.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) The campus will implement the Read 180 program to assist students that are struggling with their reading. Computers, headphones and reading material will be purchased to implement the read 180 program.</p>		Administration, SCEI coach, read 180 teacher	student reading levels, reading scores			
Funding Sources: 211 - Title I, Part A - \$2,200.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) All classrooms at Desert Wind will be equipped with the best technology to implement blended learning and enhance instruction. All classrooms will have a teacher desktop computer, projectors, TI calculators, document cameras, and student computers.</p>	1, 2, 9	administration, SCEI, teachers	student test scores, walkthrough's			
Funding Sources: 199 - General Fund: Bilingual - \$2,000.00, 211 - Title I, Part A - \$20,000.00						
<p>Critical Success Factors CSF 1</p> <p>3) Teachers in grades K-5 will implement the CATS folders to assist with fluency and comprehension.</p>	1, 2, 3, 9	Administration, SCEI, and Classroom Teachers	STAAR Scores, Istation levels, check points, and benchmark scores.			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Desert Wind teachers will utilize resources such as "Storyworks" and "Scope" magazines, dictionaries, and thesaurus, to improve reading comprehension of different reading genres and vocabulary.</p>	1, 2	Administration, SCEI, and Teachers	STAAR scores, Istation levels, benchmark and checkpoint data.			
Funding Sources: 211 - Title I, Part A - \$0.00						

Critical Success Factors CSF 1 5) Instructional Materials such as Sentence Strips and chart tablets will be purchased to enhance instruction.	1, 2	Administration, SCEI	Walk Through Data			
	Funding Sources: 211 - Title I, Part A - \$0.00					
Critical Success Factors CSF 1 6) DWS WILL PROVIDE INSTRUCTIONAL MATERIAL SUCH AS PAPER, ISN, CARDSTOCK, PENCILS, HIGHLIGHTERS, MARKERS, to enhance instruction in social studies, science, reading and math	1, 2	Asministrator, SCEI	Check point, benchmark and SCEI data			
	Funding Sources: 211 - Title I, Part A - \$500.00					
Critical Success Factors CSF 1 7) Teachers in grades 3-8 will implement instructional strategies with STAAR Align instructional material to increase student performance in standardized test	1, 2	Administration, SCEI, teachers	checkpoint, benchmark and STAAR assesement			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: Desert Wind School will increase its overall scores in Math in grades 3-8 from 73% to 80% in the 2016-2017 school year.

Evaluation Data Source(s) 4: There will be an increase of 7% in the overall math scores at Desert Wind in grades 3-8.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Teachers in grades K-5 will implement Target the Questions to improve students comprehension of math concepts and skills.	1, 2, 3, 9	Administration, SECI Coach, Teachers,	Math STAAR scores will increase, TCM levels will improve, Scores on checkpoints and benchmarks will improve.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
Critical Success Factors CSF 1 2) Teachers in grades 3-8 will implement instructional strategies using STAAR Align instructional material to increase standardized test scores	1, 2, 3, 9	Administration, SCEI COACH, Teachers	Math STAAR scores will increase, as well as benchmark and checkpoints			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: Desert Wind School will increase its overall scores in Writing in grades 4 and 7 from 72.7 to 80% in the 2016-2017 school year.

Evaluation Data Source(s) 5: There will be an increase of 8% in the overall writing scores at Desert Wind in grades 4 and 7.

Summative Evaluation 5:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: Desert Wind School will increase its overall scores in grades 5 and 8 from 66.3% to 75% in the 2016-2017 school year.

Evaluation Data Source(s) 6: There will be an increase of 9% in the overall science scores at Desert Wind in grades 5 and 8.

Summative Evaluation 6:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: The overall scores in reading among all students participating in the special education program will increase from 16.9% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 7: There will be an increase of 43% in the overall reading scores among all students that are participating the in the special education program.

Summative Evaluation 7:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: The overall scores in math among all students participating in the special education program will increase from 31.7% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 8: There will be an increase of 28.3% in the overall math scores among all students participating in the special education program.

Summative Evaluation 8:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 9: The overall scores in Science among all students participating in the special education program will increase from 11.8% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 9: There will be an increase of 48.2% in the overall Science scores among all students participating in the special education program.

Summative Evaluation 9:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 10: The overall scores in Social Studies among all students participating in the special education program will increase from 14.3% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 10: There will be an increase of 45.7% in the overall social studies scores among all students participating in the special education program.

Summative Evaluation 10:









Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 11: The overall scores in reading among all limited English proficient students will increase from 60% to 70% in the 2016-2017 school year.

Evaluation Data Source(s) 11: There will be an increase of 10% in the overall reading scores among all limited English proficient students.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Desert Wind will employ a Teaching assistant that will assist students that are limited english proficient.</p>	<p>administration, SCEI room</p>	<p>Students scores on TELPAS and STAAR</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 12: The overall scores in math among all limited English proficient students will increase from 67% to 70% in the 2016-2017 school year.

Evaluation Data Source(s) 12: There will be an increase of 3% in the overall math scores among all limited English proficient students.

Summative Evaluation 12:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 13: The overall scores in science among all limited English proficient students will increase from 53% to 70% in the 2016-2017 school year.

Evaluation Data Source(s) 13: There will be an increase of 7% in the overall science scores among all limited English proficient students.

Summative Evaluation 13:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 14: The overall scores in Social Studies among all limited English proficient students will increase from 18% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 14: There will be an increase of 42% in the overall social studies scores among all limited English proficient students.

Summative Evaluation 14:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 15: The overall scores in Writing among all limited English proficient students will increase from 61% to 70% in the 2016-2017 school year.

Evaluation Data Source(s) 15: There will be an increase of 9% in the overall Writing scores among all limited English proficient students.

Summative Evaluation 15:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 16: The overall scores in Writing among all students participating in the special education program will increase from 41% to 60% in the 2016-2017 school year.

Evaluation Data Source(s) 16: There will be an increase of 19% in Writing among all students participating in the special education program.

Summative Evaluation 16:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 17: The overall scores in Science among all economically disadvantaged students will increase from 65% to 70% in the 2016-2017 school year

Evaluation Data Source(s) 17: There will be an increase of 5% in the overall science scores among all economically disadvantaged students at Desert Wind.

Summative Evaluation 17:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 18: The overall scores in reading among all economically disadvantaged students will increase from 61% to 70% in the 2016-2017 school year

Evaluation Data Source(s) 18: There will be an increase of 9% in the overall reading scores among all economically disadvantaged students at Desert Wind.

Summative Evaluation 18:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 19: The overall scores in math among all economically disadvantaged students will increase from 71% to 75% in the 2016-2017 school year

school year

Evaluation Data Source(s) 19: There will be a 4% increase in the overall math scores among all economically disadvantaged students at Desert Wind.






Summative Evaluation 19:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 20: The overall scores in Writing among all economically disadvantaged students will increase from 66% to 70% in the 2016-2017 school year

Evaluation Data Source(s) 20: There will be a 4% increase in the overall writing scores among all economically disadvantaged students at Desert Wind.

Summative Evaluation 20:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Desert Wind will employ an Instructional Assistant to assist students that are economically disadvantaged and struggling academically.</p>		administration	Student scores on state assessments, benchmarks, and checkpoints.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$18,000.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 21: The overall scores in Social Studies among all economically disadvantaged students will increase from 44% to 60% in the 2016-2017 school year

Evaluation Data Source(s) 21: there will be an increase of 16% in the overall social studies among all economically disadvantaged students at Desert Wind.

Summative Evaluation 21:

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 22: In the 2016-2017 school year, 75% of all At Risk students will meet or exceed the standard in all tested areas.

Evaluation Data Source(s) 22: 75% of all At Risk students will meet or exceed the state standard in all tested areas.

Summative Evaluation 22:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Desert Wind will employ two At Risk Instructional Coaches that will support At Risk students.</p>		Administration	Overall increase in the scores of At Risk Students.	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Desert Wind will employ an At Risk Teaching assistant that will provide intervention for At Risk students.</p>		Administration, SCEI personnel.	Student scores	✓	✓	✓












State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7 3) Desert Wind will implement the WIN academy in grades 2-6 to meet the needs of At Risk students. Computers, keyboards, headphones, document cameras, projectors and SD cards will be purchased to implement blended learning through technology in the WIN classrooms.		administration, SCEI, Librarian	Student scores will show progress.			
	Funding Sources: 211 - Title I, Part A - \$500.00					
Critical Success Factors CSF 1 4) Desert Wind will implement blended learning and will utilize programs such as United Stream, Reading A-Z, Compass Learning, IXL, Etc..	1, 2, 8	Administration, SCEI, Teachers,	Overall student progress in all core subjects.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
Critical Success Factors CSF 1 5) Desert Wind School will implement the Read 180 Reading program to enhance the reading instruction of struggling readers, At Risk Students, and Socioeconomically disadvantaged students.	1, 2, 9	Administrators	Students overall progress in reading.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
Critical Success Factors CSF 1 6) Teachers will implement instructional strategies using STAAR Align instructional material for all all content areas.	1, 2	Administrator, SCEI, Teachers	Students overall progress in benchmark, checkpoints and STAAR			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: 100% of the teachers at Desert Wind school will be highly qualified.

Evaluation Data Source(s) 1: 100% of all teachers at Desert Wind will be highly qualified.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Teachers will complete book studies to enhance their instruction with books such as: Finish Strong, Fundamental 5, Guided Reading by Fontous and Pinnel, Guided Math, ect...</p>		Administration, SCEI,	Walkthrough data			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be trained in Kagan Cooperative Learning Structures to enhance the overall instruction of all students.</p>	1, 2, 3, 4	Administration, SCEI	Walk through data			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: 100% of the teachers at Desert Wind will receive training in the core subjects of reading, math, science and social studies.

Evaluation Data Source(s) 2: Teachers at Desert Wind will attend 3 Professional development sessions throughout the 2016-2017 school year in their core subject.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers at Desert Wind will receive training in empowering writers.	1, 2, 3, 4	Administration, SCEI coaches	Student writing portfolios in grades K-8. Students writing scores on state assessments, district writing initiatives, and benchmarks.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$4,185.80						
Critical Success Factors CSF 1 CSF 7 2) Desert Wind Teachers will be trained in Thinking Maps to improve critical thinking in all core content areas.	1, 2, 3, 4	Administration, SCEI	Administrator Walk through's, student work and portfolios.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 3) Desert Wind Teachers in Grades K-2 will receive training in Write from the Beginning.	1, 2, 3, 4, 9	Administration, SCEI	Student Writing Samples	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00						
Critical Success Factors CSF 1 CSF 7 4) Teachers at Desert Wind will use Answer Blocks to learn and understand the TEKS and to assist with planning.	1, 2, 3, 4	Administration, SCEI	Alignment with lesson plans and lesson delivery Walkthrough's	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00						
Critical Success Factors CSF 1 CSF 4 CSF 7 5) A Team of teachers will attend AVID training to continue learning strategies that will promote college readiness through core curriculum.	1, 2, 3, 4	ADMINISTRATION, SCEI	STAAR TESTS SCORES, BENCHMARKS AND STUDENT POTFOTOLIOS	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$35,000.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: 100% of the teachers at Desert Wind will receive training on best practices in Bilingual education and Special Education.

Evaluation Data Source(s) 3: 100% of the teachers will receive training on best practices in Bilingual and Special Education.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) DWS will train teachers with ELPS, PLDS and Best Practices for ELL students</p>	2, 3, 4, 5, 8	ADMIN, SCEI, Teachers	Increase in ELL students academic achievement			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: 100% of the teachers will receive training best practices for students that are At Risk and/or economically disadvantaged.

Evaluation Data Source(s) 4: 100% of the teachers will receive training best practices for students that are At Risk and/or economically disadvantaged.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Desert Wind School will implement blended learning to meet the needs of At Risk students through the WIN academy.	1, 2, 3, 4, 9	Administration, SCEI, Teachers	Student scores			
	Funding Sources: 211 - Title I, Part A - \$0.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 2) Teachers will be trained to implement Interactive Student Notebooks effectively.	1, 2, 4	Adminiatration, SCEI, Teacher Leaders	Walk through Data, Student ISN's.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: Desert Wind School will increase the number of parent sessions from 5 to 10 throughout the 2016-2017 school year.

Evaluation Data Source(s) 1: Desert Wind will offer 15 parent sessions on various topics to strengthen the relationship between the home and school.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide extended hours in the library to allow parents and students to have an opportunity to use technology and literary materials after hours.</p>	1, 2, 9, 10	Administration, Library Staff, CIS Caseworker	Increase Student Academic Achievement			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Desert Wind School will provide enrichment opportunities for parents and community members through on campus classes that will help their child's academics. Snacks will be purchased for meeting/classes</p> <p>Topics for classes will include: antibullying classes, social/emotional awareness, STAAR testing, SSI, literacy, math, and science.</p>	1, 2, 6	Parent Liason/CIS Counselors Administration	Sign in sheets Campus portfolio			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Desert Wind School will host a variety of information/learning nights for parents and the community such as: math and science night, Literacy night, TSI night, SSI night etc...</p>	1, 2, 6	Administration, Teachers, Counselors, SCE-I CIS	sign in sheets campus portfolio			

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>4) Desert Wind School will provide Drive through Breakfast to communicate with parents on various topics such as: attendance, state assessments, community events etc...</p>	1, 2, 6	Administration, CIS, and teachers	Sign in sheets			
<p align="center">Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: Desert Wind will maintain a 97% attendance rate in the 2016-2017 school year.

Evaluation Data Source(s) 1: Desert Wind School will maintain a 97% attendance rate.

Summative Evaluation 1:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	2	All classrooms at Desert Wind will be equipped with the best technology to implement blended learning and enhance instruction. All classrooms will have a teacher desktop computer, projectors, TI calculators, document cameras, and student computers.
2	3	4	Desert Wind teachers will utilize resources such as "Storyworks" and "Scope" magazines, dictionaries, and thesaurus, to improve reading comprehension of different reading genres and vocabulary.
2	4	1	Teachers in grades K-5 will implement Target the Questions to improve students comprehension of math concepts and skills.
2	22	3	Desert Wind will implement the WIN academy in grades 2-6 to meet the needs of At Risk students. Computers, keyboards, headphones, document cameras, projectors and SD cards will be purchased to implement blended learning through technology in the WIN classrooms.
3	2	1	Teachers at Desert Wind will receive training in empowering writers.
3	2	3	Desert Wind Teachers in Grades K-2 will receive training in Write from the Beginning.
3	4	1	Desert Wind School will implement blended learning to meet the needs of At Risk students through the WIN academy.
3	4	2	Teachers will be trained to implement Interactive Student Notebooks effectively.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	2	All classrooms at Desert Wind will be equipped with the best technology to implement blended learning and enhance instruction. All classrooms will have a teacher desktop computer, projectors, TI calculators, document cameras, and student computers.
2	3	4	Desert Wind teachers will utilize resources such as "Storyworks" and "Scope" magazines, dictionaries, and thesaurus, to improve reading comprehension of different reading genres and vocabulary.
2	4	1	Teachers in grades K-5 will implement Target the Questions to improve students comprehension of math concepts and skills.
2	22	3	Desert Wind will implement the WIN academy in grades 2-6 to meet the needs of At Risk students. Computers, keyboards, headphones, document cameras, projectors and SD cards will be purchased to implement blended learning through technology in the WIN classrooms.
3	2	1	Teachers at Desert Wind will receive training in empowering writers.
3	2	3	Desert Wind Teachers in Grades K-2 will receive training in Write from the Beginning.
3	4	2	Teachers will be trained to implement Interactive Student Notebooks effectively.

State Compensatory

Budget for Desert Wind School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.120.30.39.000.6118	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,090.00
	6100 Subtotal:	\$20,090.00

Personnel for Desert Wind School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel Faudoa	Teacher	CSR 5th Grade	1
Amber Miramon	Teacher	6th grade WIN Program	1
Ana Aguilera	Teacher	4th grade WIN program	1
Berta Lopez	Teacher	Math Intervention	.17
Blanca Gamez	Aide	WIN Program	1
Crystal Ramirez	Teacher	Reading Intervention	.17
Erica Garcia	Teacher	2nd Grade WIN Program	1
Esther Valle	SCE-I	At Risk intervention coach	1
Jaime Perez	Teacher	Math intervention	.17
Janet Cramer	Teacher	Read 180 intervention	.67
Juan Aguirre Espino	Teacher	Writing intervention	1
Judith Huizar	Teacher	Reading Intervention	.17
Maria Carrillo	Teacher	Math intervention	.17
Melanie Orozco	Aide	At Risk intervention	.5
Mona L Acosta	Teacher	At Risk Intervention	.17
Monica Armendariz	Teacher	5th grade WIN Program	1
Monica Hernandez	Teacher	3rd Grade WIN	1
Nayeli Briseno	Teacher	6th Grade WIN Program	1
Paula Lerma	Teacher	Reading Intervention	.17
Rocio	Lomelo	CIS (left in March, 2017)	1
Sandra Nava	SCE-I	At-Risk ELAR intervention	1
Sonia Bonilla	Teacher	CSR (ELAR)	1
Yvette Alvidrez	Teacher	Writing Intervention Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carrie Lavin	Instructional Aide	Student Support	1
Rocio Lomeli	Parent Liason	Family and Community engagement	.5

Campus Improvement Team

Committee Role	Name	Position
Administrator	Patricia Franco	Principal
Administrator	Michele Andha	Assistant Principal
Administrator	Noel Astorga	Assistant Principal
Business Representative	Blanca Topete	PIE Representative
Classroom Teacher	Carmen Barrio	3rd Grade Teacher
Classroom Teacher	Ricardo Bujanda	8th Grade
Classroom Teacher	Edna Cardona	1st Grade Teacher
Classroom Teacher	Vicente Carrillo	PE Teacher
Classroom Teacher	Yvonne Govea	8th Grade Teacher
Classroom Teacher	Paula Lerma	6th Grade Teacher
Classroom Teacher	Alicia Lopez	2nd Grade Teacher
Classroom Teacher	Marisela Lopez	Sped
Classroom Teacher	Cynthia Martiez	7th Grade Teacher
Classroom Teacher	Jeremy Padilla	5th Grade Teacher
Classroom Teacher	Juan Sermenon	Kinder Teacher
Non-classroom Professional	Sara Castillo	Counselor
Non-classroom Professional	Maria De	Counselor
Parent	Patricia Rodriguez	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Texas State College and Career Manual		\$0.00
Sub-Total					\$0.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	22	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$895.00
2	3	1			\$2,200.00
2	3	2			\$20,000.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$500.00
2	3	7			\$10,000.00
2	4	1			\$0.00
2	4	2			\$10,000.00
2	20	1			\$18,000.00
2	22	3			\$500.00
2	22	4			\$0.00
2	22	5			\$0.00
2	22	6			\$10,000.00
3	1	1			\$2,500.00

3	1	2			\$0.00
3	2	1			\$4,185.80
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$35,000.00
3	4	1			\$0.00
3	4	2			\$0.00
4	1	2			\$1,500.00
4	1	4			\$0.00
Sub-Total					\$115,280.80
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$2,000.00
2	11	1			\$0.00
Sub-Total					\$2,000.00
Grand Total					\$117,280.80