

Socorro Independent School District
Vista Del Sol Elementary
2017-2018 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. We will instill in them college and career readiness and a growth mindset.

Vision

Tomorrow's Leaders Learning Today.

Superintendent & Board Members

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vista Del Sol is one of 48 campuses in the Socorro Independent School District. We opened our doors in 1983. Currently we serve 557 students in grades Kinder through fifth. Vista Del Sol has one Assistant Principal, one Counselor, one Nurse, one SCIE Coach, one Librarian, four kinder teachers, four first grade teachers, five second grade teachers, four 3rd grade teachers, five 4th grade teachers, four 5th grade teachers, four special education teachers and two Physical Education Coaches. We have three TIAs, one At Risk Aide, one Bilingual Aide, one PE Aide, and two permanent subs. We have one secretary, one PIEMS/Attendance clerk and one campus aide. We have eight monitors/cross guards, five custodians, and ten cafeteria staff members. We have one Parent Liaison and a Volunteer Coordinator. Every employee at VDS is here for one reason, the students. They deserve the best from each and everyone of us.

School Population (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Student Total	<u>557</u>	100%
Kindergarten Grade	<u>72</u>	12.93%
1st Grade	<u>100</u>	17.95%
2nd Grade	<u>91</u>	16.34%
3rd Grade	<u>108</u>	19.39%
4th Grade	<u>88</u>	15.80%
5th Grade	<u>98</u>	17.59%

Student Demographics (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent	Special Services (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Gender			Top Primary Disabilities		
Female	280	50.27%	Autism	14	28.00%
Male	277	49.73%	Speech impairment	14	28.00%
<hr/>			Learning disability	9	18.00%
Ethnicity			Other health impairment	8	16.00%
Hispanic-Latino	536	96.23%	Instructional Settings		
<hr/>			Speech Therapy code (00)	14	28.57%
Race			Homebound code (01)	0	0.00%
American Indian - Alaskan Native	1	0.18%	Hospital Class code (02)	0	0.00%
Asian	0	0.00%	Mainstream code (40)	8	16.33%
Black - African American	9	1.62%	Resource Room codes (41,42)	8	16.33%
Native Hawaiian - Pacific Islander	0	0.00%	VAC code (08)	0	0.00%
White	10	1.80%	Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
Two-or-More	1	0.18%	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)	19	38.78%
			Full-Time Early Childhood code (45)	0	0.00%

Student by Program (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent	Other Student Information (2016 - 2017 Fall PEIMS file loaded 05/15/2017)	Count	Percent
Bilingual	147	26.39%	At-Risk	241	43.27%
English as a Second Language (ESL)	0	0.00%	Economically Disadvantaged	492	88.33%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	411	73.79%	Immigrant	1	0.18%
Reduced Lunch Participation	81	14.54%	Limited English Proficient (LEP)	164	29.44%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	14	2.51%	Military Connected	10	1.80%
Special Education (SPED)	49	8.80%	Foster Care	0	0.00%
Title 1 Participation	557	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	1	0.18%	Section 504 (No Section 504 File for 2017)	0	0.00%
Homeless Statuses					
Homeless Status Total	9	1.62%			
Shelter	2	0.36%			
Doubled Up	7	1.26%			
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, afterschool tutorials, 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On STAAR Math VDS Special Education Students were at 68% Approaches Grade Level as compared to 88.7% of all students. On STAAR Reading our SPED students were at 45.3% at Approaches Grade Level compared to 83% of all students. Concern for growth of our SPED students,

we want to see them increase success. **Root Cause:** Opportunities to practice on line assessment was limited. Our SPED schedule needs to be strategic and focused to meet student needs. Training on the CT model to expose students to grade level curriculum.

Problem Statement 2: On STAAR Math VDS Limited English Proficient Students were at 80% Approaches Grade Level as compared to 88.7% of all students. On STAAR Reading our LEP students were at 69% at Approaches Grade Level compared to 83% of all students. Concern for growth of our LEP students, we want to see them increase success. **Root Cause:** The number of students new to the country increased mid year giving the teacher less time to work with them. Some of our ELLs are SPED as well adding to the challenges they face.

Student Academic Achievement

Student Academic Achievement Summary

Vista Del Sol continues to support our students to achieve academic success. Teachers use research based instruction, good practices, and interventions to meet student needs. Our kinder students ended the year with 59% of the students at tier 1 for Istation. We had 28% at tier 2 AND 13% at tier 3. In first grade we had 66% at tier 1, 26% Tier 2 and 8% tier 3. In second grade we had 78% at Tier 1, 15% at Tier 2, and 8% at tier 3. In math TCM results show our kinder students ended the year with 90% Tier 1, and 10% Tier 2. First grade had 83% Tier 1, 15% Tier 2, and 2% Tier 3. Second grade had 90% Tier 1, 5% Tier 2, and 5% Tier 3.

STAAR Math Scores indicate that VDS is at 88.7% met the Approaches, 56.2% reached the Meets, and 23.3% reached the Mastery. District average for Approaches is at 88.2%, Meets is at

STAAR Reading Scores indicate that VDS is at 83% met the Approaches, 50% reached the Meets, and 25.9% reached the Mastery.

STAAR Science Scores indicate that VDS is at 96.9% met the Approaches, 66.7% reached the Meets, and 31.3% reached the Mastery.

STAAR Writing Scores indicate that VDS is at 77.4% met the Approaches, 42.9% reached the Meets, and 13.1% reached the Mastery.

Student Academic Achievement Strengths

Kinder, First, and Second grade made constant gains in the area of math. They ended the year with great student success. Kinder ended their year with 90% of their students in Tier 1. First grade increased their Tier 1 students from 48% at BOY to 83% at EOY. Second grade increased Tier 1 students from 73% at BOY to 90% at EOY.

Fifth grade STAAR Reading shows that 94.8% of students passed and 35.4% Mastered. Fifth grade STAAR Math shows that 97.9% passed and 24% Mastered. Our students made gains in both areas Increasing the Mastering of Reading by 11.99% as compared to last year, and increasing the Mastering of Math by 11.35% as compared to last year.

Grade 3

All: Math Approaches Grade Level (19%) Masters Grade Level (70%); Reading Approaches Grade Level (19%) Masters Grade Level(Pending)

Econ. Disadvantaged: Math Approaches Grade Level 79% Masters Grade Level 18% ; Reading Approaching Grade Level 69% Masters Grade Level 16%

Limited English Proficient: Math Approaches Grade Level 72% Masters Grade Level 6% Reading Approaches Grade Level 55% Masters Grade Level 6%

SPED: Math Approaches Grade Level 50% Reading Approaches Grade Level 43%

At-Risk: Math Approaches Grade Level 73% Masters Grade Level 11% Reading Approaches Grade Level 62% Masters Grade Level 8%

Grade 4

All: Math Approaches Grade Level 87% Masters Grade Level 29%; Reading Approaches Grade Level 84% Masters Grade Level 23%; Writing Approaches Grade Level 76% Masters Grade Level 13%

Econ. Disadvantaged: Math Approaches Grade Level 85% Masters Grade Level 28%; Reading Approaches Grade Level 82% Masters Grade Level 15%; Writing Approaches Grade Level 73% Masters Grade Level 8%

Limited English Proficient: Math Approaches Grade Level 74% Masters Grade Level 17% Reading Approaches Grade Level 78% Masters Grade Level 9%; Writing Approaches Grade Level 61%

SPED: Math Approaches Grade Level 71% Masters Grade Level 14% Reading Approaches Grade Level 43% Masters Grade Level 14% Writing Approaches Grade Level 29%

At-Risk: Math Approaches Grade Level 74% Masters Grade Level 17% Reading Approaches Grade Level 71% Masters Grade Level 9% Writing Approaches Grade Level 57%

Grade 5

All: Math Approaches Grade Level (97.9%) Masters Grade Level (29%); Reading Approaches Grade Level (94.8%) ,Masters Grade Level (35.4%), Science Approaches Grade Level 97 Masters Grade Level 29%

Econ. Disadvantaged: Math Approaches Grade Level (97%) ; Reading Approaches Grade Level (91%); Science Approaches Grade Level 98% Masters Grade Level 29%

Limited English Proficient: Math Approaches Grade Level (71.4%) Masters Grade Level (0%) Reading Approaches Grade Level (14.2%) Masters Grade Level (0%); Science Approaches Grade Level 94% Approaches Grade Level 17%

SPED: Math Approaches Grade Level 50% Reading Approaches Grade Level 43% Science Approaches Grade Level 86% Approaches Grade Level 14%

At-Risk: Math Approaches Grade Level 73% Masters Grade Level 11% Reading Approaches Grade Level 62% Masters Grade Level 8%
 Science Approaches Grade Level 92% Approaches Grade Level 13%

iStation Data in Tiers per Grade Level

School	Grade Level	Tier 1	Tier 2	Tier 3
Vista Del Sol Elementary	Grade K	59%	28%	13%
	Grade 01	66%	26%	8%
	Grade 02	78%	15%	8%

Average Composite Scores per Grade Level

- **TELPAS Assessment:** Average Composite Scores per grade level are indicated below.
 - Kindergarten: 1.7 Composite Score
 - 1st Grade: 2.5 Composite Score
 - 2nd Grade: 2.9 Composite Score
 - 3rd Grade: 2.8 Composite Score
 - 4th Grade: 3.1 Composite Score
 - 5th Grade: 3.4 Composite Score

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Kinder students ended the year in Reading with 28% of students at tier 2 for reading and 13% at tier 3. Challenges may travel with them to the next grade level. We want to see no more than 15% of kinder students ending the year in TIER II and TIER III. **Root Cause:** The diagnostic assessment is computer based. Monitoring students attentiveness, and focus is a challenge. Thier profeciency with the mouse at times becomes an issue. Teachers need more PD in guided reading and all its components, also in differnciation of instruction to meet student needs.

Problem Statement 2: First grade students ended the year in Reading with 26% in Tier II and 8% in Tier 3. These challenges will follow them to the next grade level. We want to see no more than 12% of 1st grade students end the year in TIER II and TIER III, **Root Cause:** The diagnostic assessment is computer based and it is difficult to monitor student attentiveness. Teachers need additional PD on guided reading and all its components, also in differentiation of instruction to meet student needs.

Problem Statement 3: Second grade students ended the year in Reading with 15% at Tier II and 8% Tier III. This will make 3rd grade more challenging for them. We want to see no more than 10% of students leaving the grade level at TIER II and TIER III. **Root Cause:** Progress monitoring, diagnostic screeners and interventions must be in place. Professional development on balanced reading, and phonics need to be provided to build up teacher skills and self reliance. Our community has a lot of rental properties, HUD homes and apartment complexes. This makes for a mobile community and students come to us mid and late in the year.

Problem Statement 4: On STAAR Math VDS Special Education Students were at 68% Approaches Grade Level as compared to 88.7% of all students. On STAAR Reading our SPED students were at 45.3% at Approaches Grade Level compared to 83% of all students. Concern for growth of our SPED students, we want to see them increase success. **Root Cause:** We need to expose our SPED students to on grade level curriculum and allow them to practice skills taught at that level more often.

Problem Statement 5: On STAAR Math VDS Limited English Proficient Students were at 80% Approaches Grade Level as compared to 88.7% of all students. On STAAR Reading our LEP students were at 69% at Approaches Grade Level compared to 83% of all students. Concern for growth of our LEP students, we want to see them increase success. **Root Cause:** We had quite a few students new LEP students enter VDS mid year, and later. Language is a barrier for some students compromising comprehension. Vocabulary is an area that our LEP students struggle.

School Processes & Programs

School Processes & Programs Summary

Vista Del Sol continues to retain highly qualified personnel. We lost one teacher due to a drop in our population, but all other teachers continue here at VDS. They are provided with support and professional development and treated with respect and appreciation. The Fundamental Five are utilized in every classroom, and teachers continuously post their lesson frames and objectives. Guided Reading, Johnny Can Spell, and Wiley Blevins continue as resources for our teachers. Lone Star Math, Book Flicks, Brain Pop, Lexia, I-Station, TCM, Think through math and Star Fall are used by teachers to engage students and build up their success. Weekly PLCs are held to facilitate this. Data talks bring teachers, SCIE Coach and administrators together to disaggregate the data and plan accordingly. We will reinforce SEL, and OLWEUS on our campus to ensure that students are feeling safe and well cared for. We will continue to invite C&I staff to provide professional development in specific areas of teacher needs. VDS is adding PBIS, and AVID next year and will carefully monitor implementation of these.

School Processes & Programs Strengths

The team at Vista Del Sol has a strong bond and the students truly benefit from this. Teachers work together very strategically to ensure that the needs of our students are met. GT, Bilingual, and Special Education students are a part of our learning community and they are served by highly qualified teachers.

We hold weekly PLCs where teachers are kept up to date on district and campus initiatives. They are also given the opportunity to request specific PD they feel they need. Teachers are encouraged to seek out and request Professional Development opportunities that tie in with their professional goals, and that strengthen their skills. Our SCIE coach is a huge resource when it comes to this, she also calls in district Curriculum and Instruction Specialist to provide support, ideas, and specific PD. Teachers hone their craft and work together to increase effectiveness for the benefit of our students. Teachers attend 9 Week TEKS academies where they plan together. VDS believes that careful planning leads to powerful, effective instruction. Teachers, administration and SCEI Coach engage in data talks. These help guide instruction. Teachers along with our SCIE coach and administration take the data apart to make sure there is a focus on the need of the whole group and the individual. Teachers participate in faculty meetings to build the strength of our learning community. These are an opportunity for teachers to share and learn together, as well as a time for information to be given to keep the campus up to date on any news.

We will be introducing PBIS campus wide in 2017-2018. We believe that this will tie in effectively with The Master Teacher Social-Emotional Learning Program the district will be using to increase our awareness and skills in Social Emotional Learning. We will continue to work with OLWEUS our anti bullying program to increase awareness and prevention of bully situations. These will give us consistency across our campus in nurturing and guiding our students. AVID will be introduced full force in Third and Fourth grade other grade levels will receive training by their peers on WICOR and organization. This too will give us a consistency across the campus.

We recognize student successes at VDS. We post honor roll list and recognize perfect attendance every nine weeks. We celebrate perfect attendance in a variety of ways, to include free dress, trophies, invitations to special events, a bicycle given out each semester and other treats. Our students receive recognition for participation in different groups and teams. We support the VAASP program that provides our students the opportunity to participate in

Soccer, Basketball, and Track. Our special needs students participate in the James Butler Games. We have a cheer squad that supports our school. Students participate in an annual Reading Fair and Science Fair. Our campus holds a Math Bee and will hold a spelling Bee, and students will have the opportunity to compete in these at the district level. Students are encouraged to participate in UIL events, Destination Imagination and Robotics. Great writing is recognized and high lighted in our Literary Anthology.

Parents are kept informed of campus and district activities through the use of our monthly calendar, campus and teacher web pages, the BlackBoard Call out system, flyers, and our marquee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in K-2 needing reinforcement in reading is at 32%. Students in grades 3-5 are at 18%. Reading affects all subject areas, and must be solidly built up. **Root Cause:** Reinforcement in Balanced literacy, Readers/Writers workshop, and phonics training are needed. Afterschool tutorials need to be extended.

Problem Statement 2: Our climate survey indicates that 37% of our students need to feel more involved and a part of the school. A sense of belonging brings with it a better attitude to succeed. **Root Cause:** The expectations for behavior and interaction needs to be uniform across the campus. (PBIS) will be new this school year.

Perceptions

Perceptions Summary

We are a welcoming campus, and make ourselves available to parents, guardians, and community members. We truly work together to prepare our students and help them grow. We provide a safe and supportive learning environment where students, teachers, staff, and parents can work together towards student success. Five new cameras will be installed over the summer increasing the number we already have and the security of our campus. College starts here, and we work to expose our students and provide them with opportunities as they move forward with college and career readiness. All of our teachers and staff are highly qualified and effective individuals. They provide our students with the best instruction with rigorous effective lessons. They differentiate to meet student needs. We partner up with community businesses and parents to ensure that students are given multiple opportunities to excel and be recognized. VDS holds our students and teachers to the highest standards in learning and teaching. Vista Del Sol excels in academics and we carefully monitor progress and believe in accountability for all. Providing multiple opportunities for our students to excel is key.

Perceptions Strengths

Teachers and staff at VDS are committed to their students and hold themselves highly accountable for student success. They are here to ensure that every student is receiving the best possible education and that they are being challenged and having their needs met. The learning community at VDS is strong and cohesive, often aligning the learning of our students across grade levels. The expectations and drive that our teachers have make all the difference. VASSP, Family Engagement, Watch DOGS, Parent Volunteers, Community Survey, Climate Survey, OLWEUS, PBIS, and solid curriculum keep VDS at the top.

We encourage family and school connection. We host family nights for Reading, Math, Science and SSI. We also encourage participation in our feeder pattern Reading night that is traditionally held at Americas High School. Coffee with the principal is held once an month. Each of these evenings ends in a question and answer session where parents are encouraged to share questions, concerns and celebrations. Family Kite day Field day, and wellness walking are held to bring families onto our campus. Volunteers and parents are a huge part of Filed day. We hold family nights at different partners, such as Peter Piper Pizza, Whataburger, and Burger King these benefit our school and the businesses. Our parent liaison host guest speakers who come in and provide parents with different types of classes to improve parenting skills, nutrition, and other topics. We invite the community in to celebrate Muffins for Moms, Donuts for Dads, Grand Parent Day, the father daughter dance, walking wellness, our carnival and Career Day. We encourage our community to recycle using the Recycle Rally. We have a very supportive group of volunteers. Teaching our students responsibility is very important and opportunities to join safety patrol, Student Council, and library helpers are provided with civic and community opportunities. Students work closely with our librarian to participate in Blue Bonnet reading.

Fine Arts are encouraged at VDS. The talent show gives our students the opportunity to show off their talents and our choir teacher brings this out in them. Young Rembrandts are invited to provide art classes and our library provides two scholarships to help students attend. Students perform for their parents at our Winter Program and during coffee with the principal. Fourth grade students have the opportunity to visit the Guadalupe and Oregon Mountains with Kids in Parks every year. We had a huge turnout for our world read aloud day, with community members coming in to read to students. Operation School Bell through our Counselor provide students with shoes, uniforms and school supplies. Shannon's Wish provides our students with free books. Students are

encouraged to participate in extra curricular activities to develop their all around skills and prepare them for the future. College week is big and our students know that the road to college starts at kinder. We provide our students information on Just Say No to drugs through a week of activities. Using our team of WATCH DOGS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 82% of VDS students feel that their friends treat them with respect. The other 18% concern us. A positive learning environment leads to better learning. Vista Del Sol will continue to improve relationships and communication with students, addressing their social emotional needs. **Root Cause:** Limited structured, team building activities during recess is an area to consider. SEL training for teachers and staff are needed to reinforce positive student behavior.

Problem Statement 2: 90% of our students feel they are recognized for good work and achievement. We want all students to receive the recognition they deserve. Student recognition and incentive opportunities need to increase. **Root Cause:** Organized recognition, and incentives need to be solidly implemented.

Problem Statement 3: There are 400 registered parent volunteers at VDS, but on an average only 3 to 5 parents consistently volunteer. We would like to see an increase in active day to day volunteers. **Root Cause:** Parents need more information about the different ways they can volunteer for our school.

Problem Statement 4: Parental participation in classes and meetings provided by our Parent Liaison averaged 4 attendees per meeting. We need to increase this participation so parents feel a part of our school. **Root Cause:** Meetings and classes were not flexible in time. They were all held in the morning.

Problem Statement 5: VDS has identified a need to increase our parental involvement in our content and information nights. **Root Cause:** Student performances and presentations need to be added so parents are encouraged to attend.

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, Vista Del Sol will implement a plan of action to ensure that district stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by 15% on the next SISD climate survey.

Evaluation Data Source(s) 1: Climate survey given to students will equal 92% or more.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with this goal and the strategies connected to it.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Through the implementation of SEL, PBIS, and OLWEUS students will improve peer relations and make school a safer, more positive place for students to learn and develop.		Cynthia Velasquez Alicia Miranda Georgina Shindo Cookie Chavez	Students attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance will improve.			












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, Vista Del Sol will fulfill at 100% the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Emergency drills will be documented on Eduphoria. Agendas and sign in sheets of trainings will be kept in our EOP binder.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with this performance objective and strategy.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly scheduled fire drills will be conducted. In addition, one safety related drill will be conducted such as: lockdown, shelter in place, reverse evacuation, severe weather, silent evacuation.		Alicia Miranda Cynthia Velasquez	Faculty, staff, and students increase awareness and preparedness of emergency situations.			
2) Campus EOP Team will meet twice a semester to conduct table top practices. Discuss concerns, specific information and strategies that will help during and after an emergency.		Alicia Miranda Cynthia Velasquez	Continuous process of planning, training, exercising, and evaluating emergency situations			
 = 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: For the 2017-2018 school year, the number of bullying-related incidents reported at Vista Del Sol will decrease by 3%

Evaluation Data Source(s) 3: The number of reported bullying-related incidents on campus will decrease by 3%.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will keep this performance objective, and revisit percentages once the year is complete.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Vista del Sol will address bullying related incidents through the delivery of Social Emotional Learning. Teachers will use The Master Teacher curriculum to address social emotional learning through lessons.		Cynthia Velasquez Alicia Miranda Georgina Shindo	Students will demonstrate improvement in multiple areas of their personal, social, and academic lives.			
2) VDS has established school-wide Positive Behavioral Interventions and Support to teach student behavior resulting in academic and social gains.		Cynthia Velasquez Alicia Miranda Georgina Shindo Faculty and staff	Decreased classroom disruptions and office discipline referrals; Increased academic achievement and performance			
 = 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, student state assessment scores in Reading will move from 83% to 88%

Evaluation Data Source(s) 1: Student state assessment scores in reading will improve by 5%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will continue this performance objective. Percentages will be revisited once final scores are in.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) In order to Increase the overall student achievement in Reading VDS will purchase and provide supplemental instructional resources for interventions during guided reading, intervention block, afterschool tutoring, and Saturday camps. Supplemental resources consist of the following:</p> <ol style="list-style-type: none"> 1. Education Galaxy online subscription reading program for TIER 3 and TIER 2 students. 2. Scholastic Studyworks and Scholastic news reading material for differentiating instruction. 3. Starfall Reading online subscription. 4. Brainpop online subscription. \$2395.00 5. BookFlix online subscription. \$1299.00 6. Library books. 6a. Barnes & Noble \$271.68 6b. From Opal Booze Vendor \$1366.58 6c. From Opal Booze Vendor \$2936.95 6d. From Barnes & Noble \$201.15 6e. From Permabound \$2,147.97 6f. From Permabound for Book of the Month \$787.80 7. Replacement lamps for projectors used in the classroom. Please note this strategy applies to Goal 2; Performance objectives 1-8. Qty 5 - \$740.00 from Troxell. 8. Lexia 2800.00 9. Replacement lamps for projectors used in the classroom. Please note this strategy applies to Goal 2; Performance objectives 1-8. Qty 8 - \$976.80 from Shi-Government Solutions. 10. Building sets that promote creativity through a hands on approach.(Specifically: Magna Tile & Board Games.) \$from Barnes & Noble. 11. STAAR Ready Reading for Tier 2 and Tier 3 interventions 12. Lakeshore to purchase Reading materials for Summer intervention Sessions. 	<p>1.0, 2.0, 3.0, 8.0</p>	<p>Cynthia Velasquez Alicia Miranda Cookie Chavez Teachers</p>	<p>We expect to see an increase in student success.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) In order to increase the overall student achievement in Reading VDS will replace and replenish student tablets/computers by purchasing:</p> <ol style="list-style-type: none"> 1) 22 Dell Latitude 3380 laptops for \$14,476.00. 	<p>1.0, 2.0, 3.0, 8.0</p>	<p>Cynthia Velasquez Alicia Miranda</p>	<p>We expect to see an increase in student success.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2017-2018 school year, student state assessment scores in Math will move from 88% to 92%

Evaluation Data Source(s) 2: Student state assessment scores in math will improve by 4%.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will continue this performance objective percentages will be revisited once all scores are in.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) In order to increase overall student achievement in Math, VDS will purchase and provide supplemental instructional resources for interventions in guided math, intervention/enrichment block, afterschool tutorials, and Saturday camps. Supplemental resources will include Motivational Math. Vendors to include: Lakeshore.</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Cynthia Velasquez Alicia Miranda Cookie Chavez Teachers	We expect to see an increase in student success in the area of math.			
Funding Sources: 211 - Title I, Part A - 4000.00						









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, student state assessment scores in Writing will move from 77% to 82%

Evaluation Data Source(s) 3: Student state assessment scores in writing will improve by 3%.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue this performance objective, percentages will be revisited once all scores are in.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) In order to increase overall student achievement in Writing, VDS will purchase and provide supplemental instructional resources for interventions in , Writers Workshop, intervention block, afterschool tutorials, and Saturday camps.</p> <p>1. Empowering Writers: Editing and Revising student workbooks.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0</p>	<p>Cynthia Velasquez Alicia Miranda Cookie Chavez</p>	<p>The writing of students at VDS will increase in quality and academically.</p>			
<p>Funding Sources: 211 - Title I, Part A - 920.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 4: For the 2017-2018 school year, student state assessment scores for our Special Education population in Reading will move from 57% to 62%.

Evaluation Data Source(s) 4: Student state assessment scores in Reading for Special Education population will improve by 5%.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will revisit this performance objective after final scores are received.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) In order to increase overall achievement for our Special Education population in Reading, VDS will purchase and provide supplemental instructional resources for interventions in guided reading, intervention block, afterschool tutorials, and Saturday camps.</p> <p>1. Scholastic Guide Reading level reader set. 2. Lexia subscription</p>		<p>Cynthia Velasquez Alicia Miranda Teachers Cookie Chavez</p>	The skills of our special education students will increase and be reflected in their achievement.			
Funding Sources: 211 - Title I, Part A - 0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						









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

Performance Objective 5: For the 2017-2018 school year, student state assessment scores for special education students in Math will move from 68% to 70%.

Evaluation Data Source(s) 5: Student state assessment scores in Math for Special Education population in Math will improve by 2%.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: This performance objective will be revisited after final scores are received.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) In order to increase overall achievement for our Special Education population in Math, VDS will purchase and provide supplemental instructional resources for interventions in guided reading, intervention block, afterschool tutorials, and Saturday camps.</p>	1.0, 3.0, 8.0, 9.0, 10.0	Cynthia Velasquez Alicia Miranda Cookie Chavez Teachers	We expect our special education students to achieve greater success.			
Funding Sources: 224 - IDEA A, SPED - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 6: For the 2017-2018 school year, student state assessment for special education students scores in Writing improve by 5%.

Evaluation Data Source(s) 6: Student state assessment scores in Writing for Special Education population in Writing will improve by 5%.

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: We will revisit this performance objective once final scores are in.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) In order to increase overall achievement for our Special Education population in Writing, VDS will purchase and provide supplemental instructional resources for interventions in Writers Workshop, intervention block, afterschool tutorials, and Saturday camps.						
 = 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: For the 2017-2018 school year, student state assessment scores for our 3rd LEP population in Reading will improve by 5%.

Evaluation Data Source(s) 7: Student state assessment scores in Reading for our 3rd LEP population will improve by 5%.

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: We will revisit percentages once final scores are in.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) In order to increase overall achievement for our 3rd grade LEP population in Reading, VDS will purchase and provide supplemental instructional resources for interventions in guided reading, intervention block, afterschool tutorials, and Saturday camps. We will hire an aide to assist in interventions.</p>	1.0, 2.0, 3.0, 9.0, 10.0	Cynthia Velazquez Alicia Miranda Cookie Chavez Ms. Sanchez Teachers	We expect to see an increase in the performance of our ELL students.			
Funding Sources: 263 - Title III, LEP - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8: For the 2017-2018 school year, student state assessment "Master Grade Level" scores in Science will move from 8.3% to 15%

Evaluation Data Source(s) 8: Student state assessment "Master Grade Level" scores in math will improve by 7%.

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: We will continue to purchase science materials needed for hands-on inquiry and investigations. We will revisit percentages after final scores are received.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 1) In order to increase the overall student Master Grade Level scores, VDS will purchase science materials for hands-on science inquiry and investigations labs. In addition to Mentoring Minds Motivational Science 5th grade workbooks.</p>	1.0, 3.0, 9.0, 10.0	Cynthia Velasquez Alicia Mlranda Teachers Cookie Chavez	We expect to see an increase in the mastery of science.			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 9: Vista Del Sol will develop and implement a College and Career Ready Strategic Plan. Five specific activities and events will address this.
 Edit Remove

Evaluation Data Source(s) 9: 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 on 3/08/18 College Comes Into the classrooms (Presenters) by Jan. 5. Student Led College Showcase Displays, by October.
 Edit Remove

Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: We will continue this performance objectives. Activites will be revisited to increase ingagement.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) 1. College is Knowledge Thursday's: College Facts during morning announcements and College T-shirt. 2. College Week October,16th-20th 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.</p>	1.0, 2.0, 4.0, 6.0, 10.0	Cynthia Velasquez Alicia Miranda Georgina Shindo	We expect an increased interest and knowledge of college expectations.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 1: For the 2017-2018 school year, Vista Del Sol will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 1: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue this performance objective next year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
System Safeguard Strategy PBMAS 1) K-3 Teachers will attend Johnny Can Spell. The training will be grade level specific to focus on strategies needed in the classroom to fulfill the needs of our students in the area of phonemic awareness, an phonics.	1.0, 2.0, 3.0, 4.0, 5.0	K-3 Teachers, SCEI and administration	Students will acquire the skills needed to improve reading fluency and with that comprehension.			
	Funding Sources: 211 - Title I, Part A - 2150.00					
2) 4th grade Teachers will increase their instructional skills in writing by attending Empowering Writers training if they have not yet attended. Refreshers will be shared with all grade level.	1.0, 2.0, 4.0, 5.0	Teachers, Administration, and SCEI Coach	Students will improve their writing skills in expository, and fictional and personal writing.			
	Funding Sources: 211 - Title I, Part A - 165.00					
= 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 2: For the 2017-2018 school year, 85% or our teachers that demonstrate proficient level in instructional effectiveness (as measured by T-TESS, walk-throughs, etc.) 100% of teachers will set and reflect on TTESS Goals.

Evaluation Data Source(s) 2: 100% of the teachers will be trained on the T-TESS evaluation tool and 85% will perform at proficient level effectiveness. Reflection of TTESS Goals for 100% of teachers.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will continue this performance objective next year. We have not yet completed all evaluations.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Walk throughs will provide teachers with data on their proficiency in all areas of TTESS through conferences with administration.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0	Cynthia Velasquez Alicia Miranda	We anticipate to see a rise in the proficiency of all teachers.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						









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

Performance Objective 3: For the 2017-2018 school year Professional development to meet district, campus and teacher goals will increase by 5% as compared to 2016-2017 school year.

Evaluation Data Source(s) 3: Certificates, sign in sheets, and agendas will reflect an increase of 5% PD opportunities for teachers at VDS.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will continue this next year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) In order to increase 5% of Professional development as compared to 2016-2017. New teachers to a grade level will attend the Empowering Writers workshops offered through Region 19, Johnny Can Spell, Special Education AU training, AVID, and other PD opportunities to offer teacher growth.</p>	1.0, 2.0, 4.0, 5.0, 9.0	Cynthia Velasquez Alicia Miranda Teachers	Teachers will continue to grow professionally and meet their goals.			
Funding Sources: 211 - Title I, Part A - 0.00						
 = 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, Vista Del Sol will increase the number of parents attending collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: The number of parents participating in campus level activities have increased by 3% from last year as reflected on sign in sheets.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will revisit the percentage goal to gear it towards the number of opportunities to attend.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Vista Del Sol will provide opportunities for community/parental involvement to include: Family nights in each academic area Title one presentation coffee with principal Celebrations</p>	1.0, 2.0, 4.0, 5.0, 6.0	Cynthia Velasquez Alicia Miranda Georgina Shindo Kathy Duran	We expect to see more participation from our parents, with increased involvement in school activities with their children.			
Funding Sources: 211 - Title I, Part A - 0.00						









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, Vista Del Sol will increase the number of notifications, sent via newsletters, email, black board, etc. to parents, business, and community members by 4%

Evaluation Data Source(s) 2: The number of notifications sent from the district and the campuses were increased by 4% in efforts of bolstering communication between parents and schools.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will revisit the percentage goal. Next year's performance objective will include a scheduled time for information to go out.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Vista Del Sol will use the black board call out system, our Marquee, a monthly calendar of events and informational flyers to keep our parents informed.</p>	1.0, 2.0, 6.0	Cynthia Velasquez Alicia Miranda Georgina Shindo Kathy Duran	We expect this to increase parental awareness on school activities.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









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: For the 2017-2018 school year, the District will increase the number of customer service training sessions by 2% to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: Customer service training increase by 2% from the 2016-17 to 2017-18 school year.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue this goal next year. We will increase our efforts and schedule these in for next year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 1) Customer service PD will take place 3 times this school year.	1.0, 2.0, 4.0, 5.0, 6.0	Cynthia Velasquez Alicia Miranda	Better customer service will lead to more parental involvement and interest in our school.			
 = 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 Vista Del Sol will increase the number of business and higher educational institutional partnerships by 5 as compared to the 2016-2017 school year. Increasing community involvement in student success.

Evaluation Data Source(s) 4: The number of partnerships will increase by 5.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: This goal will continue for next year. The new partners brought in had a positive impact on our campus. We will continue to seek out partners.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Our PIE representatives will attend meetings with potential partners. They will make contact and build relationships.</p>	1.0, 4.0, 6.0	Georgina Shindo Kathy Duran Cynthia Velasquez Alicia Miranda	We expect that in building new relationships our school will have more opportunities to experience the mutual benefits that these partnerships provide..			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 1: For the 2017-2018 school year, the attendance rate for all students at Vista Del Sol Elementary will increase from 96.46% to 98%.

Evaluation Data Source(s) 1: Attendance will increase to 98%

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will keep this same performance objective for next year. We will ensure that rewards and recognition is consistent with our plans.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students earning perfect attendance for the month will receive a Popsicle party.</p> <p>Students earning perfect attendance for the year will receive a trophy.</p> <p>Grade levels achieving 98% attendance per week will be allowed to wear jeans with a school shirt on the following Monday.</p>	1.0, 2.0	Alicia Miranda Cynthia Velasquez Teachers	Improved attendance leads to improved student performance.			
Funding Sources: 199 - General - 0.00						
= 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: For the 2017-2018 school year, 100% of Vista Del Sol Elementary teachers at all grade levels will be trained on SEL.

Evaluation Data Source(s) 2: Teachers will be trained on SEL

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: For next year this objective will be geared towards updates and participation.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will attend Master Teacher PD for SEL. Principal will turnaround monthly PD provided at leadership with teachers.</p>	1.0, 2.0, 4.0, 9.0	Georgina Shindo Cynthia Velasquez Alicia Miranda	With the intentional attention to the social emotional learning of our students, we expect an increase in student success and a boost in school climate.			
Funding Sources: 211 - Title I, Part A - 923.00						
 = 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 3: During the 2017-2018 school year, 100% of Vista Del Sol Elementary teachers will be trained on C.H.A.M.P.S. program.

Evaluation Data Source(s) 3: 100% of teachers will be trained on the C.H.A.M.P.S. program

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will continue this objective next year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Counselor will train and help the teacher implement the CHAMPS program on campus.</p>	1.0, 2.0, 4.0	Georgina Shindo	Mentoring students will have a positive effect on the students self esteem and self worth. It will impact them academically.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









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

Performance Objective 4: During the 2017-2018 school year, Vista Del Sol Elementary will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 4: Vista Del Sol Elementary has ensured that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: We will keep this objective.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Vista Del Sol will provide after school, intersession, and Saturday school intervention to students in need of it. This is to include special education, bilingual and general education students.</p>	1.0, 3.0, 9.0, 10.0	Cynthia Velasquez Alicia Miranda Cookie Chavez	We expect to see student success grow.			
Funding Sources: 211 - Title I, Part A - 0.00						
 = 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 5: During the 2017-2018 School year 100% of teachers will be trained in PBIS to decrease discipline at Vista Del Sol.

Evaluation Data Source(s) 5: 100% of teachers will be trained on PBIS, as evident by sign in sheets, and implementation.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: We will continue to increase the implementation of PBIS on our campus.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) PBIS committee will provide PD for teachers. Teachers will implement PBIS in classroom and campus wide. We will purchase materials to support PBIS initiative.</p>	1.0, 2.0, 3.0, 4.0, 5.0	PBIS Committee	Campus wide implementation will bring a cohesiveness in the positive behavior reinforcement for behaviors, bringing on improved behaviors.			
Funding Sources: 211 - Title I, Part A - 1259.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	K-3 Teachers will attend Johnny Can Spell. The training will be grade level specific to focus on strategies needed in the classroom to fulfill the needs of our students in the area of phonemic awareness, an phonics.

State Compensatory

Budget for Vista Del Sol Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.106.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$23,639.00
199.11.6119.00.106.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,316.00
199.11.6119.00.106.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,932.00
199.11.6129.00.106.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$15,587.00
199.12.6129.00.106.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,562.00
199.11.6141.00.106.7.30.0.00.	6141 Social Security/Medicare	\$1,057.00
199.11.6141.00.106.7.30.8.00.	6141 Social Security/Medicare	\$739.00
199.12.6141.00.106.7.30.0.00.	6141 Social Security/Medicare	\$124.00
199.11.6142.00.106.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.106.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.106.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.106.7.30.0.00.	6143 Workers' Compensation	\$322.00
199.11.6143.00.106.7.30.8.00.	6143 Workers' Compensation	\$225.00
199.12.6143.00.106.7.30.0.00.	6143 Workers' Compensation	\$38.00
199.12.6146.00.106.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$49.00
199.11.6146.00.106.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$975.00
199.11.6146.00.106.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$23.00
199.11.6146.00.106.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$716.00
199.11.6146.00.106.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$351.00
199.11.6149.00.106.7.30.0.00.	6149 Employee Benefits	\$938.00
199.11.6149.00.106.7.30.5.00.	6149 Employee Benefits	\$19.00
199.11.6149.00.106.7.30.8.00.	6149 Employee Benefits	\$702.00

199.11.6149.00.106.7.30.9.00.	6149 Employee Benefits	\$220.00
199.12.6149.00.106.7.30.0.00.	6149 Employee Benefits	\$128.00
6100 Subtotal:		\$185,836.00
6400 Other Operating Costs		
199.11.6494.00.106.7.30.9.00.	6494 Reclassified Transportation Expenses	\$3,000.00
6400 Subtotal:		\$3,000.00

Personnel for Vista Del Sol Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
207330 - GURROLA, PEDRO	SCE-TEACHER CSR	SCE	1
208018 - CHAVEZ, COOKIE	SCE-INTERV COACH	SCE	1
216789 - PANDURO, ELIA J	INSTRL AIDE-AT RISK	SCE	1
217225 - ARANDA, MARIA O	LIBRARY AIDE	SCE	0.5

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	funds to purchase incentives		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	On line subscription, workbooks, computers, lexia		\$14,160.00
2	2	1	funds to pay for tutorials		\$4,000.00
2	3	1	Empowering writers training and materials		\$920.00
2	4	1	Funds to pay for tutorials already mentioned above		\$0.00
2	8	1	Science materials for investigations		\$0.00
3	1	1	Johnny Can Spell Materials/cards and lesson plans		\$2,150.00
3	1	2	Empowering writers materials		\$165.00
3	3	1	funds for professional development		\$0.00
4	1	1	Projector and sound system to provide better experiences for parents and students.		\$0.00
5	2	1	master teacher materials		\$923.00
5	4	1	funds for afterschool tutorials use of combined funds to reach success		\$0.00
5	5	1	PBIS support materials and training		\$1,259.00
Sub-Total					\$23,577.00
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	funds for extra duty pay and materials		\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	aide, materials, funds for tutorial		\$0.00
Sub-Total					\$0.00
Grand Total					\$23,577.00