

**Socorro Independent School District**  
**Vista Del Sol Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of Vista Del Sol Elementary is to provide students a quality education where students strive for the highest academic achievement, become responsible and productive citizens, and embrace lifelong learning in a collaborative, positive, and safe environment with highly qualified teachers that are reflective and caring.

# Vision

Tomorrow's Leaders Learning Today.

# Value Statement

At Vista Del Sol our core values are: **Trustworthiness** which entails integrity, honesty reliability and loyalty. **Respect** which includes living by the golden rules. Respecting the dignity, privacy, and freedom of others and being courteous and polite. **Responsibility** which means meeting the demands of duty, holding ourselves accountable, pursuing excellence, and maintaining control on oneself. **Fairness** by playing by the rules, being just, impartial and open to different viewpoints and able to share unselfishly with others. **Caring** by being loving, understanding compassionate, and considerate of others feelings. **Citizenship** meaning that we do our part to help the community, play by the rules and respect all laws.

# 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

Gender

Female [309](#) 49.76%

Male [312](#) 50.24%

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Ethnicity

Hispanic-Latino [593](#) 95.49%

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Race

American Indian - Alaskan Native [1](#) 0.16%

Asian 0 0.00%

Black - African American [10](#) 1.61%

Native Hawaiian - Pacific Islander [1](#) 0.16%

White [14](#) 2.25%

Two-or-More [2](#) 0.32%

Special Services (2015 - 2016 Fall PEIMS file loaded  
06/18/2016)

|   | Count              | Percent |
|---|--------------------|---------|
| Top Primary Disabilities                            |                    |         |
| Speech impairment                                   | <a href="#">29</a> | 47.00%  |
| Autism  | <a href="#">11</a> | 18.00%  |
| Learning disability                                 | <a href="#">10</a> | 16.00%  |
| Other health impairment                             | <a href="#">5</a>  | 8.00%   |
| Instructional Settings                              |                    |         |
| Speech Therapy code (00)                            | <a href="#">27</a> | 44.26%  |
| Homebound code (01)                                 | <a href="#">1</a>  | 1.64%   |
| Hospital Class code (02)                            | 0                  | 0.00%   |
| Mainstream code (40)                                | <a href="#">7</a>  | 11.48%  |
| Resource Room codes (41,42)                         | <a href="#">8</a>  | 13.11%  |
| VAC code (08)                                       | 0                  | 0.00%   |
| Off Home Campus codes (91,92,93,94,95,96,97,98)     | 0                  | 0.00%   |
| State School code (30)                              | 0                  | 0.00%   |
| Residential Care codes (81,82,83,84,85,86,87,88,89) | 0                  | 0.00%   |
| Self-Contained codes (43,44)                        | <a href="#">18</a> | 29.51%  |
| Full-Time Early Childhood code (45)                 | 0                  | 0.00%   |

| Student by Program (2015 - 2016 Fall PEIMS file loaded 06/18/2016) | Count               | Percent | Other Student Information (2015 - 2016 Fall PEIMS file loaded 06/18/2016) | Count               | Percent |
|--|---------------------|---------|---|---------------------|---------|
| Bilingual  | <a href="#">176</a> | 28.34%  | At-Risk   | <a href="#">264</a> | 42.51%  |
| English as a Second Language (ESL)                                 | 0                   | 0.00%   | Economically Disadvantaged  | <a href="#">529</a> | 85.19%  |
| Career and Technical Education (CTE)                               | 0                   | 0.00%   | Title I Homeless(*Special Notes*)   | 0                   | 0.00%   |
| Free Lunch Participation   | <a href="#">456</a> | 73.43%  | Immigrant   | <a href="#">1</a>   | 0.16%   |
| Reduced Lunch Participation  | <a href="#">73</a>  | 11.76%  | Limited English Proficient (LEP)  | <a href="#">183</a> | 29.47%  |
| Other Economically Disadvantaged                                   | 0                   | 0.00%   | Migrant   | 0                   | 0.00%   |
| Gifted & Talented  | <a href="#">14</a>  | 2.25%   | Military Connected  | <a href="#">20</a>  | 3.22%   |
| Special Education (SPED)   | <a href="#">61</a>  | 9.82%   | Foster Care   | 0                   | 0.00%   |
| Title 1 Participation  | <a href="#">621</a> | 100.00% | CTE Single Parent/Pregnant Teen   | 0                   | 0.00%   |
| Dyslexia   | <a href="#">4</a>   | 0.64%   | Section 504 (No Section 504 File for 2016)                                | 0                   | 0.00%   |
| Homeless Statuses  |                     |         |   |                     |         |
| Homeless Status Total  | <a href="#">23</a>  | 3.70%   |   |                     |         |
| Shelter  | <a href="#">3</a>   | 0.48%   |   |                     |         |
| Doubled Up   | <a href="#">20</a>  | 3.22%   |   |                     |         |
| Unsheltered  | 0                   | 0.00%   |   |                     |         |
| Hotel/Motel  | 0                   | 0.00%   |   |                     |         |

## Demographics Strengths

Vista Del Sol works to meet the needs of all students. Careful consideration is given to all sub groups to provide students with needed intervention to increase student success. The following are some of the resources and activities used at Vista Del Sol when considering student demographics and needs.

Intersession and summer school, are provided for students in need of extra intervention and acceleration. We work carefully with our master schedule to ensure that the needs of our special populations are being met. Our RTI team meets to work with teachers to provide them support in supporting our students needs. We hired a SCEI Coach to provide intervention to students and support for our teachers. We have 1 at-risk aides, 2 bilingual aides, 5 special education aides, 1 library aide, 2 TIAs, and 2 PE aides to help our campus meet the needs of students from all demographics.

## Demographics Needs

Vista Del Sol is continuously working towards improving all student success. We need to continue to monitor the scheduling for our special education students to ensure success. Teacher implementation of IEP's, behavioral plans, and collaborative teaching with our SPED teachers will continue to grow. We



will carefully monitor ELL's to ensure that they are being academically and socially successful. We will continue to carefully monitor our M1, M2 ELL's to ensure continued success. We need to support 4th and 5th grade social studies to support student learning and growth, in preparation for 8th grade accountability. Our GT program continues to grow as we work at meeting the needs of our GT students.

## Student Achievement

### Student Achievement Summary

Fourth and Fifth grade STAAR scores improved in every area. Third grade scores declined in Reading and Math as far as meeting expectations, but increased in both areas in advanced.

3rd STAAR Math 86.0% met standard 40.9% advanced

3rd STAAR Reading 81.7% met standard 25.8% advanced

4th STAAR Reading 88.8% met standard 24.5% advanced

4th STAAR Math 84.5% met standard 26.8% advanced

4th STAAR Writing 83.7% met standard 25.5% advanced

5th STAAR Reading 96.4% met standard 22.4% advanced

5th STAAR Math 96.4% met standard 12.6% advanced

5th STAAR Science 87.2% met standard 8.3% advanced

### Student Achievement Strengths

Students scoring advanced on third grade Math STAAR increased from 20.4% to 40.9% an increase of 20.5%.

Students meeting the standard on fourth grade Math STAAR increased from 77.9% to 84.5% an increase of 6.7%. Advanced percentage increased by 5.7%.

Students meeting the standard on fourth grade Reading STAAR increased from 81.7% to 88.8%. Advanced percentage increased by 5.3%.

Students meeting the standard on fourth grade Writing STAAR increased from 78.8% to 83.7%. Advanced percentage increased by 21.7%.

Students meeting the standard on fifth grade Math STAAR increased from 81.9% to 96.4% an increase of 14.5%.

Students meeting the standard on fifth grade Reading STAAR increased from 90.5% to 91%. Advanced percentage increased by 2.4%.

Students meeting the standard on fifth grade Science STAAR increased from 83.2% to 87.2% an increase of 4%.

### **Student Achievement Needs**

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

1. The 2015 STAAR data indicates that 3rd grade math decreased by 4.3% and reading decreased by 5.7 %. The root cause of this was one class, where there was a new teacher. She was provided continuous support by our SCEI Coach and her team.
2. Third grade STAAR A Reading was at 60%. The root cause of this is that our students struggled a bit with the computer based assessment. Our special education dept. is working very closely with our SPED population to help increase student success.
3. In fourth grade only one out of the two students taking STAAR Spanish Reading and Writing met expectations and either of these students was successful on Spanish Math, and only 1 of two taking fourth grade reading STAAR A met expectations. In fifth grade Reading STAAR A one of three students met the expectation. In fifth grade Spanish Math and Science we had two students test and neither of them met expectations.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Vista Del Sol Elementary provides students a quality education where students strive for the highest academic achievement, become responsible and productive citizens, and embrace lifelong learning in a collaborative, positive, and safe environment with highly qualified teachers that are reflective and caring. Instruction is a strong facet of our commitment to student success. Instructional alignment is part of how we ensure quality and equity for all students. We are a true community of learners with a welcoming teaching and learning attitude among teachers, students, parents and staff. Data driven instruction ensures that student needs are being met. Parental involvement in our Watch Dog, and volunteer programs, and during family and open house nights are integral part the success of our school.

### **School Culture and Climate Strengths**

Building a community of supportive and encouraging members is key. We work on building up our students and increasing their interest and success. Our students are recognized every nine weeks through our Terrific Kids Assembly. School Spirit and students showing caring and encouragement to one another is a focus during our spirit hallway walks which occur for various reasons throughout the year. Student writing is displayed on our Author's Wall of Fame for parents, teachers, and students to enjoy. Each teacher submits one student's writing to be highlighted every nine weeks. We hold attendance races to encourage attendance from teachers and students. Incentives are given to those that excel in attendance. Our students earn Eagle Bucks for citizenship and are allowed to visit the Eagle Bucks store once a nine weeks to spend them. We encourage good behavior in our cafeteria where our students "Dine With Dignity", and on the playground and in class where we engage in OLWEUS weekly class meetings and work at decreasing bullying situations.

Our staff is supported and appreciated throughout the year which flows over into their classrooms. We take every opportunity to show our appreciation of their hard work and dedication. Teachers are encouraged to build strong professional learning communities among each other. Opportunities for this are created through 9wk planning sessions, PLCs, team building activities, college week and data talks. Good sportsmanship and camaraderie is built and exhibited through events such staff volley ball game. Working together for the success of our students. Our SIT Camps and SIT meetings provide opportunities for campus wide collaboration, problem solving, and celebrations.

Our parents are given many opportunities to provide feedback on customer service and experiences on our campus through our customer service surveys that are available to them at the front desk. Our campus hosts various family nights such as reading, math, science, financial literacy, Reading Fair, SSI, and student performances to encourage community participation. Opportunities to participate with their children at different levels are offered to our parents such as' Community Health Fair, Mother Son Field Day, Grand Parent Day, Kinder Tea Party, Terrific Kids, Field Day, fall carnival, Father Daughter Dance, Art Show, Soccer Team, Girl Scouts, and Robotics.

### **School Culture and Climate Needs**

Vista Del Sol welcomes parents and community members to share in learning opportunities and celebrations. We are working towards improving parent attendance and involvement during parent teacher conference night, family nights, coffee with the principal, and special events. Parental communication will be a focus. The use of our Website, call-out system, monthly calendar and teacher parent conferences will be addressed.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Part of what makes the faculty at Vista Del Sol a strong and effective team is the level at which professional development is offered, maintained, and monitored. In staff development, teachers are taken through an explicit model of what is expected. This training is kept in focus through PLC meetings in which dialog promotes clarification, and refined understanding. Expectations are monitored through walk-through and reminders. As we go forward into the 2016-2017 school year, we will focus on refining, expanding, and promoting teacher mastery of initiatives currently in place to include Kagan Cooperative Learning structures, Balanced Literacy/Guided Reading, Guided Math, Fundamental Five, Response to Intervention through Differentiated Instruction, Brain compatible strategies and resources as defined by Marcia Tate strategies, and district pacing guide and STAAR EOC Readiness. Use of check point data and assessments to support teachers.

### **Staff Quality, Recruitment, and Retention Strengths**

Vista Del Sol will support teachers professional growth: Professional Development opportunities will be offered by our district and campus through out the year. Teachers will be supported in their request for attending PD offered by our region center in the area of need. All teachers new to a grade level, to our campus or to the profession will be provided with an mentor to provide needed support, encouragement and modeling opportunities. Vertical alignment and lesson studies are used to enhance instruction. Power planning days are provided once every nine weeks to encourage and promote support and collaboration among our teachers, SCEI Coach and administrators. We added an hour a week for PLC time for teachers to engage in continuous professional growth, and engage in data talks with Administrators and SCEI Coach. We have strong teachers who willingly open their classrooms to provide model and co-teach opportunities for new teachers. Kilgo structures are implemented and updated in our classrooms to provide teachers with the support and strategies to encourage good classroom management and culture. Teachers are provided with timely feedback on walk through observational data. We show case best practices and celebrate attendance recognition.

### **Staff Quality, Recruitment, and Retention Needs**

This year we lost four teachers. One retired, one moved out of state and two moved to another school in our district close to home, and three teachers moved grade levels. We will provide support and build new teams as we move forward in 2016-2017. We will provide learning opportunities for professional growth and bonding among our grade levels. We are working on increasing the use of our Avid elementary resources. We will begin using Wiley Blevins for Phonics in our lower grades and teachers will receive continuous support in this effort. Johnny Can Spell will be in its second year of use on our campus and our teachers will continue to build their expertise in its use. Teachers will continue with the use of Dyna Sykes foldables, and will receive updates in all of these during PLC time.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

At Vista Del Sol Elementary, we are strong in our commitment to students receiving a quality education with rigorous instructional standards that will adequately prepare them for the college and career of their choice. This is evidenced by the quality of instruction we offer, in the way in which we monitor student progress, and in the deliberate procedures we follow as we use data to make adjustments and provide high quality differentiated and small-group instruction.

Quality instruction is a strong facet of our commitment to student success. Instructional alignment is part of how we ensure quality and equity for all students. Before the beginning of each nine-week period, teachers collaborate on a Week-at-A-Glance (WAG) document that outlines which Student Expectations (SE's) will be explored each week. This level of planning leaves nothing to chance, as teachers work together as a team to help students master outlined expectations. Part of the strength of the WAG lies in the fact that it is a living document. As the weeks progress, teachers meet regularly to determine whether or not a given SE may require more time, less time, or more or less spiral review than had been originally planned for. The use of district pacing guides provided a consistent alignment both horizontally and vertically. This ensured both equity and pacing of instruction.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers use this collected data from District Check Points, TCM, Milestones, I-Station, and Benchmarks in an extremely deliberate and focused way. As student performance and outcomes are examined and analyzed, teachers use the information to make additional adjustments to the WAG. Also this information is an invaluable tool in providing targeted, differentiated instruction. Performance data gives teachers an instructional focus as they follow an “on-the-spot” intervention procedure while delivering whole-group instruction. This data is also the cornerstone of small-group differentiated instruction, allowing teachers to group students according to need and target individual gaps in student learning. As part of an effort to bridge instructional and learning gaps, after-school and intersession tutoring began early in the year, and continued until shortly before state assessments were administered. This allowed an additional opportunity to provide intervention as needed.

As part of an on-going effort to provide help for students needing intervention, our Communities in Schools (CIS) coordinator worked throughout the year with students, following identified students and monitoring their progress. In addition, students were selected through a screening process, and one SCE coach, a library aide, and temporary instructional aides worked with students, providing intervention and instructional support.

All teachers received training in the Fundamental Five. We participated in a district wide training last year and will receive updates during our staff development week. Classroom implementation was rolled out one section at a time as teachers became practiced in using the strategies. All teachers also received training in Kagan Cooperative Learning and we have seen an increase in student engagement in all classrooms. These best practices are a part of our non-negotiable and they are expected in daily lessons and observed during walk-through. We will continue to provide refresher trainings for our new staff.

Balanced Literacy continues to be an area of focus as well as Guided Math and the differentiation of instruction. We will begin the school year with this emphasis and offer extra support sessions on Guided Reading, differentiation of instruction and interventions during our PLC.

To support our Math goals, teachers will come together during PLC along with our SCI coach to plan for our 90 minute math block to include math stations and small group interventions.

This past school year our Kinder-Second grade teams received additional training in the area of ELAR with Johnny Can Spell /Alice Nine. Each grade level sent a representative to Thinking Maps, and United Streaming Trainings offered at Region 19. These were brought back to their grade levels and implemented in classrooms.

Teachers continued to meet to Power Plan for each nine week period. They utilized district pacing guide documents, and the Instructional Focus Document, Lead Forward, Click on TEKS, New Math TEKS Live Binders for math, unpacking the TEKS PLC, in order to identify the depth and specificity of the concept being taught.

### **Curriculum, Instruction, and Assessment Needs**

At Vista Del Sol we are committed to increase teacher knowledge and practice in curriculum knowledge, Instruction and Assessment Needs. We have a monitoring system to keep our LEP, SPED and At-Risk-Students successful, but need to reinforce it. We need a vertically aligned writing structure/process. Accountability for usage of I-Station and TCM needs to be reinforced. Consistent use of Think Through Math needs to be carefully monitored. Opportunities for our SPED students to practice using the tools embedded with in the STAAR A assessment need to be made more available. Consistency of the implementation of the Fundamental Five needs to be reinforced.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Vista Del Sol 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.

### **Family and Community Involvement Strengths**

Vista Del Sol will provide effective communication with parents through family information nights show-casing instructional materials in use in the classroom, student led conferences during the school year to discuss progress in the classroom, monthly parent newsletters, and a monthly calendar sent from the school with current information. We also use our "Call Out" system, and Website to keep our parents informed and up to date. In addition, the Parent Liaison will offer English classes, immigration classes, enrollment into the affordable health care system, nutrition classes to interested parents, and will network with parents to promote all school initiatives. Partner such as; Peter Piper Pizza, Whataburger, Burger King, Sarah's Dairy, Goldie and Gus, Chihuahuas Baseball, Pepsi,Olive Garden, Speedy Pizza, Cicis Pizza, Duncan Doughnuts, Krispy Kreams, El Paso Kids Directory, Canes Chicken, Molina Health Care, Neighborhood Emergency, El Paso Public Libraries, Menche, Walgreens, and Walmart. We invite community members to take part in our Career Day, Community Health Fair and Fall Carnival. Every effort is made to ensure parental participation in ARD's and 504's.

A Watch D.O.G.S. ( Dads of Great Students) program was implemented, and participation in the program has remained steady. Attendance at Mother/daughter, father/son conferences was encouraged, with many Vista Del Sol parents participating.

### **Family and Community Involvement Needs**

Our Campus recognizes that improvement is always possible and necessary. In order to improve parental and community engagement, we will hold STAAR and family nights, invite parents to have coffee with the principal, continue to keep on staff a Parent Liaison, and support a parent volunteer program. This parent volunteer program will allow two-way, meaningful communication involving student academic learning and school activities. A system of communication to keep parents informed of RTI minutes and recommendations needs to be more consistent. We need iincreased opportunities for community involvement.

## **School Context and Organization**

### **School Context and Organization Summary**

We will organize ourselves in such a way that 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.

### **School Context and Organization Strengths**

To ensure that each faculty and staff member is doing his/her specified part towards meeting district and campus goals we have: Consistently communicated objectives through faculty and SIT meetings, provided teachers with clear expectations regarding their duties and the part they play in goal objectives and strategies, maintained a system of walk-through and provided feedback for instructional staff, ensure that each faculty and staff member is held accountable in meeting district and campus expectations and goals, follow the Fundamental Five strategy of framing the lesson, but using it to frame our Staff meetings and PD, integrating the five district Strategic Directions into our PD, meetings, PLC, and in organizing and documenting our STI minutes.

### **School Context and Organization Needs**

This year, Vista Del Sol will ensure better accountability for all by: Setting clear, non-negotiable expectations, continuing our pattern of teacher/staff walk-through, reinforcing excellence in job performance by implementing consistent recognition of those that go above and beyond, exceeding expectations in performance of their duties.

# **Technology**

## **Technology Summary**

We understand that technology is ever changing and Vista Del Sol is committed to creating 21st century learners, by integrating technology as a dynamic part of every classroom. Teachers will be provided support to implement and increase student knowledge and skills through blended learning opportunities.

## **Technology Strengths**

Vista Del Sol provides support to students and faculty and staff in the area of technology and strives to ensure that skills are developed and refined, increasing abilities and practices. We have done the following and will continue to support technology at our school. We have added second computer lab, purchased mini lap tops, purchased iPads, purchased tablets, budgeted for new desk top computers to replace Thin Cline, plan to move Thin Cline computers into the classrooms. We will continue to utilize I-Station, as an instructional and assessment tool. We make use of effective computer based instructional sights and tools to bring and enriching and strategic approach to learning some of these include: Think Through Math, Brain Pop, Tumble Books, Book Flicks, United Steaming, Eduphoria, Tyler, Star Fall, Target the Question, Lone Star Virtual Learning, Power Point, Active Primary, Cahoots, Olweus lessons, publisher, Microsoft Word, Scholastic Messenger, Twitter, Pearson Social Studies Adoption of digital text book, Fusion Virtual Science Labs, and Envision math video lessons.

## **Technology Needs**

We will continue to purchase needed computers and mini lap tops to meet our campus needs and bring in professional development from the district IO. Continue and increase the introduction of coding to our students. We will incorporate blended learning into our classroom. We will increase computer based projects with students.

# 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
- 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data
- Attendance data
- Discipline records

### **Employee 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

### **Parent/Community Data**

- Parent 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
- Budgets/entitlements and expenditures data
- Study of best practices
- 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: Objective 1.1**

For the 2016-2017 school year, Vista Del Sol will develop and implement a plan of action to ensure that its stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by 10%.

**Evaluation Data Source(s) 1: Complete Effective Plan**

Successful drills

Survey

Climate Survey given to students, teachers, and parents.

**Summative Evaluation 1:**

| Strategy Description   | Title I | Staff Responsible  | Evidence that Demonstrates Success   | Formative Reviews                         |     |     |
|--|---------|--|--|---|-----|-----|
|  |         |  |  | Nov                                       | Jan | Mar |
| 1) 1.1.1 Working together with the Emergency Response Team (ERT), Vista Del Sol will refine, edit, and revise the current Emergency Operations Plan (EOP).   | 1, 2    | EOP Administrator and Team   | Completed plan, Sign in Sheets, Successful drills, Surveys                                     |   |     |     |
|  |         |  |  | Funding Sources: 199 - General - \$50.00  |     |     |
| 2) 1.1.2 Once each nine weeks, the Emergency Response Team will engage in a "table-top" scenario exercise designed to assess team's preparedness and understanding of EOP procedures.                      | 1, 2    | EOP Administrator and Team   | Improved awareness and preparedness on the part of the ERT.                                    |   |     |     |
| 3) 1.1.3 We will increase the number of campus cameras from 10 to 15. The new cameras will be placed in high risk areas.   | 1, 2    | Administration   | Reduction of incidents in high risk areas  |   |     |     |
| 4) 1.1.4 Hall Pass Monitoring system will be utilized to identify and approve the presence of guests at the campus and to keep track of district and campus personnel on campus. Guests will also sign in. | 1, 2    | Monitors and office personnel accountable for using the hall pass system will be well trained. | All guests will be given a sticker badge to wear when on campus. Sign in binders will be kept. |   |     |     |
|  |         |  |  | Funding Sources: 199 - General - \$350.00 |     |     |
| 5) 1.1.5 Watch Dogs program will be implemented to promote student safety around the campus.   | 1, 2, 6 | Administration Librarian   | Decrease of safety incident reports in high risk areas.  |   |     |     |
| 6) 1.1.6 SISD Police On site patrol will be utilized to promote safety on campus and perimeter of campus.  | 1, 2    | Administration SISD Office   | Decrease in Safety Concerns and reports  |   |     |     |

|   |  |                             |  |  |  |  |
|---|--|-----------------------------|--|--|--|--|
| 7) 1.1.7 Student safety will be monitored by having teachers and administrators, monitoring playground, hallway, and parking lot on a daily basis before school. Monitors and cross guards will help ensure student safety. | 1, 2, 3                                      | Administration and teachers | Decrease of Safety Incidents on campus before school |  |  |  |
|   | Funding Sources: 199 - General - \$10,781.00 |                             |  |  |  |  |
| 8) 1.1.8 Student safety will be monitored in the cafeteria and playground during lunch and recess hours.  | 1, 2   | Administration              | Decrease of safety incident reports                  |  |  |  |
| = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue   |  |                             |  |  |  |  |

**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:** Objective 1.2

For the 2016-2017 school year the number of bullying related incidents will be no more than 6.

**Evaluation Data Source(s) 2:** Olweus Anti-Bullying Survey  
Number of Bullying Referrals

**Summative Evaluation 2:**

| Strategy Description   | Title I  | Staff Responsible                                 | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|--|----------|---|---|-------------------|-----|-----|
|  |          |   |   | Nov               | Jan | Mar |
| 1) 1.2.1 Conduct presentations and/or trainings and class meetings to promote a safe environment through implementation of the Olweus Bullying Program.  | 1, 2, 3  | Counselor<br>Teachers                             | Decrease in bullying reports / referrals by 5%.   |                   |     |     |
| 2) 1.2.2 Counselor will present a review staff development session before school begins to review expectations regarding the full implementation of the OLWEUS Bullying Prevention Program to include: participation in anti-bullying kickoff, weekly class meetings / lessons, reporting protocol of incidents of bullying. | 1, 2, 10 | Administration<br>Guidance Counselor              | Increased Awareness of bullying and prevention. Documentation of Class meetings.  |                   |     |     |
| 3) 1.2.3 Instructional staff will monitor the implementation of the OLWEUS Program through purposeful classroom walk through during weekly class meetings / lessons.   | 1, 2, 10 | Administration,<br>Counselor, Curriculum<br>Coach | Consistent OLWEUS lessons verified by walk through observations, and a decrease in bullying reports by 5%.                                |                   |     |     |
| 4) 1.2.4 Every Monday, teachers will receive a reminder to conduct Olweus meetings through morning announcements   | 1, 2, 10 | Administration,<br>Counselor                      | Consistent weekly Olweus classroom presentations. Walk through observations during class meetings will reflect 100% school participation. |                   |     |     |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue  |          |   |   |                   |     |     |




















**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:** Objective 1.3

For the 2016-2017 school year, the total number of disciplinary incidents at Vista Del Sol will decrease from 19 to no more than 15.

**Evaluation Data Source(s) 3:** Number of discipline referrals

**Summative Evaluation 3:**

| Strategy Description  | Title I    | Staff Responsible                   | Evidence that Demonstrates Success    | Formative Reviews   |   |   |
|---|------------|-------------------------------------|---------------------------------------|---|---|---|
|   |            |                                     |                                       | Nov   | Jan   | Mar   |
| 1) 1.3.1 Teacher will be trained in the Quadrant system to document student behavior interventions  | 1, 2, 4    | Administration , Counselor          | Decrease student referrals            |  |  |  |
| 2) 1.3.2 Teachers will implement the Quadrant system throughout the school year.  | 1, 2       | Administration, Counselor, Teachers | Decrease in student referrals         |  |  |  |
| 3) 1.3.3 Administration will train and review school wide procedures and campus expectations with teachers and monitors.  | 1, 2, 4, 9 | Administrations, Teachers           | Decrease in student referrals         |  |  |  |
| 4) 1.3.4 Teachers, monitors, and administration will reinforce school wide procedures on a daily basis. Reinforcement will include reminders of expectation on morning announcements, reminders from teachers, and reminders during redirection of student behavior.  | 1, 2, 9    | Administration, Teachers, Monitors  | Decrease student discipline referrals |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |            |                                     |                                       |   |   |   |

**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 4:** Objective 1.4

For the 2016-2017 school year, Vista Del Sol will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 4:** Safety binder will contain all evidence and required documentation of successful drills, and emergency scenarios.

**Summative Evaluation 4:**

| Strategy Description   | Title I | Staff Responsible                            | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|---------|--|--|-------------------|-----|-----|
|  |         |  |  | Nov               | Jan | Mar |
| 1) 1.4.1 The Emergency Response Team (ERT) will meet monthly to review practices to ensure that all EOP procedures and drills are being implemented  | 1, 2    | Administration, Emergency Response Team,     | Emergency Drill documentation of successful drills.  |                   |     |     |
| 2) 1.4.2 Vista Del Sol Elementary will conduct the following drills to ensure emergency preparedness: Monthly: Fire/Evacuation, Once per semester: Lock down, Severe weather drill, Shelter in place drill, reverse evacuation and blocked evacuation. | 1, 2    | Assistant Principal/ Emergency Response Team | Drill documentation of Increase in efficiency of response time by improving time by 5 seconds. |                   |     |     |
| 3) 1.4.3 The ERT will meet twice per each nine weeks to review aspects of the EOP, debrief any drills conducted, and make recommendations.   | 1, 2    | Assistant Principal/Emergency Response Team  | Increased efficiency of emergency response time  |                   |     |     |
| = 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 1: Objective 2.1**

Vista Del Sol will develop and implement a College and Career Ready Strategic Plan. Five specific activities and events will address this. 1. College is Knowledge Thursday's: College Facts during morning announcements and College T-shirt.

2. College Week November 07-11, 2016

3. Local College ( UTEP, EPCC, NMSU) Field Trip by April. 4. College Comes Into the classrooms (Presenters) by Jan. 5. Student Led College Showcase Displays, by October.

**Evaluation Data Source(s) 1:** Increased knowledge and participation in college bound information and activities. Review of activities.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

| Strategy Description  | Title I    | Staff Responsible                    | Evidence that Demonstrates Success                                       | Formative Reviews |     |     |
|---|------------|--------------------------------------|--|-------------------|-----|-----|
|   |            |                                      |  | Nov               | Jan | Mar |
| 1) 2.1.1 During the fall semester, a committee will be formed to study the requirements of College and Career Ready Strategic Plan.   | 1, 2, 8, 9 | Counselor, and administration        | Strategies outlined in plan are used in classrooms.                      |                   |     |     |
| <b>State System Safeguard Strategy</b><br>2) 2.1.2 At the beginning of the spring semester, the committee will meet to outline and implement a College and Career Ready Strategic Plan. | 1, 2       | Counselor, and administration        | Increased knowledge of the direction of a college and career ready plan. |                   |     |     |
| <b>State System Safeguard Strategy</b><br>3) 2.1.3 Following the completion of April STAAR testing, the committee will meet to review the College and Career ready plan.                | 1, 2       | Counselor, administration, committee | Student participation, implementation of events and activities           |                   |     |     |
| = 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:** Objective 2.2

For the 2016-2017 school year, 100% of Vista Del Sol students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 2:** All students in proper placement

**Summative Evaluation 2:**

| Strategy Description  | Title I  | Staff Responsible                   | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|---|----------|-------------------------------------|--|-------------------|-----|-----|
|   |          |                                     |  | Nov               | Jan | Mar |
| 1) 2.2.1 Administration will require documentation from PEIMS specialist confirming that all students have been placed in grade levels and learning environments that will allow them the greatest opportunity for success. | 2, 9, 10 | PIEMS/SCHED Administration          | Reports from PIEMS specialist  |                   |     |     |
| 2) 2.2.2 LPAC administrator will consistently review student placement with LPAC committee as outlined by timelines provided by Bilingual Department.   | 1, 9, 10 | LPAC administrators                 | Record of LPAC meetings  |                   |     |     |
| Funding Sources: 199 - General Fund: Bilingual - \$3,700.00   |          |                                     |  |                   |     |     |
| 3) 2.2.3 Substitutes will be provided so that a certified teacher may provide a multi-intelligence approach to improve critical thinking in the GT population for 1.5 hours per week.                                       | 1, 9, 10 | GT Coordinator                      | substitute reports, student attendance records, teacher lesson plans, GT Testing record, special projects, GT Showcase |                   |     |     |
| Funding Sources: 199 - General: Gifted and Talented - \$500.00  |          |                                     |  |                   |     |     |
| 4) 2.2.4 Students identified as having characteristics of dyslexia will be progress monitored and documented through the Response to Intervention (RTI) committee.  | 1, 9, 10 | Dyslexia provider, RTI team         | Dyslexia teacher's report/ EOY Wilson Assessment   |                   |     |     |
| 5) 2.2.5 Co teaching and pull out instructional opportunities for special education students. SLU unit will provide a self contained environment for students requiring that service  |          | Administration; Special Ed. Teacher | ARD's; Lesson Plans  |                   |     |     |
| = 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 3:** Objective 2.3

By January 2017, Vista Del Sol shall increase the number of students achieving advanced in the areas of Math, Reading, Science and Writing on the State Assessment. The number of students meeting overall campus advance performance will increase in student state assessment in reading from 25% to 27%, in math from 26% to 28%, in writing by 26% to 28%, and in science by 8% to 15%.

**Evaluation Data Source(s) 3:** Improved assessment results as compared to last year.

**Summative Evaluation 3:**

| Strategy Description   | Title I        | Staff Responsible                    | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|----------------|--------------------------------------|--|-------------------|-----|-----|
|  |                |                                      |  | Nov               | Jan | Mar |
| 1) 2.3.1 Implement and follow District Pacing Guide 2016-2017 in grades K-5 to ensure vertical alignment in Pre-K through fifth grade as well as alignment with district's nine weeks assessments.   | 1, 2, 3, 8, 9  | Administration, SCEI Coach, Teachers | Increase in benchmark data, District's checkpoints and nine weeks assessments scores |                   |     |     |
| 2) 2.3.2 Provide tutorials in math, reading, science, and writing afterschool, Saturdays and during intersession.  | 1, 2, 3, 8, 9  | Teachers, SCEI Coach                 | Increase in benchmark data, District's checkpoints and nine weeks assessments scores |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - \$3,600.00, 199 - General Fund: Bilingual - \$4,000.00  |                |                                      |  |                   |     |     |
| 3) 2.3.3 Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks and testing materials in the areas of Reading, Writing, Science and Social students to increase student academic achievement such as mentoring Minds/Critical Thinking for life in the areas of Reading, Math, Science, and writing; Curriculum Associates STAAR Ready Instruction for Reading, Peoples Education Measuring up Express for Math and reading, Barnes and Nobel, Teacher Created Materials Focused intervention Focused Math Intervention, Lone STAR Math Target the Question Target the TEKS , STEMScopes for science and IX Math and Grammar. | 1, 2, 9, 10    | Administration, SCEI Coach           | Increase benchmark data, District's checkpoints and nine weeks assessments scores    |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - \$5,000.00  |                |                                      |  |                   |     |     |
| 4) 2.3.4 Substitutes will be provided so that a certified teacher may provide a multi-intelligence approach to improve critical thinking in the GT population for GT Testing, Special Projects/Show Case   | 1, 3, 9        | GT Coordinator                       | progress on yearly projects  |                   |     |     |
| Funding Sources: 199 - General: Gifted and Talented - \$1,750.00   |                |                                      |  |                   |     |     |
| 5) 2.3.5 Provide small group interventions to our at-risk students by hiring SCEI coaches, a library aide, 2 temporary instructional aides, and 1 bilingual aide and provide them appropriate training.  | 1, 2, 3, 9, 10 | Administration, SCEI Coach           | Increase in data, District's checkpoints and nine weeks assessments scores.          |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - \$67,556.28, 211 - Title I, Part A - \$10,982.00  |                |                                      |  |                   |     |     |

|   |                |                            |  |  |  |  |
|---|----------------|----------------------------|--|--|--|--|
| 6) 2.3.6 Vista del Sol will purchase Balance Literacy, Differentiated Instruction, Guided Math, Kagan, and STAAR materials.   | 1, 3, 8, 9, 10 | Administration, SCEI Coach | Increase in benchmark data, District's checkpoints and nine week assessment scores |  |  |  |
| Funding Sources: 211 - Title I, Part A - \$7,000.00, 199 - General Fund: Bilingual - \$850.00   |                |                            |  |  |  |  |
|  = 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:** Objective 2.4

For the 2016-2017 school year, Vista Del Sol will improve its student state assessment scores in Reading from 87.4% to 89%.

**Evaluation Data Source(s) 4:** Increased STAAR Reading Scores, Bench Mark Scores, Checkpoint Scores

**Summative Evaluation 4:**

| Strategy Description   | Title I   | Staff Responsible                        | Evidence that Demonstrates Success  | Formative Reviews   |   |   |
|--|---|--|---|---|---|---|
|  |   |  |   | Nov   | Jan   | Mar   |
| 1) 2.4.1 Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks and testing materials in the areas of Reading to increase student academic achievement such as mentoring Minds/Critical Thinking for life in the areas of Reading, Curriculum Associates STAAR Ready Instruction for Reading, Peoples Education Measuring up Express for reading, Barnes and Nobel, Teacher Created Materials Focused Reading STAAR Masters reading, Kamico reading games and SISD Printshop. | 1, 2, 9, 10   | Administration and SCEI Coach            | Increase Benchmark, District's checkpoints and nine week assessment scores. |    |    |    |
|  | Funding Sources: 199 - General Fund: SCE - \$6,000.00 |  |   |   |   |   |
| 2) 2.4.2 Vista Del Sol Will provide an At-Risk aide to provide struggling students with small group instruction to include reading, and ensure that their needs are being met  | 1, 2, 3, 8, 9   | Administration, At-Risk Aide, SCEI Coach | Increase Benchmark, District's checkpoints and nine week assessment scores. |    |    |    |
| 3) 2.4.3 Provide tutorials in reading, after school, Saturday, and during intersession   | 1, 2, 3, 8, 9, 10                                     | Teachers and SCEI Coach                  | Increase Benchmark, District's checkpoints and nine week assessment scores. |   |   |   |
| 4) 2.4.4 monitor performance data in reading through the use of Eduphoria and data talk during PLCs.   | 1, 2, 3, 8, 9, 10                                     | Teachers, Administration, SCEI Coach     | Eduphoria data reports and data analysis                                    |  |  |  |
|  = 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:** Objective 2.5 For the 2016-2017 school year, Vista Del Sol will improve its student state assessment scores in Mathematics from 89.4% to 91%.

**Evaluation Data Source(s) 5:** Increase in STAAR Math Scores, Benchmark scores, Checkpoint and nine week assessment scores

**Summative Evaluation 5:**

| Strategy Description   | Title I           | Staff Responsible                        | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|--|-------------------|--|---|-------------------|-----|-----|
|  |                   |  |   | Nov               | Jan | Mar |
| 1) 2.5.1 Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks and testing materials in the Math to increase student academic achievement including Mentoring Minds/Critical Thinking; Math, Curriculum Associates Math, STAAR Ready Instruction for Math, Peoples Education Measuring up Express for Math, Teacher Created Materials Focused intervention Focused Math Intervention, Lone STAR Math Target the Question Target the TEKS and Kamico Math Games and GF Educators Step up to the test. | 1, 2, 8, 9, 10    | Administration and SCEI Coach            | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 2) 2.5.2 Provide small group interventions to our at-risk students by hiring a SCEI Coach, a library aide, at-risk aide, 1 BIL aide, and 2 TIAs  | 1, 2, 3, 9, 10    | Administration, and SCEI Coach           | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 3) 2.5.3 Vista Del Sol will provide an at-risk aide to provide struggling students small group instruction in math, and ensure their needs are being met   | 1, 2, 3, 8, 9, 10 | Administration and SCEI Coach            | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 4) 2.5.4 Provide tutorials in math after school, Saturdays and during intersession.  | 1, 2, 3, 8, 9, 10 | Teachers, Administration and SCEI Coach  | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - \$5,820.00  |                   |  |   |                   |     |     |
| 5) 2.5.5 Monitor performance data in math through the use of Eduphoria   | 1, 2, 3, 8, 9, 10 | Administration, SCEI Coach, and teachers | Eduphoria data reports and data analysis                                    |                   |     |     |
| = 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 6:** 2.6 For the 2016-2017 school year, Vista Del Sol will improve its student state assessment scores in Science from 87.2% to 89%.

**Evaluation Data Source(s) 6:** Increase in STAAR Science scores, benchmark scores, checkpoint and nine week scores

**Summative Evaluation 6:**





















| Strategy Description  | Title I           | Staff Responsible                      | Evidence that Demonstrates Success  | Formative Reviews   |   |   |
|---|-------------------|--|---|---|---|---|
|   |                   |  |   | Nov   | Jan   | Mar   |
| 1) 2.6.1 Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks and testing materials in the areas of Science to increase student academic achievement to include mentoring Minds/Critical Thinking for life Science, Curriculum Associates STAAR Ready Instruction for Science, Peoples Education Measuring up Express for Science, Teacher Created Materials Focused intervention Focused Science, Intervention, STEMSCopes for science and SISD Print shop. | 1, 2, 3, 8, 9, 10 | Administration and SCEI coach          | Increase Benchmark, District's checkpoints and nine week assessment scores. |    |    |    |
| 2) 2.6.2 Provide a Science Lab in which teachers are scheduled to bring students in and guide them through investigations aligned to Student Expectations as mandated by Texas Essential Knowledge and Skills (TEKS) criteria   | 1, 2, 3, 8, 9     | SCEI Coach and Campus Teachers         | Increase Benchmark, District's checkpoints and nine week assessment scores. |    |    |    |
| 3) 2.6.3 Provide small group interventions to our at-risk students by hiring a SCEI Coach, a library aide, at-risk aide, BIL aide, and 2 TIAs   | 1, 2, 3, 8, 9, 10 | Administration and SCEI Coach          | Increase Benchmark, District's checkpoints and nine week assessment scores. |    |    |    |
| 4) 2.6.4 Monitor performance data in math through the use of Eduphoria and data talks during PLCs.  | 1, 2, 3, 8, 9, 10 | Administration SCEI Coach and teachers | Eduphoria data reports and data analysis                                    |  |  |  |
|  = 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 7: 2.7** For the 2016-17 school year, Vista Del Sol will improve its student state assessment scores in Writing from 83.7% to 85%.

**Evaluation Data Source(s) 7:** Increase in STAAR Writing Scores

**Summative Evaluation 7:**

| Strategy Description  | Title I           | Staff Responsible                    | Evidence that Demonstrates Success   | Formative Reviews   |   |   |
|---|-------------------|--------------------------------------|--|---|---|---|
|   |                   |                                      |  | Nov   | Jan   | Mar   |
| 1) 2.7.1 Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks in Writing to increase student academic achievement to include Mentoring Minds/Critical Thinking for life writing; Curriculum Associates STAAR Ready Instruction for Writing, Peoples Education Measuring up Express Writing and SISD Printshop and Empowering Writers, and FROG Publications.   | 1, 2, 3, 8, 9, 10 | Administration and SCEI Coach        | Increase Benchmark, District's checkpoints and nine week assessment scores.                      |    |    |    |
| 2) 2.7.2 Provide small group interventions to our at-risk students by hiring a SCEI Coach, a library aide, at-risk aide, BIL aide, and 2 TIAs   | 1, 2, 3, 8, 9, 10 | administration and SCEI Coach        | Increase Benchmark, District's checkpoints and nine week assessment scores.                      |    |    |    |
| 3) 2.7.3 Vista Del Sol will implement a Writer's Workshop framework using a variety of mentors, books, and strategies from Empowering Writers during the Daily Five.  | 1, 3, 4, 9        | Administration, SCEI Coach, teachers | Increase overall writing on campus, Increase in Author's wall participation in class and cacmpus |    |    |    |
| 4) 2.7.4 Provide tutorials in writing, after school, Saturdays and during intersession  | 1, 2, 3, 4, 9     | Administration, SCEI Coach, teachers | Increase Benchmark, District's checkpoints and nine week assessment scores.                      |   |   |   |
| 5) 2.7.5 Monitor performance data as related to instruction in Writing through the use of Eduphoria and data talks during PLCs.   | 1, 2, 8, 9        | Administration, SCEI Coach, teachers | Eduphoria data reports and data analysis   |  |  |  |
|  = 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 8: 2.8** By the end of 2017 academic year Vista Del Sol will decrease the number of students in TIER III at EOY Istation Reading overall campus performance from 55 to 40. We will decrease the number of students in TIER III in math overall campus performance from 8 to 5, to indicate an overall improvement in student district assessments.

**Evaluation Data Source(s) 8:** BOY, MOY, EOY Istation and TCM testing, 9 weeks assessments and District Milestones

**Summative Evaluation 8:**

| Strategy Description   | Title I           | Staff Responsible                          | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|--|-------------------|--|---|-------------------|-----|-----|
|  |                   |  |   | Nov               | Jan | Mar |
| 1) 2.8.1<br>Purchase instructional supplies and materials, technology equipment or tools, library books, electronic books such as book flicks and testing materials in the areas of Reading and Math. Barnes and Nobel, Teacher Created Materials Focused intervention Focused Math Intervention, Lone STAR Math Target the Question Target the TEKS, IXL Math and Grammar, and Kamico learning games and STARfall and learning manipulatives for math, phonics, reading, and writing. | 1, 3, 7, 8, 9     | Administration, SCEI Coach, Teachers       | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 2) 2.8.2 Provide small group interventions to our at-risk students by hiring a SCEI Coach, a library aide, at-risk aide, BIL aide, and 2 TIAs.   | 1, 3, 7, 8, 9     | Administration, SCIE Coach, TIAs, teachers | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 3) 2.8.3 Provide tutorials afterschool, Saturdays and during intersession  | 1, 3, 8, 9        | Administration, SCEI Coach, Teachers       | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 4) 2.8.4 Vista Del Sol will provide an At-Risk aide to provide struggling students small group instruction in Math and ELAR, and ensure that their needs are being met.  | 1, 3, 7, 8, 9, 10 | Administration, SCEI Coach, TIAs, Teachers | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| 5) 2.8.5 Monitor performance data on Milestones in ELAR, Math, Istation and Eduphoria  | 1, 7, 8, 9        | Administration, SCEI Coach, teachers       | Increase Benchmark, District's checkpoints and nine week assessment scores. |                   |     |     |
| = 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 9:** 2.9 By the end of 2017 academic year Vista Del Sol will increase the amount of time students access district data bases and resources. To support the school's endeavor to create 21st century learners, by providing a (COW) mobile computer lab. We will purchase materials /technology equipment to increase student academic achievement.

**Evaluation Data Source(s) 9:** Student/teacher surveys will be conducted pre-survey in Sept. 2016, and post survey in April 2017.

**Summative Evaluation 9:**

| Strategy Description  | Title I  | Staff Responsible        | Evidence that Demonstrates Success               | Formative Reviews |     |     |
|---|--|--------------------------|--|-------------------|-----|-----|
|   |  |                          |  | Nov               | Jan | Mar |
| 1) 2.9.1 VDS will purchase 30 laptops to refurbish our existing COW (computers on wheels). We will use sources such as DELL, SHI-Government Solutions, and Pro Computing to meet this need. | 1, 2, 3, 5, 9, 10                                    | Bonnie Sherrod Librarian | Student use and accessibility to new technology. |                   |     |     |
|   | Funding Sources: 211 - Title I, Part A - \$17,850.00 |                          |  |                   |     |     |
| = 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:** Objective 3.1

For the 2016-2017 school year, at least 9 observed teachers will score proficient as measured by T-Tess.

**Evaluation Data Source(s) 1:** Students scores will reflect the instructional effectiveness of Vista del Sol Teachers.

**Summative Evaluation 1:**

| Strategy Description   | Title I       | Staff Responsible             | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|--|---------------|-------------------------------|---|-------------------|-----|-----|
|  |               |                               |   | Nov               | Jan | Mar |
| 1) 3.1.1 Feedback will be provided to teacher reflecting walkthroughs, T-Tess, etc. in a timely manner. Resources, reflection opportunities, and suggestions for instructional improvements/adjustments will be offered. | 1, 2, 3, 4, 5 | Administration and SCIE Coach | Increased Rigor in classrooms as well as Increased student success in the classroom.                              |                   |     |     |
| 2) 3.1.2 Principal and Assistant Principal will be in classrooms weekly. Each administrator will provide a minimum of five teachers per week with walkthrough feedback.  | 1, 2, 3       | Administration                | Improve Teacher instruction and T-Tess evaluation   |                   |     |     |
| 3) 3.1.3 Principal and Assistant Principal will have coaching sessions with the teachers as they use the new T- Tess evaluation system.  | 1, 2, 3, 4, 5 | Administration and Teachers   | Improve Teacher understanding of T-Tess evaluation system. Improve communication with Teacher and Administration. |                   |     |     |
| = 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 2:** Objective 3.2

For the 2016-2017 school year, Vista Del Sol will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** There will be qualified Teachers in all classrooms.

**Summative Evaluation 2:**

| Strategy Description   | Title I    | Staff Responsible   | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|------------|---|--|-------------------|-----|-----|
|  |            |   |  | Nov               | Jan | Mar |
| 1) 3.2.1 Vista Del sol will ensure that all references are checked and all certifications are in place before any teacher is recommended for employment. | 2, 3, 4, 5 | Administration  | Qualified Teacher in every classroom.  |                   |     |     |
| 2) 3.2.2 Teachers will be offered opportunities for on-going professional development in the content areas in which they teach.                          | 1, 2, 3, 5 | Teachers, Administration and District Instructional Specialist. | Copies of Teacher Certificates and Implementation of new learning.                   |                   |     |     |
| 3) 3.2.3 New teachers will meet once each nine-weeks with the Instructional Team to discuss campus procedures, policies, and instructional issues.       | 1, 3, 5    | Instructional Team  | Sign In sheets, agendas and student success based progress reports and report cards. |                   |     |     |
| = 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:** Objective 3.3

During the 2016-2017 school year, Vista Del Sol will offer at least 20 professional development opportunities for employees to promote continued growth and learning. Opportunities to include Region 19, and SISD professional development.

**Evaluation Data Source(s) 3:** Teacher report.

**Summative Evaluation 3:**

| Strategy Description   | Title I | Staff Responsible                       | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|--|---------|---|---|-------------------|-----|-----|
|  |         |   |   | Nov               | Jan | Mar |
| 1) 3.3.1 Provide staff-development opportunities in order to ensure academic achievement for all students to include Differentiated Instruction and Fundamental Five/Balanced Literacy. Teachers will attend Alice Nine trainings. | 1, 3, 5 | Administration, SCIE Coach and Teachers | Teacher implementation and evidence of staff developments in the classroom.           |                   |     |     |
| 2) 3.3.2 Teachers will meet regularly with SCEI coach to review current instructional initiatives and to receive training in any new professional development information.   | 1, 3, 5 | Administration and SCEI Coach.          | Teachers will provide feedback during PLC'S   |                   |     |     |
| 3) 3.3.3 Teachers will be offered opportunities for on-going professional development in the content areas in which they teach.  | 1, 3, 5 | Administration and SCEI Coach           | Teacher Certificates will serves as evidence of attendance and Classroom Instruction. |                   |     |     |
| = 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 4:** Objective 3.4

By the end of the 2016-2017 school year, 100% of Vista Del Sol teachers will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 4:** 100% of Strategies outlined in plan are used in classrooms.

**Summative Evaluation 4:**

| Strategy Description   | Title I  | Staff Responsible                    | Evidence that Demonstrates Success   | Formative Reviews |     |     |
|--|----------|--------------------------------------|--|-------------------|-----|-----|
|  |          |                                      |  | Nov               | Jan | Mar |
| 1) 3.4.1 During orientation training, teachers will receive a review of the house Bill 5 training they received in 2016-2017 school year.  | 2, 4, 10 | Administration                       | Demonstration of teacher knowledge at parent conferences, RTI meetings             |                   |     |     |
| 2) 3.4.2 The attendance committee will meet each nine weeks to review student attendance, refer students for attendance make-up sessions, and gather information to report to respective grade levels regarding attendance issues in accordance with the requirements of House Bill 5. Teachers will be kept informed of the progression of these activities and how these relate to House Bill 5. | 2, 10    | Administration, attendance committee | improved student attendance, improved teacher awareness and parental communication |                   |     |     |
| = 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:** 4.1 During the 2016-2017 school year, Vista Del Sol will offer a minimal of 6 of collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education .

**Evaluation Data Source(s) 1:** Evaluative review sign in sheets and attendance at school activities and events.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

| Strategy Description  | Title I | Staff Responsible             | Evidence that Demonstrates Success                   | Formative Reviews |     |     |
|---|---------|-------------------------------|--|-------------------|-----|-----|
|   |         |                               |  | Nov               | Jan | Mar |
| 1) 4.1.1 Vista del Sol will provide Family School Events to increase parent knowledge about school curriculum and instructional strategies and to promote positive relationships through activities such as,<br><br>Terrific Kids<br>Open House<br>Donuts for Dads<br>Coffee with the Principal<br>Under the STAARS Night<br>Math and Science Night<br>Literacy Night<br>Grandparents Celebration<br>Parent Information Nights<br>Christmas Program<br>Mother's Day Celebration<br>Muffins for Mom<br>Father/Daughter Dance<br>Sports Family Night<br>Awards Assemblies<br>Watch Dogs<br>Math, Science, and Reading Family nights<br>Snacks and drinks purchased from SAMS will be provided for parents when appropriate. | 1, 2, 6 | Administration Parent liaison | Attendance at events, Sign-in sheets, parent surveys |                   |     |     |
| 2) 4.1.2 Vista Del Sol will host a STAAR night to acquaint parents of students in grades 3 through 5 with the expectations and rigor of the state assessment.   | 1, 6    | Administration, Counselor     | Parental awareness, Parent sign in sheets            |                   |     |     |

 = 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 2:** Objective 4.2

For the 2016-2017 school year, Vista Del Sol will continue to increase communication with parents and provide training and meetings for parents to increase student learning and success.

**Evaluation Data Source(s) 2:** Parental response, and survey.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

| Strategy Description   | Title I | Staff Responsible                                    | Evidence that Demonstrates Success  | Formative Reviews   |   |   |
|--|---------|--|---|---|---|---|
|  |         |  |   | Nov   | Jan   | Mar   |
| 1) 4.2.1 Vista del Sol will provide written and verbal communication to parents such as: Campus Calendar, Monthly Grade Level Newsletters, Positive phone calls from teachers to parents, Monthly Administration newsletters, campus wide call outs, Campus Website, Marquee. Parent meetings and power point trainings will help to improve student learning and success. The purchase of a DELL computer will facilitate this.   | 1, 2, 6 | Administration, Teachers, Librarian, parent Liaison. | Attendance at events, sign in sheets  |  |  |  |
| 2) 4.2.2 Vista Del Sol will contact and inform all parents regarding any up-coming school event, schedule change, or milestone through the use of the "call-out" system.   | 1, 6    | Administration                                       | Attendance at events, sign in sheets, improved parental knowledge and involvement |  |  |  |
|  = 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 3:** Objective 4.3

By the end of the 2016-2017 school year, Vista Del Sol will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education to at least 10.

**Evaluation Data Source(s) 3:** Increased effective and beneficial partnerships.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

| Strategy Description  | Title I   | Staff Responsible                  | Evidence that Demonstrates Success       | Formative Reviews   |   |   |
|---|---|------------------------------------|--|---|---|---|
|   |   |                                    |  | Nov   | Jan   | Mar   |
| 1) 4.3.1 The Parent Liaison will gather art work, thank you notes, and other classroom artifacts from teachers that may be displayed at partnership locations.  | 1, 2, 6   | Parent Liaison, classroom teachers | Continued increased support by partners. |  |  |  |
|   | Funding Sources: 211 - Title I, Part A - \$0.00 |                                    |  |   |   |   |
| 2) 4.3.2 The Parent Liaison will work with Administration to look for new opportunities to form partnerships and collaboration with local entities in the community.  |   | Administration and Parent Liaison  | Documentations of Contracts              |  |  |  |
|   | 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 4:** Objective 4.4

For the 2016-2017 school year, Vista Del Sol will have a minimum of two customer service training(s) to ensure a positive and welcoming school climate for parents and community members, increasing positive surveys.

**Evaluation Data Source(s) 4:** Positive Parental Survey Forms

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

| Strategy Description   | Title I | Staff Responsible | Evidence that Demonstrates Success             | Formative Reviews |     |     |
|--|---------|-------------------|--|-------------------|-----|-----|
|  |         |                   |  | Nov               | Jan | Mar |
| 1) 4.4.1 A training will be held for teachers and staff before school begins to inform, model, and set expectations that will ensure quality customer service. | 2, 4    | Administration    | Decreased number of customer concerns reported |                   |     |     |
| 2) 4.4.2 At the beginning of the Spring semester, a training will be held to remind faculty and staff of the Vista Del Sol non-negotiable of customer service. | 2, 4    | Administration    | Decreased number of customer concerns reported |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue                                  |         |                   |  |                   |     |     |

**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: Objective 5.1**

For the 2016-2017 school year, 60% special education and ELL students will meet expectations on state assessments in the area for reading math science and writing.

**Evaluation Data Source(s) 1:** Increase in STAAR scores and student success.

**Summative Evaluation 1:**

| Strategy Description  | Title I    | Staff Responsible  | Evidence that Demonstrates Success  | Formative Reviews |     |     |
|---|------------|--|---|-------------------|-----|-----|
|   |            |  |   | Nov               | Jan | Mar |
| 1) 5.1.1 Vista del Sol will provide an at-risk aide, SCEI coach, and counselor to provide struggling students small group instruction, and ensure that their basic needs are met. | 1, 2, 9    | Administration, SCEI coach, counselor, and at-risk aide. | Increase in benchmarks and common assessments   |                   |     |     |
| 2) 5.1.2 Provide SISD district pacing guides as the primary curriculum that is directly aligned to the TEKS with specific S.E.'s.   | 1, 2       | Campus Leadership Team and Campus Teachers               | STAAR performance, checkpoints, and T-TESS walk-throughs                                |                   |     |     |
| 3) 5.1.3 Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/summer school.                   | 1, 2, 3, 8 | Campus Leadership Team and Campus Teachers               | STAAR performances, EOY scores, increased student passing rates, and common assessments |                   |     |     |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue   |            |  |   |                   |     |     |

**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 2:** Objective 5.2

During the 2016-2017 school year, Vista Del Sol administrators will schedule at least 18 data feedback sessions with teachers and leadership team to provide recommendations, resources and necessary professional development to target areas of need, and increase student performance.

**Evaluation Data Source(s) 2:** Week 9 checkpoint data and BOY, MOY, and EOY assessments

**Summative Evaluation 2:**

| Strategy Description   | Title I    | Staff Responsible             | Evidence that Demonstrates Success | Formative Reviews |     |     |
|--|------------|-------------------------------|------------------------------------|-------------------|-----|-----|
|  |            |                               |                                    | Nov               | Jan | Mar |
| 1) 5.2.1 Vista Del Sol administrators will schedule data feedback sessions during PLC's sessions on weeks 1, 4, and 7 with Curriculum and Instruction personnel to acquired support and resources.   | 2, 8, 9    | Administration and SCEI coach | Increased awareness of data        |                   |     |     |
| 2) 5.2.2 Prior to Data feedback sessions, administrators and SCEI coach will meet with teachers to discuss data and gather reflections from teachers. These will be shared with Curriculum and Instruction personnel in an effort to gain additional insights that might be offered. | 1, 3, 8, 9 | Administration and SCEI coach | Improved student performance       |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue  |            |                               |                                    |                   |     |     |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 2    | 1         | 2        | 2.1.2 At the beginning of the spring semester, the committee will meet to outline and implement a College and Career Ready Strategic Plan. |
| 2    | 1         | 3        | 2.1.3 Following the completion of April STAAR testing, the committee will meet to review the College and Career ready plan.                |



# State Compensatory

## Budget for Vista Del Sol Elementary:

| <u>Account Code</u>       | <u>Account Title</u>  | <u>Budget</u>       |
|---------------------------|---|---------------------|
| <b>6100 Payroll Costs</b> |   |                     |
| 199.11.106.30.            | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$132,398.30        |
|                           | <b>6100 Subtotal:</b>   | <b>\$132,398.30</b> |

**Personnel for Vista Del Sol Elementary:**

| <u>Name</u>     | <u>Position</u>     | <u>Program</u>  | <u>FTE</u> |
|-----------------|---------------------|-----------------|------------|
| Aranda, Maria   | Library Aide        | Library/At Risk | 8562.35    |
| Chavez, Cookie  | SCE-Interv Coach    | SCEI Coach      | 57,316.99  |
| Gurrola, Pedro  | SCE_Teacher CSR     | CSR             | 50,931.99  |
| Panduro, Elia J | Instrl Aide-At Risk | At Risk         | 15,587.50  |

# Title I

## Schoolwide Program Plan

### Ten Components of a school wide program

1. **1. Comprehensive Needs Assessment** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).
2. **2. School Wide Reform Strategies** Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. **3. Instruction by Highly Qualified Teachers** Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.
4. **4. High Quality and Ongoing Professional Development** In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. **5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.
6. **6. Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. **7. Ensure Smooth Transition for Students** Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **9. Effective, Timely Additional Assistance** Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**10.Coordination and Integration of Federal, State, and Local Services and Programs** including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

1. **Comprehensive Needs Assessment** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

### 2: Schoolwide Reform Strategies

1. **School Wide Reform Strategies** Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

### 3: Instruction by highly qualified professional teachers

1. **Instruction by Highly Qualified Teachers** Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. **High Quality and Ongoing Professional Development** In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

### 5: Strategies to attract highly qualified teachers

1. **Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

### 6: Strategies to increase parental involvement

1. **Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

No PK on our campus.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

1. **Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

1. **Effective, Timely Additional Assistance** Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

## **10: Coordination and integration of federal, state and local services and programs**

1. **Coordination and Integration of Federal, State, and Local Services and Programs** including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

## Title I Personnel

| <u>Name</u>       | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-----------------|----------------|------------|
| Angelina Preciado | TIA             | Title I        | 11,411.57  |
| Kathleen Duran    | Parent Liaison  | Title I        |            |
| Nicole Martinez   | TIA             | Title I        | 11,411.57  |

## Campus Improvement Team

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>           |
|----------------------------|--------------------|---------------------------|
| Administrator              | Cynthia D.         | Principal                 |
| Administrator              | Alicia Miranda     | Asst. Principal           |
| Classroom Teacher          | Kathy Duran        | Parent Liason             |
| Classroom Teacher          | Julietta Arredondo | Teacher                   |
| Classroom Teacher          | Maria Castro       | Teacher                   |
| Classroom Teacher          | Amy Choudhary      | Teacher                   |
| Classroom Teacher          | Pete Gurrola       | Teacher                   |
| Classroom Teacher          | Cecilia Hill       | Teacher                   |
| Classroom Teacher          | Margarita Martinez | Teacher                   |
| Classroom Teacher          | Elizabeth Nunez    | Teacher                   |
| Classroom Teacher          | Brenda Torres      | Teacher                   |
| Community Representative   | Blanca Topete      | Burger King Community Rep |
| Non-classroom Professional | Cookie Chavez      | SCI Coach                 |
| Non-classroom Professional | Georgina Shindo    | Councilor                 |
| Parent                     | Rachel Solis       | Parent                    |

## Campus Funding Summary

| <b>199 - General</b>           |                  |                 |  |                     |               |
|--------------------------------|------------------|-----------------|--|---------------------|---------------|
| <b>Goal</b>                    | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b> | <b>Amount</b> |
| 1                              | 1                | 1               | EOP Binder, District expectations on all drills, classroom backpacks for emergency needs |                     | \$50.00       |
| 1                              | 1                | 4               | Hall Pass Monitoring System  |                     | \$350.00      |
| 1                              | 1                | 7               | Campus Funded Monitors   |                     | \$10,781.00   |
| <b>Sub-Total</b>               |                  |                 |  |                     | \$11,181.00   |
| <b>199 - General Fund: SCE</b> |                  |                 |  |                     |               |
| <b>Goal</b>                    | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b> | <b>Amount</b> |
| 2                              | 3                | 2               | Materials, Teacher Extra Duty Pay  |                     | \$3,600.00    |
| 2                              | 3                | 3               | Technology equipment/tools   |                     | \$1,000.00    |
| 2                              | 3                | 3               | Instr-Gen Supplies   |                     | \$4,000.00    |
| 2                              | 3                | 5               | SCEI Coach   |                     | \$56,213.13   |
| 2                              | 3                | 5               | At Risk Aide   |                     | \$3,739.50    |
| 2                              | 3                | 5               | Library Aide   |                     | \$7,603.65    |
| 2                              | 4                | 1               | Instr-Supplies and Materials in the area of Reading                                      |                     | \$6,000.00    |
| 2                              | 5                | 4               | Instructional - Extra Duty Pay   |                     | \$5,820.00    |
| 2                              | 5                | 4               | Bi/ESL Instr-Extra Duty Pay  |                     | \$0.00        |
| <b>Sub-Total</b>               |                  |                 |  |                     | \$87,976.28   |
| <b>211 - Title I, Part A</b>   |                  |                 |  |                     |               |
| <b>Goal</b>                    | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b> | <b>Amount</b> |
| 2                              | 3                | 5               | 2 TIA's  |                     | \$10,982.00   |
| 2                              | 3                | 6               | Instructional support materials, STAAR Prep materials                                    |                     | \$7,000.00    |
| 2                              | 9                | 1               | COW computers on wheels  |                     | \$17,850.00   |
| 4                              | 3                | 1               |  |                     | \$0.00        |
| 4                              | 3                | 2               |  |                     | \$0.00        |



|   |                  |                 |  |                     |                    |               |
|---|------------------|-----------------|--|---------------------|--------------------|---------------|
|   |                  |                 |  |                     | <b>Sub-Total</b>   | \$35,832.00   |
| <b>199 - General Fund: Bilingual</b>      |                  |                 |  |                     |                    |               |
| <b>Goal</b>                               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                  | <b>Account Code</b> |                    | <b>Amount</b> |
| 2   | 2                | 2               | Substitutes for LPAC meetings            |                     |                    | \$3,700.00    |
| 2   | 3                | 2               | Bi/ESL Instr-Extra Duty Pay              |                     |                    | \$4,000.00    |
| 2   | 3                | 6               | Bi/ESL Instr-Gen Supplies                |                     |                    | \$850.00      |
|   |                  |                 |  |                     | <b>Sub-Total</b>   | \$8,550.00    |
| <b>199 - General: Gifted and Talented</b> |                  |                 |  |                     |                    |               |
| <b>Goal</b>                               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                  | <b>Account Code</b> |                    | <b>Amount</b> |
| 2   | 2                | 3               | Substitutes for testing and project days |                     |                    | \$500.00      |
| 2   | 3                | 4               | substitutes, materials                   |                     |                    | \$1,750.00    |
|   |                  |                 |  |                     | <b>Sub-Total</b>   | \$2,250.00    |
|   |                  |                 |  |                     | <b>Grand Total</b> | \$145,789.28  |