

Socorro Independent School District
Vista Del Sol Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

Mission Statement

The mission of Vista Del Sol Elementary is to provide students opportunities for a learner-centered education in a safe and nurturing environment, that promotes success in academic, social, and emotional growth.

Vision

We prepare lifelong learners with a growth mindset.

Board Members and Superintendent

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vista Del Sol is one of 49 campuses in the Socorro Independent School District. We opened our doors in 1983. Currently we serve 548 students in grades kinder through fifth grade. Vista Del Sol has one Principal, one Asst. Principal, one Counselor, one SCIE Coach, one Librarian, one Nurse, 29 teachers, 2 coaches, 11 instructional aides, and two substitute teachers. We also have five cross guard monitors, one security guard, five custodians and 10 cafeteria staff members. We have one parent liaison and a volunteer coordinator. Every employee at Vista Del Sol is here to provide the best learning experience for all students.

Student Demographics

- 97.62% Hispanic
- 87% Economically Disadvantaged
- 45% At Risk
- 41% Bilingual
- 11% Receive Special Education Services
- 2% Gifted and Talented
- 2% Homeless
- 0% Migrant

Teacher Demographics

- 90% Hispanic
- 10% White
- 90% Female
- 10% Male

Demographics Strengths

Vista Del Sol serves 240 English Language Learner students, 20 students in the Gifted and Talented program, 11 students identified for 504 services, and

78 students served through special education services. Our School-wide Title 1 program provides resources, and includes parent involvement activities, after school tutorials and intersession opportunities in Reading, Math, Writing, and Science. Careful consideration is given to all sub groups in order to provide for student needs. Special attention is focused on our master schedule to better serve our special education and bilingual students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our GT population is at 2%, this is lower than the district and state level. GT students need the opportunity to be served. Testing should help us increase our GT population. **Root Cause:** Teachers need to recognize GT characteristics to make good recommendations of students for testing.

Student Academic Achievement

Student Academic Achievement Summary

Vista Del Sol continues to support our students to achieve academic success. Teachers use research based instruction, best practices, and prescriptive interventions to meet student needs. A diagnostic assessment in reading and math is used in grades Kinder-2nd grade to monitor student progress. I-Station is used in combination with district milestones and benchmarks for reading. A combination of TCM milestones and benchmark exams are used to track progress in Math. Our third graders take the STAAR Math and Reading test in May as an end of year assessment, but are monitored throughout the year using benchmark assessments. Our Fourth grade students take the STAAR Math, Reading, and Writing test to gage progress at the end of the year, but also take benchmarks to monitor progress throughout the year. Our Fifth Grade students take three STAAR test. These are STAAR Science, Math, and Reading. Our teachers monitor progress through out the year and provide interventions and challenges as needed. Our ELL students are assessed and monitored in the areas of Reading, Writing, Listening, and Speaking, using TELPAS. PBMAS indicated two areas of targeted improvement needed for Vista Del Sol. These were a score of 4 in Special Education Reading, and a 3 in LEP writing. A Targeted Improvement Plan has beed developed by the campus to address these needs.

Student Academic Achievement Strengths

Our kinder students ended the year with 73% of students at Tier I for Istation. We had 21% at Tier II, and 6% at Tier III.

In First grade we had 57% of students at Tier I for Istation. We had 35% at Tier II, and 8% at Tier III.

In Second grade we had 83% of students at Tier I for Istation. We had 10% at Tier II, and 7% at Tier III.

In math our kinder ended the year with, 96.1% of students at satisfactory, compared to 94.8% district wide.

First grade ended the year with, 95.12% of students at satisfactory, compared to 92.9% district wide.

Second grade ended the year with, 95.92% of students at satisfactory, compared to 90.1 district wide.

STAAR Math Scores indicate that VDS is at 91.8% at Approaches, 59.5% reached the Meets, and 31.2% reached the Mastery. District average for Approaches is at 88.9%, 58.0%Meets, and 29.8% Mastery

STAAR Reading Scores indicate that VDS is at 86.6% met the Approaches, 53.4% reached the Meets, and 28.4% reached the Mastery. District average for Approaches is at 83.2%, 51.7%Meets, and 26.3% Mastery

STAAR Science Scores indicate that VDS is at 96.4% met the Approaches, 72.6% reached the Meets, and 31.0% reached the Mastery. District average for Approaches is at 84.4%, 47.6%Meets, and 19.5% Mastery

STAAR Writing Scores indicate that VDS is at 72% met the Approaches, 43% reached the Meets, and 11% reached the Mastery. District average for Approaches is at 72.9%, 46.8%Meets, and 11% Mastery

- **TELPAS Assessment:** Average Composite Scores per grade level are indicated below.

- Kindergarten: Composite Score
- 1st Grade: Composite Score
- 2nd Grade: Composite Score
- 3rd Grade: Composite Score
- 4th Grade: Composite Score
- 5th Grade: Composite Score

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On average Kinder, first, and second grade students ended the year in Reading with 22% in Tier II and 7% in Tier 3. These challenges will follow them to the next grade level. We want to see no more than 15% of 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. I-Station interventions and practice should be Incorporated into student schedules.

Problem Statement 2: Special education writing STAAR Scores reflect a 4 on PBMAS. **Root Cause:** Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this.

Problem Statement 3: STAAR Writing scores for our LEP not being served population reflect a 3 on PBMAS. **Root Cause:** Lack of strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP Denial students.

School Processes & Programs

School Processes & Programs Summary

Vista Del Sol continues to retain highly qualified personnel. We lost two teachers who transferred to the new elementary school, but all other teachers continue here at VDS. Teachers are provided with support and professional development and treated with respect and appreciation. The Fundamental Five are utilized in every classroom, and teachers consistently post their lesson frames and objectives. AVID has been introduced to our campus, and we will continue to grow our program by providing teachers with PD. 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 desegregate data and plan accordingly. SEL, OLWEUS, and PBIS are used on our campus to ensure that students and staff are feeling safe and well cared for. C&I staff is invited to provide professional development in specific areas of teacher needs. We believe in preparing our teachers so they are better able to provide our students with high quality, purposeful instruction. Our SCEI Coach provides PD and support for our teachers and students. Administrators support teachers in PLC, goal setting and TTESS walk through and conferences.

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.

PBIS has been implemented campus wide. We believe that this has tied in effectively with The Master Teacher Social-Emotional Learning Program the district is 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 give us consistency across our campus in nurturing and guiding our students. AVID will continue to grow as Fifth grade will attend initial summer training, 3rd and 4th grade will attend training at the district service center, and other grade levels will receive training by their peers on WICOR and organization.

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. 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 Spelling Bee. This gives our students the opportunity to compete at the district level. Students are encouraged to participate in UIL events, Destination Imagination and Robotics. Great writing is recognized and highlighted 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: Consistency of the use of PBIS, AVID, and SEL is not as solid as we would like. As students move up not all of them are practiced in these and it weakens their effects. We need all classes on board to meet our expectations. **Root Cause:** Systems and expectations need to be made clear, and checked.

Perceptions

Perceptions Summary

We are a welcoming campus, and make ourselves available to students, 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. New cameras have been installed will be installed to increase 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, 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, mother son dance, walking wellness, our carnival and Career Day. We encourage our community to recycle using the Recycling bins on our campus. 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. We added an Art Teacher who works with different grade levels to encourage the arts. Students perform for their parents at our Winter Program and during coffee with the Principal. We had a huge turn out for our world read aloud day, with community members coming in to read to students. Operation School Bell though our Counselor provide students with shoes, uniforms and school supplies. Shannon's Wish provides our students with free books, as does the use

of our new "Little Library". 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are 176 registered parent volunteers at VDS, but on an average only 10 parents who consistently volunteer. This limits the bond of home and school. 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 2: Parental participation in classes and meetings provided by our Parent Liaison averaged 4 attendees per meeting. This limits the number of parents receiving instruction and information to help in many areas of their lives. We need to increase this participation so parents feel a part of our school. **Root Cause:** Meetings and classes were not flexible in time. Classes need to peak the interest and meet the needs of our parents.

Problem Statement 3: VDS has identified a need to increase our parental involvement in our content and information nights. Poor attendance means many parents and students are missing out on learning and bonding opportunities. Better attendance will help strengthen the bond and trust between home and school. **Root Cause:** Student performances and presentations need to be added so parents are encouraged to attend.

Priority Problem Statements

Problem Statement 1: Special education writing STAAR Scores reflect a 4 on PBMAS.

Root Cause 1: Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: STAAR Writing scores for our LEP not being served population reflect a 3 on PBMAS.

Root Cause 2: Lack of strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP Denial students.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018





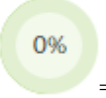

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2018-2019 school year, Vista Del Sol will implement a plan of action to ensure that 95% of students and staff feel safe.

Evaluation Data Source(s) 1: Climate survey given to students and staff.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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

Strategy Description	ELEMENTS	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 safer, more positive place for students to learn and develop.	2.4, 2.6	Administration Counselor	Students attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance will improve.			
 = Accomplished  = 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 2018-2019 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. Debriefing notes will be kept and shared during SIT.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will continue with this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly scheduled fire drills will be conducted. In addition, safety related drills will be conducted such as: lock-down, shelter in place, reverse evacuation, severe weather, silent evacuation. We will follow the district schedule for these drills.	2.4	Administration	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.	2.4	Administration	Continuous process of planning, training, exercising, and evaluating emergency situations			
= Accomplished = 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.




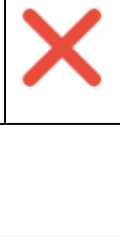
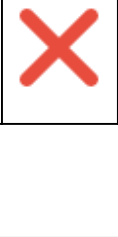
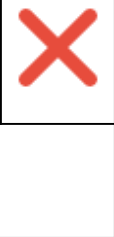
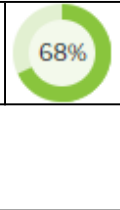
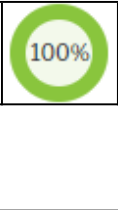
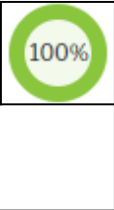
Performance Objective 1: For the 2018-2019 school year, student state assessment scores in Reading will move from 86.6% to 89%. Student Achievement percent change from 56.1% to 3% increase.

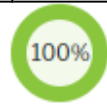
Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1: Exceeded Performance Objective

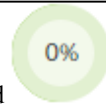
Next Year's Recommendation 1: We will continue to work with these strategies updating some of the resources to reach our goals.

Strategy Description	ELEMENTS	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 tutorials, Saturday camps, intersession, and summer. 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. 5. BookFlix online subscription. 6. Library books and materials to protect and repair them. 7. Replacement lamps for projectors used in the classroom. Please note this strategy applies to Goal 2; Performance objectives 1-8 from Troxell. 8. Lexia 9. Replacement lamps for projectors used in the classroom. Please note this strategy applies to Goal 2; Performance objectives 1-8. Qty from Shi-Government Solutions. 10. STAAR Ready Reading for Tier 2 and Tier 3 interventions . 11. Starfall digital learning subscription 12. Mentoring Minds Resources 13. Curriculum Associates 	2.4, 2.6	Administrators SCEI Coach Library Counselor Teachers	We expect to see an increase in student success.			
<p>Funding Sources: 211 - Title I, Part A - 15160.00, 199 - General Fund: SCE - 6552.00</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>Replacement lamps for projectors</p>	2.4, 2.6	Administrators SCEI Coach Librarian Teachers	We expect to see an increase in student success.			
<p>Funding Sources: 211 - Title I, Part A - 17000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) In order to increase the overall student achievement in the areas of reading, math, science and social studies VDS will replace 17 IWB/ white boards with new projectors and magnetic boards.</p>	2.4, 2.5, 2.6	Administrators SCEI Coach Teachers	Student engagement and success will increase.			
<p>Funding Sources: 211 - Title I, Part A - 24000.00</p>						



= Accomplished



= 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 2018-2019 school year, student state assessment scores in Math will move from 91.8% to 93%, and Student Achievement percent change from 60.8% to 5% increase.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will continue with goal for next year moving from 90.8% to 93%.

Strategy Description	ELEMENTS	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, Saturday camps, intersession, and summer. Supplemental resources will include Motivational Math and Fast Focus Math Warm-up for 3rd Grade. Curriculum Associates and Lone Star Math .</p>	2.4, 2.5, 2.6	Aministration SCEI Coach Librarian Counselor Teachers	We expect to see an increase in student success in the area of math.			
<p>Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 6553.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 3: For the 2018-2019 school year, student state assessment scores in Writing will reflect a movement from a 4 to a 2 in SPED writing and from a 3 to a 2 in LEP writing.

Evaluation Data Source(s) 3: STAAR Data/ PBMAS Data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue but will update resources purchased for next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS 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, Saturday camps, intersession, and summer.</p> <p>1. Empowering Writers: Editing and Revising student workbooks.</p> <p>2. Motivational Writing.</p> <p>3. Alice NIne Essay Writing Workshop.</p>	2.4, 2.5, 2.6	Admin SCEI Coach Librarian Counselor Teachers	The writing of students at VDS will increase in quality and academically.			
				<p>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 - Title I, Part A - 1920.00, 199 - General Fund: SCE - 6552.00</p>		
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Every student will keep a writing portfolio for monitoring of student growth.</p>	2.4, 2.5, 2.6	Teachers ILT	Teachers will modify and tweak instruction as needed to meet student needs, increasing writing skills.			
				<p>Problem Statements: Student Academic Achievement 2, 3</p>		
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: Special education writing STAAR Scores reflect a 4 on PBMAS. **Root Cause 2:** Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this.

Problem Statement 3: STAAR Writing scores for our LEP not being served population reflect a 3 on PBMAS. **Root Cause 3:** Lack of strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP Denial students.

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 2018-2019 school year, student state assessment scores in Science for mastery will increase from 31% to 40%.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will continue with this performance objective. We came down to 16% .

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) In order to increase overall student achievement in Science, VDS will purchase and provide supplemental instructional resources for interventions during intervention block, after school tutorials, Saturday camps, intersession, and summer. Resources such as; Motivational Science 5th Grade and STEMscopes subscription.	2.4, 2.5, 2.6	Administration SCEI Coach Teachers				
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: SCE - 6552.00					
= Accomplished = 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: Vista Del Sol will develop and implement a College and Career Ready Strategic Plan. Five specific activities and events will address this.

- Evaluation Data Source(s) 5:**
1. College is Knowledge Thursday's: College Facts during morning announcements and College T-shirt.
 2. College Week
 3. Local College (UTEP, EPCC, NMSU) Field Trip
 4. College Comes Into the classrooms (Presenters)
 5. Student Led College Showcase Displays, by October.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: We will keep this performance objective.

Strategy Description	ELEMENTS	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 November 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 November</p>	2.4, 2.6	Administration SCIE Coach Librarian Counselor Teachers	We expect an increased interest and knowledge of college expectations.			
2) VDS will continue to implement AVID through 3rd, 4th and 5th, adding introduction of note taking and organization in the lower grades.	2.4, 2.6	Administration teachers SCEI Coach Counselor	Students will gain knowledge and skills to assist with their organization and preparedness for future learning.			
= Accomplished = 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 2018-2019 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 with this performance objective for the next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) K-3 Teachers will attend Alice Nine updates. The training will be grade level specific to focus on strategies needed in the class room to fulfill the needs of our students in the area of phonemic awareness, an phonics.	2.4, 2.6	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						
 = Accomplished  = 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 2018-2019 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: Exceeded Performance Objective

Next Year's Recommendation 2: We will raise this to 90% for next school year.

Strategy Description	ELEMENTS	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>	2.4, 2.6	Administration	We anticipate to see a rise in the proficiency of all teachers.			
<p> = Accomplished = 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 2018-2019 school year 100% of our teachers will receive updates on district and campus instructional initiatives, will be encouraged to seek out professional growth.

Evaluation Data Source(s) 3: Certificates, sign in sheets, and agendas, and observational data.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will continue to promote and provide PD for our teachers.

Strategy Description	ELEMENTS	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 2018-2019. 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>	2.4, 2.6	Administration SCEI Coach	Teachers will continue to grow professionally and meet their goals.			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 4: For the 2018-19 school year training in the area of writing, with a focus on ELL/SPED strategies will be provided to all teachers to increase their professional growth and ability to differentiate instruction.

Evaluation Data Source(s) 4: *walk throughs
 *lesson plans
 *student scores on various assessments

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Will continue this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) ELPS, SIOP, and AVID PD will be provided to all teachers in the area of writing.	2.4, 2.5, 2.6	ILT	Increased teacher effectiveness in differentiating instruction, resulting in student growth in the area of writing.			
	Problem Statements: Student Academic Achievement 2, 3					
= Accomplished = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: Special education writing STAAR Scores reflect a 4 on PBMAS. Root Cause 2: Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this.
Problem Statement 3: STAAR Writing scores for our LEP not being served population reflect a 3 on PBMAS. Root Cause 3: Lack of strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP Denial students.

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

Performance Objective 1: During the 2018-2019 school year, Vista Del Sol will provide a minimal of 10 opportunities for parents to interact with their children and our staff. These will include academic, social, and other community building events.

Evaluation Data Source(s) 1: Agendas and Sign in Sheets

Summative Evaluation 1: Exceeded Performance Objective

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

Strategy Description	ELEMENTS	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 Parent Liaison Trainings</p>	3.1, 3.2	Administration Counselor Parent Liason	We expect to see more participation from our parents, with increased involvement in school activities with their children.			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						




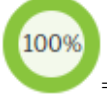


Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 2: For the 2018-2019 school year, Vista Del Sol will send out a minimal of 4 notifications per month, sent via newsletters, email, black board, etc. to parents, business, and community members.

Evaluation Data Source(s) 2: Documentation of communications sent: Flyer binder, Black Board messages, Tweets, and Marquee messages and office binder.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will continue this performance objective.

Strategy Description	ELEMENTS	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>	3.1, 3.2	Administration Counselor Parent Liason	We expect this to increase parental awareness on school activities.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						


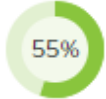




Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 3: For the 2018-2019 School year Vista Del Sol will continue partnerships with community members, businesses and higher education entities, striving to increase their participation with our school.

Evaluation Data Source(s) 3: Number of events

Summative Evaluation 3: Met Performance Objective

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

Strategy Description	ELEMENTS	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>	3.1, 3.2	Counselor Parent Liason Administrator	We expect that in building new relationships our school will have more opportunities to experience the mutual benefits that these partnerships provide..			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						





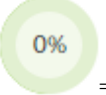

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 4: Parent liaison will submit a weekly communication log of current and potential partners, and Conduct parent classes and meetings.

Evaluation Data Source(s) 4: logs, sign in sheets, agendas

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will continue with this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Parent liaison will conduct parent classes and meetings on a regular basis.	3.1, 3.2	Administration Parent Liaison	Increase in parent participation in offered meetings, classes, and activities.	 35%	 63%	 95%
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2018-2019 school year, the attendance rate for all students at Vista Del Sol Elementary will increase from 96.34% to 97.5%.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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

Strategy Description	ELEMENTS	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>	2.4, 2.6	Administration Teachers	Improved attendance leads to improved student performance.			
<p>Funding Sources: 199 - General - 0.00</p>						
<p> = Accomplished = 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 2: During the 2018-2019 school year, 100% of Vista Del Sol Elementary teachers will be trained on C.H.A.M.P.S. program.

Evaluation Data Source(s) 2: Sign in sheets, and logs

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will continue this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Counselor will train and help faculty and staff implement the CHAMPS program on campus.	2.4, 2.6	Counselor	Mentoring students will have a positive effect on the students self esteem and self worth. It will impact them academically.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	K-3 Teachers will attend Alice Nine updates. 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.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	3	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, Saturday camps, intersession, and summer. 1. Empowering Writers: Editing and Revising student workbooks. 2. Motivational Writing. 3. Alice NIne Essay Writing Workshop.
2	3	2	Every student will keep a writing portfolio for monitoring of student growth.
3	4	1	ELPS, SIOP, and AVID PD will be provided to all teachers in the area of writing.

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>
Cookie Chavez	SCEI Coach	SCE	1
Maria Aranda	Library Aide	SCE	.50
Pedro Gurrola	CSR Teacher	SCE	1
Zaida Alcantar	At-Risk Instructional Aide	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bianca Benavides	TIA	Title I	1
Kathleen Duran	Parent Liaison	Title I	1
Laura Del Rio	TIA	Title I	1

Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Cookie Chavez	SCEI Coach
Non-classroom Professional	Bonnie Sherrrod	Librarian
Non-classroom Professional	Georgina Shindo	counselor
Administrator	Irma Ojeda	AP
Paraprofessional	Kathleen Duran	parent liaison
Administrator	Cynthia Velasquez	Principal
Classroom Teacher	Julietta Arredondo	3rd grade teacher
Classroom Teacher	Cecilia Hill	2nd grade Teacher
Classroom Teacher	Liliana Herrera	1st grade Teacher
Classroom Teacher	Maricela Navarro	Kinder Teacher
Classroom Teacher	Hector Herrera	5th grade Teacher
Classroom Teacher	Estela Grill	4th Grade Teacher

District 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
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$6,552.00
2	2	1			\$6,553.00
2	3	1			\$6,552.00
2	4	1			\$6,552.00
Sub-Total					\$26,209.00
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	1	1			\$1,000.00
2	1	2			\$17,000.00
2	1	3	Title I		\$24,000.00
2	2	1			\$4,000.00
2	2	1			\$1,000.00
2	3	1	Empowering writers training and materials		\$920.00
2	3	1			\$1,000.00
2	4	1			\$1,000.00
2	4	1			\$1,000.00
3	1	1	Johnny Can Spell Materials/cards and lesson plans		\$2,150.00
3	3	1	funds for professional development		\$3,000.00
4	1	1			\$1,000.00

	Sub-Total	\$71,230.00
	Grand Total	\$97,439.00