

Socorro Independent School District
Sierra Vista Elementary
2017-2018 Campus Improvement Plan



Mission Statement

Sierra Vista Elementary will rise up to excellence in preparation for higher education in a safe and nurturing environment.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sierra Vista is one of forty-eight (48) campuses in the Socorro Independent School District. Sierra Vista opened its doors in 1993 and serves predominantly middle class families. Sierra Vista serves 717 students in grades Kindergarten through 5th grade.

The following chart shows:

	Count	Percent
Student Demographics (2016 - 2017 Fall PEIMS file loaded 05/15/2017)		
Gender		
Female	339	47.28%
Male	378	52.72%
Ethnicity		
Hispanic-Latino	671	93.58%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	5	0.70%
Black - African American	16	2.23%
Native Hawaiian - Pacific Islander	0	0.00%
White	21	2.93%
Two-or-More	4	0.56%

The Following chart showsL

	Count	Percent
Student by Program (2016 - 2017 Fall PEIMS file loaded 05/15/2017)		

Bilingual	155	21.62%
English as a Second Language (ESL)	4	0.56%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	437	60.95%
Reduced Lunch Participation	105	14.64%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	14	1.95%
Special Education (SPED)	82	11.44%
Title 1 Participation	717	100.00%
Dyslexia	4	0.56%
Homeless Statuses		
Homeless Status Total	9	1.26%
Shelter	3	0.42%
Doubled Up	6	0.84%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

The following chart shows:

Count Percent

Other Student Information (2016 - 2017 Fall PEIMS file loaded 05/15/2017)

At-Risk	329	45.89%
Economically Disadvantaged	542	75.59%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	15	2.09%
Limited English Proficient (LEP)	188	26.22%
Migrant	3	0.42%
Military Connected	31	4.32%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504 (No Section 504 File for 2017)	0	0.00%

The following chart shows:

Count Percent

Special Services (2016 - 2017 Fall PEIMS file loaded 05/15/2017)

Top Primary Disabilities

Learning disability	<u>21</u>	25.00%
Speech impairment	<u>17</u>	20.00%
Autism	<u>14</u>	17.00%
Auditory impairment	<u>11</u>	13.00%
Instructional Settings		
Speech Therapy code (00)	<u>16</u>	19.51%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<u>20</u>	24.39%
Resource Room codes (41,42)	<u>17</u>	20.73%
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)	<u>29</u>	35.37%
Full-Time Early Childhood code (45)	0	0.00%

The data indicates that Sierra Vista ES has a diverse student population that includes students in our Special Education classes that are auditory impaired. We pride ourselves in offering a quality and rigorous TEKS-based instruction to meet the needs of our student population.

Sierra Vista ES is comprised of Principal, Asst. Principal, a SCE-I coach, a Librarian, and one Counselors. We have 34 Classroom teachers; 8 Special Education teachers; 2 coaches; 13 Paraprofessionals; 2 Speech Therapists; 1 nurse and 3 office staff members.

The following information is from our campus TAPR report from the Texas Education Agency:

Teachers by Ethnicity and Gender: Hispanic 37.7 88.3%; White 4.0 9.3%; Asian 1.0 2.3%

Gender: Males 6.0 14.0%; Females 36.7 86.0%

Teachersby Highest Degree Held: Bachelors 31.7 74.2%; Masters 11.0 25.8%

Teachersby Years of Experience: Beginning Teachers 1.7 4.0%; 1-5 Years Experience 6.0 14.0%; 6-10 Years Experience 16.0 37.5%; 11-20 Years Experience 13.0 30.4%; and Over 20 Years Experience 6.0 14.0%.

The average daily attendance rate for students is 96.22% where we are committed to taking a proactive approach to encourage student and staff attendance.

Demographics Strengths

Demographics Strengths

Sierra Vista ES received 5 distinctions on the state accountability rating for ELA/Reading; Math; Science; Top 25% Student Progress; and Post Secondary Readiness.

Our attendance rate is at 96.22%, just slightly below the district (96.3%) but above the state rate (95.7%).

Sierra Vista is a WIN Academy Campus that uses Project Based Learning to increase academic growth to our approximately 70 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate, 96.22% is below the district attendance rate, 96.3. **Root Cause:** We are the overflow campus for our feeder pattern. Even though transportation is available, most student are brought causing tardiness or staying home and being absent.

Student Academic Achievement

Student Academic Achievement Summary

2017 STAAR Scores for SVE

Grade	Subject	# of Students	Approaches	Meets	Masters
3rd	Math	142	79.6%	40.1%	15.5%
3rd	Reading	142	74.6%	39.4%	22.5%
4th	Math	119	72.3%	40.3%	22.7%
4th	Reading	120	66.7%	40%	18.3%
4th	Writing	120	60.8%	34.2%	8.3%
5th	Math	117	91.5%	56.4%	26.5%
5th	Reading	117	79.5%	45.3%	19.7%
5th	Science	116	82.8%	45.7%	15.5%

Percent Change from 2016

Grade	Subject	# of Students	Approaches	Meets	Masters
3rd	Math	142	11.16%	8.56%	1.46%
3rd	Reading	142	2.72%	0.84%	2.36%
4th	Math	119	4.7%	5.2%	6.47%
4th	Reading	120	-8.11%	3.06%	-0.59%
4th	Writing	120	-10.6%	-2.44%	-5.95%
5th	Math	117	-1.94%	-4.75%	0.88%
5th	Reading	117	-8.94%	-10.9%	-4.31%
5th	Science	116	0.26%	-5.14%	-1.15%

TELPAS Data:

Grade Level	Number of Students	Composite Score	Students who Progressed at least 1 proficiency level from 2016 to 2017
Kinder	34	1.6	N/A

1st Grade	27	2.6	12 - 75%
2nd Grade	38	2.6	14 - 47%
3rd Grade	38	2.8	13 - 46%
4th Grade	40	2.9	19 - 61%
5th Grade	22	3.1	8 - 47%

IStation Data:

Grade Level	TIER I	TIER II	TIER III
Kinder	47%	27%	25%
1st Grade	60%	20%	19%
2nd Grade	67%	22%	11%
3rd Grade	63%	17%	20%
4th Grade	56%	16%	29%
5th Grade	32%	37%	32%

Student Academic Achievement Strengths

Student STAAR scores increased in the following areas:

3rd Math - Approaches; Meets and Masters; **3rd Reading** - Approaches; Meets and Masters;

4th Math - Approaches; Meets and Masters; **4th Reading** - Meets;

5th Math -Masters; **5th Science** - Approaches.

In our **TELPAS** scores, our strength was in 1st Grade with 75% of students progressing at least 1 proficiency level from 2016 to 2017.

In our **IStation** Report in Reading for the end of the year, our 2nd grade has the least amount of TIER III students with 11%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our ELL student performance on STAAR Reading is 64%, which is 10% lower than all student performance of 74%. **Root Cause:**

Lack of focus on individual student gains in analyzing student data; Limited Vocabulary; Lack of test taking skills.

Problem Statement 2: ELL student performance is 50%, which is 10 % lower than all student performance in Writing STAAR of 60%. **Root Cause:** Lack of vertical alignment; Environment and domino effect of lack of positive motivational stimulators; and Language Barrier.

Problem Statement 3: Special Education student performance is 48% lower than all student performance in Writing STAAR of 60%. **Root Cause:** Lack of Implementation of Co-Teach training; common planning of General Ed and Special Education teachers; lack of general education teacher knowledge.

Problem Statement 4: Special Education student performance has a 28% greater deficit when compared to all student in Reading STAAR of 60%. **Root Cause:** Unfilled gaps due to lack vertical alignment; Test accommodations impacted by state changes; time management of student groups.

Problem Statement 5: Special Education student performance on STAAR Mathematics is 25% lower than all student performance of 81%. **Root Cause:** Lack of communication between teachers; implementation of accommodations used with fidelity; Lack of prof development for Special Ed and Gen Ed teachers together.

Problem Statement 6: Special Ed student performance is 22% lower than all student performance in Science STAAR of 83%. **Root Cause:** Fifth graders come with gaps in Science; Lack of usage of Science Labs; Lack of resource usage with fidelity; Lack of attendance in Science Professional Development.

Problem Statement 7: Our Kinder TELPAS scores were the lowest with 1.6 composite score. **Root Cause:** Most of our students are 1st year students in our district and are new to our transitional program.

Problem Statement 8: Our 5th Grade IStation results had the most TIER III students with 32%. **Root Cause:** Focus in May was end of year projects and assessments so not all students took Istation.

School Processes & Programs

School Processes & Programs Summary

We 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. This year we have 5 Kinder teachers (3 mono/2 bil); 5 1st grade teachers (3 mono/2 bil); 6 2nd grade teachers (3 mono/ 3 bil); 7 3rd grade teachers (6 mono/1 bil); 6 4th grade teachers (4 mono/2 bil) and 5 5th grade teachers (4 mono/ 1 bil). We also have 3 self-contained Special Education classes with 1 teacher in each and a combination of 8 Special Education Paraprofessionals. We also have 2 P.E. Coaches along with 2 P.E. Paraprofessionals.

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.

Our Leadership Team meets on Fridays to review the calendar and events that will occur the following week to strategically plan and discuss roles of responsibility. We also discuss academic goals and review data for the week. We have grade level meetings every Wednesday, led by Principal to ensure goals are met and to review data. Faculty, SIT, Safety and Bilingual Meetings are held each month. Our SCEI coach leads our TEKS Academies every 9 weeks to ensure teachers plan and create common assessments for the 9 week period. They also create their grade level weekly letters; project based learning and technology lessons.

A Student Showcase is highlighted each month where important information is shared with our parents and community. Monthly letters and calendars are created by the principal along with campus All Calls being made to inform parents of our campus news and events. The Marquee and our website informs parents of weekly events and reminders. An Open House, along with Parent/Teacher Conferences are held to keep our parents informed about student progress. Family nights are also held where we inform parents on OLWEUS; Loss of Credit/HB5; SSI; STAAR information; WIN Academy information and multiple events at our Partners in Educaiton for fundraising.

Response to Intervention meetings are held with faculty along with data and accountability talks to ensure student progress and success. Information and data discussed include beginning, middle and end of year assessments for Milestones, IStation, TCS and common assessments. Students that are not progressing are invited to attend tutoring, fall intersession and spring intersession tutorials.

Our faculty attends multiple trainings and staff development to improve their craft such as Writers Workshop; Feeder Pattern Vertical Alignment meetings; Content Advisory trainings, TTESS, SIOP and Special Education trainings.

Our campus provides multiple technology opportunities with 1-3 computers in each classroom; 3 Computer labs along with another computer lab in the library; we have Computers on Wheels for our general education population, our Special Education population and our WIN Academy. Every classroom also has an Interactive White Board along with an ELMO camera display.

We will implement a program by the Master Teacher to provide our students with Social and Emotional Learning and Support as our faculty will be trained

during their staff development week. Our counselor will support the program along with the programs she currently provides our students to include Character Counts and the Who Program.

Our Gifted and Talented program will continue to provide our students with a pull-out program to participate in problem solving projects; Team Quest and lessons and projects from the Texas Performance Standards. They will also participate in the district's End Of Year GT Showcase.

We have a large population in our Special Education classes to include PBS/SLU, FLS, Specialized Support and Auditory Impairment. Three of our classes are self-contained while the rest are taught with a co-teach model.

Our Bilingual Program follows the transitional/early exit model where our ELL students are served by highly qualified bilingual teachers trained on SIOP and ELPS strategies.

For our Kinder through 2nd grade students, we will continue with Balanced Literacy along with Johnny Can Spell. Most of our teachers have been trained but our new teachers will participate in training while those trained will attend refresher trainings. Our 4th grade team will be made up of 5 new teachers to the grade level so we will continue with Writing trainings for them.

Our 3rd through 5th grade teachers will be provide with staff development and trainings by our district instructional coaches along with our SCEI coach.

All grade levels will continue to implement AVID strategies, Kagan strategies, and Fundamental 5 strategies.

Our goal is to provide multiple learning opportunities to our students along with extracurricular activities to create well-rounded individuals. We offer Band, music, UIL events; Basketball, Cheer, Chess, Art, DI, VAASP soccer and track.

We also have a Parent volunteer group along with our Parent Liaison that organize parent meetings and assist in various activities and events that we provide our students with. We will continue to enhance each program to provide our students multiple opportunities in preparation to be college ready and college bound.

School Processes & Programs Strengths

Campus and district staff development provided to staff members are aligned to district and campus initiatives. Frequent grade level meetings are scheduled so that teachers analyze data and review which best practices and interventions will be used to improve student performance. We also provide vertical alignment within our feeder pattern which we focused on Writing.

Current resources have proven effective and helpful in providing quality instruction to our students. Reading inventories, such as through iStation and Lexia, have provided our teachers with the necessary data to provide interventions for our students and modify instruction so that students can be successful. Data acquired through Eudphoria with Common Unit assessments have also been useful in ensuring rigor, to include technology. Campus administration reviews data and provides feedback through walkthroughs in order to assist our teachers. Our SCEI Coach also assists in reviewing data with our teachers and

providing best practices training for teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2016-2017 faculty turnover occurred in our 4th and 5th grade classes affect student assessment.. **Root Cause:** We had the following individuals promoted causing gaps in instruction - SCEI coach, two Special Education teachers, and one 5th grade teacher. We also had a 4th grade teacher pass away.

Perceptions

Perceptions Summary

Sierra Vista ES strives to provide a safe and positive learning environment for our students, faculty, and staff. Our parental engagement opportunities and partnerships with community members have supported our efforts to provide a quality rigorous education to take our students beyond excellence.

Our teachers are committed to utilize best practices and develop targeted intervention plans focused on current data and actively participate in PLCs to drive instruction. We pride ourselves on setting high standards and developing the whole child by instilling our campus core values of trust, respect, and integrity in each and every child.

We are committed to help our students excel academically and socially by making the Social Emotional Learning program an integral part of our school day. Our students have a variety of opportunities to develop their unique talents by participating in fine arts, athletics, UIL events, and extra-curricular activities offered after school.

The perception of Sierra Vista among all stakeholders is that our school sets high expectations for student success and that students are encouraged to participate in challenging curriculum to excel academically. Our parents feel comfortable in visiting our school and feel welcomed as they participate in the many parental involvement activities offered throughout the year.

Our teachers provide weekly Olweus lessons to educate our students on bullying and how to avoid bullying situations. District-wide, we also have the K12 Alerts System where students and parents can report bullying incidents anonymously.

Our counselor provides individual, small, and large group sessions on current relevant issues that arise at the campus along with class presentations. She also provides our students and parents with assistance for those that are going through a difficulty period in their lives due to the loss of an immediate family member, divorce or military deployment. We also enlisted her help to conference with students with a high number of discipline referrals.

We have used the Socorro ISD Climate Survey results to obtain information about our school and how to improve our practices to promote student academic success and parental involvement. The Climate survey has been instrumental in helping us identify areas of strength and areas that need refinement in practice. The survey has helped us reflect and raise awareness to school staff, students, and parents and make necessary changes to support a positive learning and working environment.

Our Parent Liaison reaches out to families in various ways to include parent trainings; military presentations, student showcases, registration and our WIN Academy Parent meetings. She also provides opportunities for home and school activities.

Other School Incentives to Promote a Positive School Culture include Monthly Student Showcases; Pep Rallies; Family Nights; Award

Ceremonies; Attendance Recognition for faculty, staff and students; 12 Days of Christmas for Faculty; Terrific Kids; Chess Club; Bluebonnet Club; Cheer team; Buckaroo Bucks for student incentives; Wellness Day for Parents and Students and other incentives for good behavior.

Perceptions Strengths

Our parents are an integral part of our success at Sierra Vista Elementary. Monthly student showcases provide our parents with valuable information that pertains to their child, the school and the community. A monthly newsletter and calendar that informs our parents of the different activities and important news is distributed to our parents. Our Parent Liaison provides parents with a variety training that have increased our parent participation in school activities. The use of Twitter/Facebook/Instagram has allowed us to promote our campus to our community.

Based on our Climate Survey, our top 2 results from our students an parents were:

	Item	Score
Strength: Students	My family wants me to do well in school.	3.91
Strength: Students	My family believes I can do well in school.	3.87
Strength: Parents	My child's teachers let him/her know when he/she does a good job.	3.61
Strength: Parents	My child's school makes an effort to keep me and my family informed about what's going on in school.	3.56

This year we also went from 10 Security Cameras to 15 which include the entire school, inside and out. We will also have all of our teachers trained in Social Emotional Learning to assist our students in becoming socially responsible for their actions and to be aware of their behavior towards others. We also have a full-time Security Guard on a daily basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our Parental Volunteer Program declined in attendance from 8 that would come on a daily basis to 5. **Root Cause:** The parents that left moved on to the middle school with their children.

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: For the 2017-2018 school year, Sierra Vista will implement a plan of action to ensure that campus stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by an actual number of 60 on the next SISD climate survey.

Evaluation Data Source(s) 1: 2016-2017 and 2017-2018 student climate survey results

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Promote a safe and drug free environment through scheduled activities throughout the school year, such as Olweus Kick Off, Cafeteria Contest, dress code policy enforcement, Buckaroo Bucks, Education: Go Get It Week, Red Ribbon Week, Deputy Dads, Emergency Operation Policy review, and monthly family nights; Social Emotional Learning Activities; Refreshments will be provided.	1.0, 6.0, 10.0	Librarian, Counselor, Parent Liaison, Administration, Safety Committee	Student Surveys, Parent Surveys, Parental Volunteer Sign In Sheets, Drill Reports			
2) Conduct Monthly Fire Drills and bi-yearly drills (lockdowns, reverse evacuations, etc) with the collaboration of the combo middle school and review data/information through Safety and SIT monthly meetings; All classrooms will be provided an emergency route map to be posted and an emergency kit to take on drills and/or evacuations. Evacuation route maps will be posted throughout the campus.	1.0, 4.0, 10.0	Faculty, Staff and Administration	Documentation submitted for drills; SIT/ safety topic addressed monthly at Safety/SIT meetings; Agendas, meeting minutes.			
3) Continued implementation of the Hall Pass Visitor Management to protect students and school staff members from the risks of unwanted visitors and child sex offenders gaining access to the campus or other school related events.	1.0, 2.0, 10.0	Administration Campus Safety Coordinator Front Desk Clerk	Hall Pass Visitor Passes			
= 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: For the 2017-2018 school year, the number of bullying-related incidents reported at Sierra Vista will decrease by 20% in 2017-2018.

Evaluation Data Source(s) 2: Bully-related reports for 2016-2017 and 2017-2018

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct and support Olweus Anti-Bullying Program lessons and presentations from Connect with Kids programs (ie materials, resources, and surveys) each Monday.	1.0, 4.0, 10.0	Faculty, Staff, Counselor, SCEI and Administration	Reduction in incidents of bullying reported to counselors, Administration, and teachers. Olweus Questionnaire results, BPCC meeting logs, campus coordinator survey indicating a reduction of incidents of bullying			
2) Implement a new Social Emotional Learning Curriculum by the Master Teacher for all grade levels K-5th. Counselor and teachers will promote Social and Emotional Competencies through weekly lessons and Social and Emotional lessons.	1.0, 2.0, 3.0, 10.0	Faculty, Counselor, Administration, SCEI	Documentation and lesson plans. Walkthroughs Tyler System reports reflecting a decrease in bullying incidents during the school year			
3) Counselor will prepare and deliver classroom lessons to promote a positive school culture and/or address social and emotional issues such as Peer Pressure, bullying, family needs, etc. and conduct small group/individual counseling sessions based on student needs (i.e. Grief Counseling, Military Deployment, Divorce, etc.); Coordinate CHAMPS mentoring program.	1.0, 2.0, 3.0, 10.0	Counselor	Counselor will provide lesson plans and calendar of group sessions; documentation, walkthroughs, discipline referrals and counseling logs, Champs logs.			
4) Promote the use of the K12 Alert system and support students and about the I Have a Voice box provided by counselors so that anonymous reporting is available for students and confidential conferences can be held, so that the school community feels at ease to communicate any safety concerns to administration/counselor as a proactive approach in dealing with situations that may elevate to disciplinary measures of those students	1.0, 2.0		School climate survey, monthly Discipline PEIMS reports with decreased disciplinary reporting, reports made by students/parents Counselor's conferences related to the I Have a VOICE box, record of counselor mediation sessions related to bullying incidents and total referrals to administration.			
= 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: For the 2017-2018 school year, the campus-wide percentage of students that meet standard on the state assessment in Reading will improve from 73.6% to 85%.

Evaluation Data Source(s) 1: Student state assessment data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Reading through pull-out programs, peer tutoring, Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring using resources such as Mentoring Minds along with the purchase of library books for Accelerated Reading and check-out.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Faculty, SCEI, Administration, Librarian	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results, AR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	Funding Sources: 199 - General - 2000.00					
2) Provide teachers with professional development in the areas of reading, TEKS academies, Lexia, SIOP, Kagan, Fundamental Five, Differentiated Instruction, Proficiency Level Descriptors, Johnny Can Spell, Writer's Workshop, Writing STAAR/Alice Nine and Balanced Literacy.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Faculty, SCEI and Admin	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, BOY/MOY/EOY Istation/Milestones and STAAR results;			
= 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: For the 2017-2018 school year, the campus-wide percentage of students that meet standard on the state assessment in Writing will improve from 60.8% to 85%.

Evaluation Data Source(s) 2: STAAR Writing scores

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Writing through pull-out programs, peer tutoring Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Faculty, SCEI, Administration	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
2) Provide teachers with professional development in Writing to include unpacking the ELAR TEKS, AVID, Writer's Workshop, Alice Nine - Snippet Grammar and Alice Nine-Writing STAAR.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Faculty, SCEI, Administration	Agendas, Sign-in sheets; increased scores in common assessments, benchmarks and STAAR.			
Funding Sources: 211 - Title I, Part A - 3330.00						
= 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 3: For the 2017-2018 school year, the campus-wide percentage of students that meet standard on the state assessment in Mathematics will improve from 81% to 90%.

Evaluation Data Source(s) 3: Student state assessment data

Summative Evaluation 3: Some progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Math through pull-out programs, peer tutoring, Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer) using resources such as Mentoring Minds	1.0, 2.0, 3.0, 8.0, 10.0	Faculty, SCEI and Administration	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
2) Provide teachers with professional development opportunities in math to include unpacking the Math TEKS, Click on TEKS, AVID and trainings offered at the DSC	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Faculty, SCEI, Administration	Agendas, Sign-in sheets; increased scores in common assessments, benchmarks and STAAR.			
= 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: For the 2017-2018 school year, the campus-wide percentage of students that meet standard on the state assessment in Science will improve from 82.8% to 90%.

Evaluation Data Source(s) 4: Student state assessment data

Summative Evaluation 4: Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Science through pull-out programs, peer tutoring, Intervention, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer) using resources such as Mentoring Minds	1.0, 2.0, 3.0, 8.0, 10.0	Faculty, SCEI and Administration	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
2) Provide teachers with professional development in science to include unpacking the Science TEKS, SIOP, Kagan, AVID, Fundamental Five, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Faculty, SCEI and Administration	Agendas, Sign-in sheets; increased scores in common assessments, benchmarks and STAAR.			
 = 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: For the 2017-2018 school year, Sierra Vista will increase the state assessment scores in all content areas for At-Risk students by 5%.

Evaluation Data Source(s) 5: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Schedule At-Risk TIAs strategically in classes that have high percentage of At-Risk students throughout the day. Ensure that students receive Tier 2 instruction through in-class support and tutoring opportunities.	1.0, 2.0, 3.0, 9.0, 10.0	Administration, Teachers with assigned At-Risk TIAs	Increased student performance on STAAR, benchmarks, common assessments At-Risk TIAs Documentation Logs			
 = 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: For the 2017-2018 school year, Sierra Vista will increase the state assessment scores in all content areas for Bilingual/ESL students by 5%.

Evaluation Data Source(s) 6: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring opportunities for bilingual/ESL students through pull-out programs, peer tutoring, Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring, and Title III aide interventions for TIER 2 students.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration, SCEI Coaches, Bilingual/ESL Teachers, Title III/LPAC aide	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; TELPAS results; Sign-In sheets for tutoring; Intersession Sign-In sheets and Title III aide's logs.			
Problem Statements: Student Academic Achievement 1, 2, 7						
System Safeguard Strategy PBMAS 2) Provide teachers with professional development in SIOP, Differentiated Instruction, ELPS Strategies, and Proficiency Level Descriptors	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration, SCEI Coach, Bilingual/ESL Teachers, Title III/LPAC aide	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased student performance on assessments (Common Assessments, Benchmarks, STAAR)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our ELL student performance on STAAR Reading is 64%, which is 10% lower than all student performance of 74%. Root Cause 1: Lack of focus on individual student gains in analyzing student data; Limited Vocabulary; Lack of test taking skills.
Problem Statement 2: ELL student performance is 50%, which is 10 % lower than all student performance in Writing STAAR of 60%. Root Cause 2: Lack of vertical alignment; Environment and domino effect of lack of positive motivational stimulators; and Language Barrier.
Problem Statement 7: Our Kinder TELPAS scores were the lowest with 1.6 composite score. Root Cause 7: Most of our students are 1st year students in our district and are new to our transitional program.

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: For the 2017-2018 school year, Sierra Vista will increase the state assessment scores in all content areas for Special Education students by 10%.

Evaluation Data Source(s) 7: STAAR Assessment Data, Benchmark Data, and Common Assessment Data

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring opportunities for special education students through pull-out programs, peer tutoring, Intervention time, afterschool tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration, Special Education Teachers, General Education Teachers, SCEI Coach	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	Problem Statements: Student Academic Achievement 3, 4, 5, 6					
2) Provide professional development opportunities which include Differentiated Instruction, Fundamental Five, TEKS Academies, and trainings offered at the DSC.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration, Special Education Teachers, General Education Teachers, SCEI Coach	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased student performance on assessments (Common Assessments, Benchmarks, STAAR)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 7 Problem Statements:









Student Academic Achievement
Problem Statement 3: Special Education student performance is 48% lower than all student performance in Writing STAAR of 60%. Root Cause 3: Lack of Implementation of Co-Teach training; common planning of General Ed and Special Education teachers; lack of general education teacher knowledge.
Problem Statement 4: Special Education student performance has a 28% greater deficit when compared to all student in Reading STAAR of 60%. Root Cause 4: Unfilled gaps due to lack vertical alignment; Test accommodations impacted by state changes; time management of student groups.
Problem Statement 5: Special Education student performance on STAAR Mathematics is 25% lower than all student performance of 81%. Root Cause 5: Lack of communication between teachers; implementation of accommodations used with fidelity; Lack of prof development for Special Ed and Gen Ed teachers together.
Problem Statement 6: Special Ed student performance is 22% lower than all student performance in Science STAAR of 83%. Root Cause 6: Fifth graders come with gaps in Science; Lack of usage of Science Labs; Lack of resource usage with fidelity; Lack of attendance in Science Professional Development.

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: For the 2017-2018 school year, Sierra Vista will enhance instruction by providing and utilizing technology resources and equipment in classroom instruction, Project Based Learning, enrichment and intervention lessons.

Evaluation Data Source(s) 8:

Summative Evaluation 8: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide technology resources such as: desktop and laptop computers, document cameras, headphones, Printers, memory upgrades; and software licenses for United Streaming, Brain-Pop, VDI, In Focus IWB Projection System to include remotes, bulbs and activpen wireless stylus, keyboards, Brain Pop program TRS, and Science Fair projects.	1.0, 2.0, 9.0	Teachers, admin, SCEI, librarian	Student achievement in 3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	Funding Sources: 211 - Title I, Part A - 0.00					
 = 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: For the 2017-2018 school year, the percentage of observed teachers that achieve "Proficient" on T-TESS will be at least 60%, campus-wide.

Evaluation Data Source(s) 1: Observed teachers that achieve "Proficient" on T-TESS will be at least 60%.

Summative Evaluation 1: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Faculty will be provided with TTESS training and refresher trainings to become Proficient in all domains.	1.0, 2.0, 4.0, 10.0	Administration and SCEI	Increased student scores in common assessments, benchmarks and state assessments; Agenda, sign-in sheets			
 = 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: For the 2017-2018 school year, Sierra Vista will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 2: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All current and new teachers will meet the 100% highly qualified status.	1.0, 2.0, 10.0	administration	state certification records, hiring protocol, committee members, references, class placement per certification; Assessment scores.			
 = 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: During the 2017-2018 school year, the number of professional development opportunities offered to Sierra Vista employees, encompassing all content areas, will increase from 8 to 10.

Evaluation Data Source(s) 3: Sierra Vista employees will be offered a minimum of 10 professional development opportunities.

Summative Evaluation 3: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Professional Development will be provided to faculty in Reading, Writing, Math, Science along with SIOP, Kagan, AVID, SEL, Johnny Can Spell, Lexia and other programs.	1.0, 2.0, 5.0	SCEI and Administration and Lead Teachers	Completion with signed in sheets as proof Certificates and PD hours Increase in student performance grades and UIL achievement in superior ratings			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 1: During the 2017-2018 school year, Sierra Vista will provide at least 5 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: At least 5 events will be offered by Sierra Vista for parent and community members.

Summative Evaluation 1: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Sierra Vista will have monthly family nights to include students, parents, community and partners in ED; will provide presentations for STAAR night, Math and Science Night, Library Night, student showcases, parent/teacher conferences, trainings, parent volunteer meetings, district community meetings, WIN academy parent meetings; resources and refreshments will be provided.	1.0, 6.0	Administration, Parents, Parent Liaison, WIN Liaison, Faculty and school community.	Increase number of recorded volunteer hours; Increase in all STAAR scores; Increase in parental involvement.			
2) A fall and spring meeting for parents will be made available to learn about the Gifted & Talented program, nominations, projects and goals.	6.0	GT Coordinator, Administration, Faculty	Increased participation in GT activities Increased number of GT nominations/students			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 2: For the 2017-2018 school year, Sierra Vista will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members from 20 to 25.

Evaluation Data Source(s) 2: The number of notifications sent from Sierra Vista will increase from 20 to 25 in efforts of bolstering communication between parents and schools.

Summative Evaluation 2: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a means of communication to parents of on-going campus activities through the following: campus all-calls, monthly calendar, weekly flyers, emails, and school web page updates, website, marquee, agendas, and through text messages and Social Media - Facebook, Twitter and Instagram.	1.0, 6.0	Parent Liaison, Administration, Counselors, Librarian, library aide, teachers	Increased parent participation at campus events, parent event agendas. Increased number of parents/students who utilize the library resources on and off campus			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 3: By the end of the 2017-2018 school year, Sierra Vista will increase by 4 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: The number of Partners in Education will go from 8 to 12.

Summative Evaluation 3: Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase the number of community partnerships and business partnerships by reaching out to the community members via contact, visits, letters, and email.	1.0, 10.0	Administration, Parent Liaison, School Improvement Team	Increased business and community support.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

Performance Objective 4: For the 2017-2018 school year, Sierra Vista will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide customer service training to all support staff on at least twice a year.	4.0	Administration	Increase customer satisfaction by providing efficient customer service. Decrease customer related conferences due to customer service. Increased customer service score on the Campus Climate Survey			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD 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: For the 2017-2018 school year, 90% of all students in all subgroups to include Special Education, Gifted and Talented, English Language Learners, At-Risk, Economically Disadvantage and Migrant students at Sierra Vista ES will meet district, state, and federal accountability standards as measured by the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Support all academic initiatives implemented on the campus that address all student groups such as: SPED STETSON Models; SIOP; AVID- Advancement Via Individual Determination Project Based Learning	1.0, 9.0, 10.0	Administration, Faculty, SCEI Coaches, District Personnel	Data Analysis of student progress and academic achievement Common Assessments, District Benchmark Data, STAAR Data. Istation, BOY, MOY and BOY assessments.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD 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: For the 2017-2018 school year, the average daily attendance for students at Sierra Vista, will increase from 96.2% to 97.2%.

Evaluation Data Source(s) 2: Attendance rate/report cards, number of warning letters and AEIS report/District attendance report.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide incentives for attendance each 3 week period, 9-weeks, semester and end of the school year. Attendance Committee will monitor and make parent contact.	1.0	Administration, teachers, counselor, attendance committee, PIEMS clerk, and Parent Liaison	Decrease in student absences; increase in student rewards for attendance, decrease in number of warning letters			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD 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 3: During the 2017-2018 school year, Sierra Vista ES administrators will schedule at least 2 data feedback sessions per month with Curriculum and Instruction personnel to support and provide necessary resources.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>System Safeguard Strategy PBMAS</p> <p>1) Grade level meetings will be held once per week; Response to Intervention meetings will be held every 6 weeks to review student progress for all sub populations, at-risk, bilingual students and special education students.</p>		Administration, SCEI Coach and Faculty	Increase of academic achievement as noted on Report Cards. Common Assessment Eduphoria Data District Benchmark Data STAAR Data 2017- 2018			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD 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 4: During the 2017-2018 school year there will be a 10% increase in meaningful and effective academic interventions to ensure student academic growth.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>System Safeguard Strategy PBMAS</p> <p>1) We will provide a Title III Aide, At-Risk Instructional Aide, Title I TIA and Library Aide to assist with intervention support for students not meeting grade level standards.</p>		Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.			
<p>System Safeguard Strategy PBMAS</p> <p>2) We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.</p>		Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books. Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
<p>System Safeguard Strategy PBMAS</p> <p>3) Support academic needs by ensuring that tutorial sessions are available for all students. Tutorial sessions will be held after school, during the school day, fall/spring intersessions, and Saturdays.</p>	1.0, 9.0	Administration, Faculty, SCEI Coach, Support Staff	Decrease in failure rates as reported on progress reports and nine week grade reporting. Increase in students STAAR assessments Spring 2018.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	6	2	Provide teachers with professional development in SIOP, Differentiated Instruction, ELPS Strategies, and Proficiency Level Descriptors
5	3	1	Grade level meetings will be held once per week; Response to Intervention meetings will be held every 6 weeks to review student progress for all sub populations, at-risk, bilingual students and special education students.
5	4	1	We will provide a Title III Aide, At-Risk Instructional Aide, Title I TIA and Library Aide to assist with intervention support for students not meeting grade level standards.
5	4	2	We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students. .
5	4	3	Support academic needs by ensuring that tutorial sessions are available for all students. Tutorial sessions will be held after school, during the school day, fall/spring intersessions, and Saturdays.

State Compensatory

Budget for Sierra Vista Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.113.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$3,840.00
199.11.6118.00.113.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$17,085.00
199.11.6118.00.113.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$19,800.00
199.11.6118.99.113.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6119.00.113.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,792.00
199.11.6119.00.113.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,632.00
199.11.6125.00.113.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.113.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$15,779.00
199.12.6129.00.113.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,274.00
199.11.6141.00.113.7.30.0.00.	6141 Social Security/Medicare	\$1,035.00
199.11.6141.00.113.7.30.8.00.	6141 Social Security/Medicare	\$720.00
199.11.6141.99.113.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.113.7.30.0.00.	6141 Social Security/Medicare	\$120.00
199.11.6142.00.113.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.113.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.113.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.113.7.30.0.00.	6143 Workers' Compensation	\$116.00
199.12.6143.00.113.7.30.0.00.	6143 Workers' Compensation	\$36.00
199.11.6143.00.113.7.30.0.00.	6143 Workers' Compensation	\$316.00
199.11.6143.00.113.7.30.8.00.	6143 Workers' Compensation	\$219.00
199.11.6146.00.113.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,252.00
199.11.6146.00.113.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,012.00

199.11.6146.00.113.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$452.00
199.11.6146.99.113.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$611.00
199.12.6146.00.113.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$45.00
199.11.6149.00.113.7.30.0.00.	6149 Employee Benefits	\$886.00
199.11.6149.00.113.7.30.5.00.	6149 Employee Benefits	\$3.00
199.11.6149.00.113.7.30.8.00.	6149 Employee Benefits	\$620.00
199.11.6149.00.113.7.30.9.00.	6149 Employee Benefits	\$695.00
199.11.6149.99.113.7.30.0.00.	6149 Employee Benefits	\$658.00
199.12.6149.00.113.7.30.0.00.	6149 Employee Benefits	\$124.00
6100 Subtotal:		\$238,773.00

Personnel for Sierra Vista Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
202327 - NAVAR, CARMEN A	TEACHER - WIN	SCE	1
204863 - JOHNSON, EVANGELINA	SCE-TEACHER CSR	SCE	1
213757 - URQUIZO, MELISSA D	TEACHER - WIN	SCE	1
216698 - MARQUEZ, MIRIAM J	LIBRARY AIDE	SCE	0.5
218912 - MACIAS, FRANK D	SCE-INTERV COACH	SCE	1
219227 - CONTRERAS, ROSA C	TEACHER - WIN	SCE	1
220871 - DORADOR, BRENDA J	TEACHER - WIN	SCE	1
221314 - DELGADO, ANDREW T	INSTRL AIDE-AT RISK	SCE	1
221335 - CHAVARRIA, ADRIAN	WIN-TIA	SCE	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
Sub-Total					\$2,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Expenditures to support AVID.		\$3,330.00
2	8	1			\$0.00
Sub-Total					\$3,330.00
Grand Total					\$5,330.00