

**Socorro Independent School District**  
**Desert Wind School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



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

# Mission Statement

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

## Vision

Tomorrow's Leaders Learning Today

## Board Members and Superintendent

### Board of Trustees

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

### Superintendent of Schools

José Espinoza, Ed.D.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Academic Achievement .....	7
School Processes & Programs .....	11
Perceptions .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	15
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. ....	14
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice. ....	18
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. ....	26
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. ....	27
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. ....	28
Comprehensive Support Strategies .....	30
State Compensatory .....	31
Budget for Desert Wind School: .....	31
Personnel for Desert Wind School: .....	33
Title I Schoolwide Element Personnel .....	34
Campus Funding Summary .....	35

# Comprehensive Needs Assessment

Revised/Approved: June 05, 2015

## Needs Assessment Overview

Our Mission:

We believe that college if for everyone!

We are committed to our students success! We believe that all our students can and will be college ready. At DWS, we will focus on preparing our students for college by providing them rigorous, relevant, meaningful instruction. In addition, we believe in educating the whole child. Our instruction also revolves around Social Emotional Learning. Our students will graduate from high school and be ready for college. They will be responsible citizens that value education and will know the meaning of a strong work ethic.

Our staff at Desert Wind School is committed to meeting our campus goals but most importantly, we are committed to meeting the needs our our individual students. We will provide a quality education for all students and we will focus on preparing them for the 21st century. Desert Wind School is an AVID campus as well as a WIN Academy. In addition, we continue to add coursework to our master schedule that will provide our students opportunities to receive high school credit. Moreover, we offer a Spanish course that allows students to receive college credit hours. Here at Desert Wind School, we know it is important that our students have opportunities to be involved in extracurricular activities, the arts, and clubs. We know that this is very important in building on their strengths and focusing on the whole child. We offer athletic opportunities as well has fine arts, student council, UIL, and other club activities. Our teachers are committed to our students at Desert Wind School and are excited to continue to work side by side with all members of the learning community. All of our success as a campus would not be possible without the community partnerships. We continue to encourage our community and our parents to assist us in our efforts because only as a team can we continue to succeed.

# Demographics

## Demographics Summary

Desert Wind School is located in far east El Paso with in El Paso County and Horizon City. DWS is one of forty-nine campuses in Socorro Independent School District and it opened its doors in 2003. Desert Wind was originally an Elementary K-5 campus only and a few years later it expanded to a K-8 campus.

Desert Wind currently serves 891 students. There are 370 elementary students and 521 Middle School Students. Our current demographics are:

DWS Enrollment	Female	Male	Students identified At-Risk	Students identified as Economically Disadvantage	Gifted and talented students	Limited English Proficient students	Bilingual students	ESL students	Student enrolled to receive services through Migrant special services	Students enrolled to receive services through Special education.	Students enrolled in career and technical education courses.
891	461	430	569	748	23	410	289	185	2	98	204

Desert Wind School has 68 professional staff members and we proudly serve our DWS community. Sixty-one of the sixty-eight staff members are teachers with an average experience of 8 years. In addition, to our professional staff, DWS has other staff members that assist in providing support our students and parents. Our CIS, Community in School's Liaison, provides services to families and students. The CIS is an extension of our Title One program and she provides parent classes and well as individualized student support services. Other support staff members are our Title One, At Risk, and Bilingual teaching assistants that provide accelerated instruction to students in small group. Besides our teaching assistants, DWS has two SCE (State Compensatory Education) Instructional Coaches that provide professional development to teachers as well as small group intervention to our at risk students.

Desert Wind School is a Designated WIN Academy. The WIN academy provides innovative accelerated instruction through technology to students that are At Risk and are struggling academically. Desert Wind WIN Academy serves students in grades 2nd-7th grade. Each student receives a laptop device and our district ensures that all our WIN students have internet access at home by providing internet hot spots for their homes. This ensures that all our WIN students are able to connect and complete homework at home.

DWS also provides extended day and extended week instructional services to students that needs additional support. We also provide "Catch UP" after school assistance for students that have fallen behind with their work.

The site-based decision making team completed the end of year needs assessment. They reviewed our current campus improvement plan as well as our systems and services. They identified areas that we must address and resources that are needed for the 2018-2019 school year. In addition, each grade level completed a root cause analysis to assist with identifying areas of concern. Included in this plan is the input that teachers gave regarding our needs for the 2018-2019 school year.

## **Demographics Strengths**

One area of strength at Desert Wind is that most of our students are bilingual. This strength has allowed us to offer an Advanced Placement Spanish Language Course to our 8th grade students. For the first time ever, we tested 18 students on the AP Spanish Language Assessment. By doing this, Desert Wind increased the number of students taking college ready courses. Desert Wind School creates a Master Schedule that provides support for all students. Within the master schedule, there are classes to assist all learners. The WIN academy provides innovative instruction to at risk, struggling learners through blended learning. Students in the WIN academy are provided an extended day and extended year schedule so that they can receive additional accelerated instruction. Desert Wind School also offers advanced academics through Project Lead the Way, Algebra I (for 8th graders) and Spanish courses. These courses offer high school credit.

Desert Wind School provides focused lessons on Social Emotional Learning. We focus on Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Desert Wind School has a high number of students that are limited English proficient and are struggling with overall reading and academic vocabulary comprehension. **Root Cause:** Desert Wind School needs to focus on vocabulary development and reading comprehension of all students so that the overall reading levels of students will increase.

**Problem Statement 2:** Desert Wind School has approximately 90 students receiving services through special education. **Root Cause:** Desert Wind School needs to improve inclusion practices and instruction in specialized support to better meet the individual needs of students with special needs.

# Student Academic Achievement

## Student Academic Achievement Summary

Based on multiple sources of data, our students at Desert Wind are making gains in most areas. Through consistent professional learning community meetings, data analysis, and TEKS studies, our teachers are planning for the best Tier I instruction. In addition, we are consistently providing individualized intervention to students in need of accelerated instruction and intervention services. Our RtI teams are meeting consistently to discuss student academic and behavioral needs. DWS counselors are also involved in the academic tracking progress and meet with students regularly to provide support and monitoring.

At DWS, teachers implement the Fundamental 5 and SIOP (Sheltered Instruction Observation Protocol). Through the fundamental 5 and SIOP, we focus on high yield strategies to promote critical thinking and writing. Some of the best practices/strategies that we implement are: AVID strategies, Thinking Maps and Kagan structures for cooperative learning.

This School year, will strengthen our PLC meetings, RtI process, and continue to focus on becoming content specialist. Our teTeachers at DWS will receive on going training to help them strengthen their craft. Our primary focus will be in implementing Balanced Literacy to include guided reading and vocabulary development with fidelity. We will purchase Lexia for grades K-8 to help us support all our struggling readers. In addition, we will purchase Leveled Literacy Intervention to support our focused intervention of struggling readers. Desert Wind also will continue to use TCM resources: building vocabulary and language to power to help our vocabulary development initiative.

Another area of focus will be student progress at the meets and masters level. It is our goal to have students functioning at or above grade level. Therefore, we will implement a data analysis/goal setting system for teacher and students. Teachers have been completing student data cards to help track and monitor student progress. This school year, we will focus on goal setting. Teacher goal setting and student goal setting. Each teacher will reflect on their data and write their annual goals. Students will also complete a goal setting sheet and they will monitor their progress every 3, 6 and 9 weeks. These goal setting sheets will also focus on attendance, tardies, and behavior. Classroom data walls will be displayed to show student growth.

As a campus, another area of need that was identified on our needs assessment was student behavior. This year, we will strengthen PBIS and focus on restorative practices to help change student behavior. Our discipline committee will meet weekly to review data and discuss circle interventions.

## Student Academic Achievement Strengths

# Campus Data Overview

Overall Campus Data				
Reading	Math	Writing	Science	Social Studies
+45%	-1.14%	+6.0%	+4.71%	+6.4%

STAAR by Grade Level					
Grade	Reading	Math	Writing	Science	Social Studies
3 <sup>rd</sup>	+1.5%	-8.2%			
4 <sup>th</sup>	-4.0%	-19.2%	-1.6%	+6.0%	
5 <sup>th</sup>	+2.6%	+11%			
6 <sup>th</sup>	+2.6%	+4.6%			
7 <sup>th</sup>	-1.9%	-1.4%	-7.6%	+3.2%	+6.4%
8 <sup>th</sup>	+3%	+1.7%			

Istation Reading Kinder-Fourth				
Grade	Number of students	Tier I	Tier II	Tier III
Kinder	56	36/72%	11/13%	9/15%
First	53	38/67%	4/20%	11/13%
Third	59	36/72%	9/8%	14/21%

TCM Kinder – Second EOY Results		
Grade	Approaches	Masters
Kinder	98%	62%
First	96%	55%
Second	94%	37%



Overall Performance of Special education students					
Grade	Reading	Math	Science	Social Studies	Writing
3 <sup>rd</sup>	-11%	-8.3%			
4 <sup>th</sup>	0.0%	-28.6%			-4.8%
5 <sup>th</sup>	-26.7%	-6.7%	-13.3%		
6 <sup>th</sup>	+5%	+11.3%			
7 <sup>th</sup>	+13%	+8.2%	-6.3%		-.9%
8 <sup>th</sup>	-2.6%	-7.4%		0.0%	
Overall Performance of LEP Students					
Grade	Reading	Math	Science	Social Studies	Writing
3 <sup>rd</sup>	+13.5%	+7%			
4 <sup>th</sup>	-16.3%	-25.5%			-11.7%
5 <sup>th</sup>	+2.5%	+19.7%	+11.9%		
6 <sup>th</sup>	+1.8%	0.0%			
7 <sup>th</sup>	+1.8%	+5.4%			+1.6
8 <sup>th</sup>	-4.2%	-15.2%	-.2%	+.5%	

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The overall reading scores increased by .45%. **Root Cause:** Students continue to struggle with academic vocabulary and the rigor of the exams.

**Problem Statement 2:** 8th grade students had a 6.4 increase on the 8th Grade STAAR Social Studies Test. **Root Cause:** Students continue to struggle with the Language and rigor of the content.

**Problem Statement 3:** The overall writing scores among 4th and 7th grade students increased by 6% on the STAAR writing test. **Root Cause:** Students are struggling with the conventions of writing, editing and revising and their needs to be vertical alignment in grades K-8 ELA.

**Problem Statement 4:** The overall science scores among 5th and 8th grade students increased by 4.7% on the STAAR Science tests. **Root Cause:** Students are struggling with the Language and Rigor of the content.

**Problem Statement 5:** Performance of Student with Special Needs in a variety of grade levels exhibited a decrease. **Root Cause:** Inclusion practices need to improve as well as the instruction of specialized support students. Familiarity with the functional levels of performance of each student is imperative for

student success.

**Problem Statement 6:** English Language Learner student performance on STAAR exhibited decreases on a variety of tests and grade levels. **Root Cause:** Critical reading and writing skills of relevant content needs to be implemented with fidelity.

# School Processes & Programs

## School Processes & Programs Summary

Desert Wind School strives to create a safe and support learning environment by focusing on College and Career Readiness, maintaining and sustaining a highly qualified faculty and staff, and creating partnerships with parents and the community.

Desert Wind has 61 teachers and with an average experience of 8 years. All teachers at Desert Wind are highly qualified. New teachers are provided a mentor, are part of the district new teacher mentoring program and the campus has new teacher learning sessions through the year after-school and on Saturdays. Teachers are sent to training throughout the school year and all training focuses on the needs of the campus as well as the individual needs of the teachers. In addition to all professional development that is offered, teachers meet weekly in their PLC's to discuss curriculum, instruction and interventions. Desert Wind implements checkpoints every 3 weeks. Teachers analyze data on the 4th, 7th, and 10th week so that they can make data driven decisions that are in the best interest of the students.

Desert Wind School also employs two full time State Compensatory Instructional Coaches that provide targeted instruction for at risk students and assist teachers with instruction. We also have a 3 Bilingual Teaching Assistants that assist teachers with instruction of student that are limited English proficient.

Desert Wind implements all district initiatives such as: SIOP (Sheltered Instruction Observation Protocol), Fundamental 5, and Co-Teaching that works. In addition to these larger district initiatives, Desert Wind implements campus instructional initiatives such as: Thinking Maps, Kagan Cooperative learning, AVID, and Project Lead the Way. These instructional best practices allows teachers to meet the needs of all students to include: Students with disabilities, at risk students, and Limited English Proficient students.

Desert Wind is a Designated WIN academy. This academy focuses on students that are at risk and struggling academically. These students receive blended learning with a focus on technology and project based learning.

Desert Wind also offers enrichment classes such as: Robotics, Algebra I, courses through Project Lead the Way, and Spanish II. In addition to these courses, Desert Wind offers Music classes for students in grades Kinder through 5th. Our fine arts department offers a variety of classes from beginning to advanced in Band, Mariachi, Orchestra, Choir and Piano. Moreover, our Art teacher offers beginning and advanced classes of art.

Desert Wind implements Positive Behavior Intervention and Support (PBIS) and implement the OLWEUS anti bullying program. For the 2018-2019 school year, Desert Wind will combine PBIS, SEL, and Restorative practices to increase positive behavior with our students.

## School Processes & Programs Strengths

Desert Wind School creates a Master Schedule that provides support for all students. The WIN academy provides innovative instruction to at risk, struggling learners through blended learning. Students in the WIN academy are provided an extended day and extended year schedule so that they can receive additional accelerated instruction.

Desert Wind School offers advanced academics through Project Lead the Way, Algebra I (for 8th graders) and Spanish II/III courses. These courses offer high school credit. DWS offers Pre-AP courses as well as AP Spanish III to a cohort of 8th grade students. Since all teachers have completed their 30 hours in Gifted and Talented training they are able to differentiate to the needs of the students. Desert Wind is an AVID campus. We completed our 2nd year of implementation in middle school and have expanded to the elementary. We are awaiting our certification from AVID. AVID prepares students for College by teaching life long skills through the belief of: Advancement via Individual Determination.

Desert Wind has a student council, National Junior Honor Society, and other clubs for students such as: Robotics, Journalism, and a Bluebonnet team. Desert Wind was very successful at the Middle School Science Fair and received 26 medals. We have now added National Elementary Honor Society, Destination Imagination, and we compete in all UIL categories.

Our campus also offers additional intervention classes for students that need additional accelerated instruction during the school day. In addition, Desert Wind extends student learning time through after school tutorials and Saturday Learning Camps.

Despite our strengths, Desert Wind must continue to focus on the needs of the students in the sub groups of Limited English Proficient, At Risk and Special Education.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The students in the sub populations Limited English Proficient, At Risk, and Special Education are under performing students that are not in these sub groups. **Root Cause:** Desert Wind School needs to create more prescriptive interventions based on individualized student data.

# Perceptions

## Perceptions Summary

Desert Wind School strives to create a safe and supportive learning environment and to create and maintain effective relationship with all members of the learning environment. Students at Desert Wind like their school and their teachers. A recent climate survey revealed that students feel that they are not treated with kindness from their peers. Overall Discipline data indicates that there is a great need to implement Social Emotional Learning on a daily basis at Desert Wind. The climate survey for parents indicates that administrators need to create a parent advisory committee to involve parents in decision making. In addition, the community in schools liaison and counselors need to provide more parent sessions on Social Emotional Learning, Anti-Bullying, and college and career readiness.

## Perceptions Strengths

Desert Wind School has made gains academically and in the extracurricular programs of Athletics and Fine Arts. We will create a parent advisory committee to engage parents in decision making. Desert Wind will also invite more parents to be part of the site-based planning committee. We will continue to use our website and social media to promote and inform parents about the campus. In addition, monthly newsletters and calendars will be sent home. Parents sessions will be held monthly during the day and after school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** DWS needs to build more relationships with partners in education as well as build up the parent volunteer program. **Root Cause:** Relationships among all members of the learning community need to be strengthened by building trust.

# 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, Desert Wind will follow all of SISD's expectations for campus safety and will implement a plan of action to ensure compliance of the campus emergency operation plan.

**Evaluation Data Source(s) 1:** SISD Safety Checklist, Monthly Safety Audits, Monthly Safety Drills and the Climate Survey Data will demonstrate compliance for the 2018-2019 school year.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) DWS TEACHERS GRADES KG-8TH GRADE WILL IMPLEMENT SOCIAL EMOTIONAL LEARNING and will use literature to promote SEL to include book of the month, Colts in Command, PBIS and a 8th grade Student Advisory Committee	2.4, 2.6	ADMIN, COUNSELORS, SCEI, AND CLASSROOM TEACHERS	Student Climate will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
<b>Critical Success Factors</b> CSF 6 2) All faculty and staff will wear an ID to ensure safety.	2.6	Administration	The climate will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00						
= 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, the number of disciplinary referrals will decrease by 10%.

**Evaluation Data Source(s) 2:** The number of referrals and bullying incidents will decrease by 10% as compared to the 2018 referral and bullying data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Desert Wind school will implement Social Emotional Learning to address the needs of the whole child. Desert Wind will purchase books of the month that will center around the whole child and their SEL state.	2.4, 2.6	Counselors and administrators	Grades and test scores will increase. Student referrals will decrease.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2231.90						
<b>Critical Success Factors</b> CSF 7	2.4, 2.6	Administration	Students scores will improve because their emotional wellness will improve. Referrals will decrease.			
2) Desert Wind Counselors and teachers will be trained on Social Emotional learning and will attend trainings that pertain to mental health, SEL, and overall wellness.	<b>Funding Sources:</b> 211 - Title I, Part A - 500.00					
= 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 3:** For the 2018-2019 academic school year, the number of social and emotional concerns will drop by 15% as compared to the 2018 data

**Evaluation Data Source(s) 3:** Daily morning broadcast will be used to incorporate social and emotional support with the use of morning broadcasting daily providing positive message delivery and positive behavior support.

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) - with the use of morning broadcasting daily providing positive message delivery and positive behavior support.	2.4, 2.6	Campus Administration	positive messages and positive culture experience for all the students, staff and faculty. We are pending the delivery and installation of our Broadcast Computer system.			
<b>Problem Statements:</b> Perceptions 1						
= Accomplished                          = No Progress                          = Discontinue						

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> DWS needs to build more relationships with partners in education as well as build up the parent volunteer program. <b>Root Cause 1:</b> Relationships among all members of the learning community need to be strengthened by building trust.

# 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, Desert Wind School will increase the number of students enrolled in advanced academic courses.

**Evaluation Data Source(s) 1:** Pre-Ap rosters, Algebra I Rosters, AP Spanish Roster

**Summative Evaluation 1:**

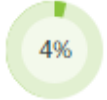

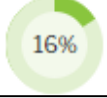
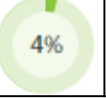
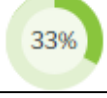
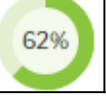

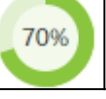
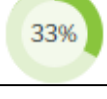
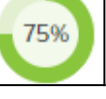


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Desert Wind school will implement AVID in grades 3-8. Students will require binders, notebooks, agendas and the AVID subscription.	2.4, 2.6	Administration, AVID coordinator, SCEI	Student grades, tests scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00					
2) Desert Wind will continue to offer AP Spanish and will acquire the necessary materials for the course.	2.4, 2.6	Administration, SCEI	Student AP scores			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2700.00					
3) Acquire voice recorders to be used by students in the AP Spanish course.	2.4, 2.6	Administration, SCEI	Students will master the AP exam			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2200.00					
= Accomplished                = No Progress                = Discontinue						


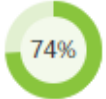




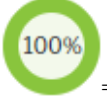


**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 2:** For the 2018-2019 school year, Desert Wind School will have a 10% increase on the overall Reading STAAR assessments in grades 3rd-8th and a 10% increase among all subgroups.

**Evaluation Data Source(s) 2:** Reading assessment data will increase from .45% to 9.55% among all students and subgroups will demonstrate a 10% increase for the 2018-2019 school year.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will implement the CATS and Links folders so that students can improve their fluency and comprehension.	2.4, 2.6	Administration, SCEI	STAAR reading scores will improve.	 4%	 38%	
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
2) Students will be enrolled in the READ 180 program and they need the work books from read 180.	2.5, 2.6	Administration, SCEI	Students Reading STAAR scores will improve.	 16%	 4%	
<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00						
3) DWS will use online resources such as Renaissance learning, IXL, Tumble-books, Lexia, Education Galaxy to assist struggling readers.; purchase needed technology upgrades.	2.4, 2.5, 2.6	Administration, SCEI, Teachers leaders,		 33%	 62%	
<b>Funding Sources:</b> 211 - Title I, Part A - 30000.00						
4) Teachers will implement the use of Scholastic magazine (Story Works, Scope) to improve reading comprehension.	2.4, 2.6	Teachers, SCEI	Reading scores will improve.	 20%	 70%	
<b>Funding Sources:</b> 211 - Title I, Part A - 6000.00						
<b>Critical Success Factors</b> CSF 1	2.4, 2.6	Leadership	Reading scores will improve.	 33%	 75%	
5) DWS teachers will utilize different resources such as material from Scholastic, Resources for Reading, STAAR Master Reading, Sirius Education, Curriculum Associates, Lakeshore, and Mentoring Minds.	<b>Funding Sources:</b> 211 - Title I, Part A - 35000.00					
<b>Critical Success Factors</b> CSF 1	2.4, 2.6	teachers	reading scores	 60%	 66%	
6) Students will use dictionaries for their daily instruction and on assessments.	<b>Funding Sources:</b> 211 - Title I, Part A - 1950.00					

<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Teachers will use various materials to implement best practice strategies. Materials needed are: sentence strips, markers, dry erase markers, post its, pencils, colored pencils, glue sticks, large 12X15 paper, construction paper, colored paper, highlighters (AVID strategies). As well as technology, ie projectors, laptops etc.</p>	2.4, 2.6	Administration, SCEI coaches	All scores in the Core Content will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 18000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Teachers will attend a variety of training sessions for professional development focused on the core content areas.</p>	2.4, 2.6	administration	Teacher instruction will improve			
<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00						
<p>9) DWS will provide new, updated reading materials, supplies and technology for the Library to engage students at different grade levels to develop life-long reading habits.</p>		Administration Librarian	All scores in the Core Content will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
 = 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 3:** For the 2018-2019 school year, Desert Wind School will have a 9% increase on the overall Math STAAR assessments in grades 3rd-8th and a 10% increase among all subgroups.

**Evaluation Data Source(s) 3:** Math STAAR assessment data will demonstrate an increase from 1.14% to 10% among all students and subgroups.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) DWS will implement accelerated instruction through the use of paper/pencil and Lone Star online math program.</p>	2.4, 2.5, 2.6	Administration, Teachers, SCEI	Student scores will increase			
<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Desert Wind Students will use TI-Inspire calculators during class instruction and assessments.</p>	2.4, 2.6	Math Teachers, SCEI coaches, Administrators	Increase scores in math.			
<b>Funding Sources:</b> 211 - Title I, Part A - 5500.00						
= 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 4:** For the 2018-2019 school year, Desert Wind School will have a 5% increase on the overall Writing STAAR assessments in grades 4th and 7th and a 10% increase among all subgroups.

**Evaluation Data Source(s) 4:** STAAR assessment data will demonstrate an increase from 6% to 11% for the 2018- 2019 school year.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>1) Teachers will use the empowering writers to assist students through the writing process and grammar.</p>	2.4, 2.6	Teachers, Administration, SCEI	Student Writing scores will improve.			
<p><b>Problem Statements:</b> Student Academic Achievement 3  <b>Funding Sources:</b> 211 - Title I, Part A - 750.00</p>						
<p><b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Desert Wind school will continue with the implementation of Write from the Beginning and teachers will receive follow training sessions.</p>	2.4, 2.6	Administration, SCEI, Teachers,	Writing Scores will improve			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 2500.00</p>						
<p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>						

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 3:</b> The overall writing scores among 4th and 7th grade students increased by 6% on the STAAR writing test. <b>Root Cause 3:</b> Students are struggling with the conventions of writing, editing and revising and their needs to be vertical alignment in grades K-8 ELA.</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 2018-2019 school year, Desert Wind School will have a 5% increase on the overall Science STAAR assessments in grades 5th and 8th and a 10% increase among all subgroups.

**Evaluation Data Source(s) 5:** Science STAAR state assessment will demonstrate a from 4.71 % to 9.71% for the 2018-2019 school year.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Desert Wind School will implement STEM Scopes to assist teachers with science instruction implementation.</p>	2.4, 2.6	Administration, SCEI, Teacher Leaders	Increase in Science Scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) All students will participate with science experiments and and science fair.</p>	2.4, 2.5, 2.6	Administration, teachers, and Science Dept. Chair.	Science scores will increase and Science fair participants will increase as well.			
<b>Funding Sources:</b> 211 - Title I, Part A - 600.00						
= 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 6:** For the 2018-2019 school year, Desert Wind School will have an increase of 10% on the 8th grade Social Studies STAAR assessment.

**Evaluation Data Source(s) 6:** STAAR state assessment will demonstrate an increase from 6.4% to 16.4% for the 2018-2019 school year.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students in 8th grade will utilize the Jarrett Book as an additional resource for the 8th grade STAAR Test in Social Studies.	2.4, 2.6	administration, SCEI	STAAR SCORES, BENCHMARK AND CHECK POINT DATA			
<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1	2.4, 2.6	Administration, SCEI, Teachers.	Reading and social studies scores will increase.			
2) DWS students will utilize the USA social Studies weekly to gain reading skills and social studies knowledge.	<b>Funding Sources:</b> 211 - Title I, Part A - 3500.00					
= 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 7:** For the 2018-2019 school year, Desert Wind will have a 5% increase in the TELPAS composite scores of all Limited English Proficient students in grades K-8 as compared to the overall TELPAS scores of 2017-2018.

**Evaluation Data Source(s) 7:** TELPAS assessment data will demonstrate a year's growth on the overall composite scores for each student that is Limited English Proficient.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) DWS will provide accelerated instruction in English to students that have not made a years growth on the TELPAS assessment.</p> <p>DWS will also implement a campus wide vocabulary initiative to improve students academic language.</p>	2.4, 2.6	Administration, SCEI	TELPAS scores will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) DWS teachers will receive training on the ELPS and will receive resources to assist them with their implementation of the ELPS.</p>	2.4, 2.6	Administration, SECI	Improve quality of instruction and increased student scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
= 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 1:** For the 2018-2019 school year, all teachers at DWS will be highly qualified.

**Evaluation Data Source(s) 1:** SBEC certification, HR documentation and teacher professional development portfolio will demonstrate that 100% of all teachers are highly qualified.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will receive specific professional development offerings in their content areas so that they may remain Highly qualified.</p>	2.4, 2.6	Administration, SCEI	Quality of instruction will improve.			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) PLC training will increase data driven meetings that adhere to the overall vision of the school and the success.</p>	2.4	Administration	Collaboration and data analysis will improve.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2300.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 1:** For the 2018-2019 school year, Desert Wind School will offer parent sessions in a variety of learning areas so that parents can become more engaged and involved in their child's learning process.

**Evaluation Data Source(s) 1:** Sign In sheets and agendas will demonstrate the number of parent sessions offered throughout the 2017-2018 school year.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Desert Wind School will host a variety of parent session and Title I meetings throughout the year and will provide light snacks. In addition, DWS will implement drive through breakfast to provide parents with information.</p>	3.1, 3.2	Admin, CIS, SCEI	Student scores will increase because there will be more parent education and involvement.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) DWS will host a variety of events to promote community involvement such as: Grandparent celebration, Noche Mexicana, Fall Festival, Mother/Son Dance, Father/Daughter Dance etc... Light snacks will be provided.</p>	3.1, 3.2	Administration, SCEI, CIS, Counselors	increased parental involvement.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
= 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, Desert Wind School will improve its overall student attendance by 5% as compared to the overall student attendance results of 2017-2018.

**Evaluation Data Source(s) 1:** Attendance reports will demonstrate a 5% increase from the 2017 school year to the 2018-2019 school year.

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Desert wind will provide attendance incentives to students that attend school everyday and meet the campus goal of 98%.</p>	2.4, 2.6	Administration, SCEI, Teachers,	Student scores will improve.			
<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Desert Wind students will earn free dress on Mondays when they have 100% attendance the prior week. Students will also earn daily letters towards the phrase SADDLE UP earning their grade level a day of free dress.</p>	2.4, 2.6	Administrators, Teachers	Attendance will improve.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
= 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 2:** For the 2018-2019 School Year, all teachers will complete the goal setting process and will demonstrate growth.

**Evaluation Data Source(s) 2:** STAAR scores will be used to measure student growth in each level of mastery in each grade level, each content area and subgroup.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Administration and faculty will meet at regular intervals to formulate, discuss, and evaluate set individual instructional goals that have the intent of fostering student academic progress.</p>	2.4, 2.6	Campus Principal Faculty	Increased T-TESS evaluation ratings Increased student achievement			
<p><b>Targeted Support Strategy</b> PBMAS</p> <p>2) Students in need will participate in tutoring sessions after school, on Saturdays, during intersession, and in the summer.</p>	2.4, 2.5, 2.6	Campus Principal Faculty	Increase in STAAR performance assessment results.			
<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00						
= Accomplished                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	DWS TEACHERS GRADES KG-8TH GRADE WILL IMPLEMENT SOCIAL EMOTIONAL LEARNING and will use literature to promote SEL to include book of the month, Colts in Command, PBIS and a 8th grade Student Advisory Committee
1	3	1	- with the use of morning broadcasting daily providing positive message delivery and positive behavior support.
2	6	2	DWS students will utilize the USA social Studies weekly to gain reading skills and social studies knowledge.

# State Compensatory

## Budget for Desert Wind School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.120.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$2,880.00
199.11.6118.00.120.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$11,678.00
199.11.6118.00.120.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$50,625.00
199.11.6118.99.120.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$39,000.00
199.11.6119.00.120.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$85,789.00
199.11.6119.00.120.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$288,887.00
199.11.6125.00.120.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.12.6129.00.120.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,281.00
199.11.6141.00.120.7.30.0.00.	6141 Social Security/Medicare	\$1,632.00
199.11.6141.00.120.7.30.8.00.	6141 Social Security/Medicare	\$2,242.00
199.11.6141.99.120.7.30.0.00.	6141 Social Security/Medicare	\$566.00
199.12.6141.00.120.7.30.0.00.	6141 Social Security/Medicare	\$135.00
199.11.6142.00.120.7.30.0.00.	6142 Group Health and Life Insurance	\$13,788.00
199.11.6142.00.120.7.30.8.00.	6142 Group Health and Life Insurance	\$33,587.00
199.12.6142.00.120.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.120.7.30.0.00.	6143 Workers' Compensation	\$173.00
199.12.6143.00.120.7.30.0.00.	6143 Workers' Compensation	\$41.00
199.11.6143.00.120.7.30.0.00.	6143 Workers' Compensation	\$498.00
199.11.6143.00.120.7.30.8.00.	6143 Workers' Compensation	\$684.00
199.11.6146.00.120.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$3,232.00
199.11.6146.00.120.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$160.00

199.11.6146.00.120.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$4,682.00
199.11.6146.00.120.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$842.00
199.11.6146.99.120.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$929.00
199.12.6146.00.120.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$49.00
199.11.6149.00.120.7.30.0.00.	6149 Employee Benefits	\$1,599.00
199.11.6149.00.120.7.30.5.00.	6149 Employee Benefits	\$60.00
199.11.6149.00.120.7.30.8.00.	6149 Employee Benefits	\$2,749.00
199.11.6149.00.120.7.30.9.00.	6149 Employee Benefits	\$1,131.00
199.11.6149.99.120.7.30.0.00.	6149 Employee Benefits	\$585.00
199.12.6149.00.120.7.30.0.00.	6149 Employee Benefits	\$139.00
<b>6100 Subtotal:</b>		<b>\$575,054.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6494.00.120.7.30.9.00.	6494 Reclassified Transportation Expenses	\$2,000.00
199.11.6499.00.120.7.30.0.00.	6499 Miscellaneous Operating Costs	\$344.40
<b>6400 Subtotal:</b>		<b>\$2,344.40</b>



## Personnel for Desert Wind School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel Faudoa	CSR Teacher	SCE	1
Alma Vera	CIS	SCE	.50
Cynthia Martinez	WIN Teacher	SCE	.11
Elisa Herrera	WIN Teacher	SCE	.11
Erica Garcia	WIN Teacher	SCE	.11
Eva Anderson	WIN Teacher	SCE	1
Fernando Sianez	SCEI Coach	SCE	1
Janet Cramer	Teacher	SCE	.50
Jose Salinas	WIN Teacher	SCE	.11
Juan Aguirre Espino	Teacher	SCE	1
Lily Pacheco	WIN Teacher	SCE	1
Lizette Chavez Castro	WIN Teacher	SCE	1
Loriann Alt	SCEI Coach	SCE	1
Marisela Lopez	WIN Teacher	SCE	.11
Melanie Orozco	Library Aide	SCE	.50
Sonia Bonilla	CSR Teacher	SCE	1

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Vera	CIS	Title I	.50
Carrie Lavin	Instructional Aide	Title I	1

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$2,500.00
1	2	1			\$2,231.90
1	2	2	SEL/ Mental wellness training		\$500.00
2	1	1			\$2,500.00
2	1	2			\$2,700.00
2	1	3			\$2,200.00
2	2	1			\$1,000.00
2	2	2			\$2,500.00
2	2	3	Renaissance learning, IXL, Tumble-books, Lexia		\$30,000.00
2	2	4			\$6,000.00
2	2	5	Various Text books and resources for reading		\$35,000.00
2	2	6	dictionaries		\$1,950.00
2	2	7	Basic Instructional supplies for best practices		\$18,000.00
2	2	8	professional development		\$15,000.00
2	2	9		211.12.120.24.00.000.6329.2119A	\$5,000.00
2	3	1			\$2,500.00
2	3	2	Calculators		\$5,500.00
2	4	1			\$750.00
2	4	2			\$2,500.00
2	5	1			\$5,000.00
2	5	2			\$600.00
2	6	1			\$2,500.00
2	6	2			\$3,500.00

2	7	1			\$1,000.00
2	7	2			\$1,000.00
3	1	1			\$5,000.00
3	1	2			\$2,300.00
4	1	1			\$2,000.00
4	1	2			\$1,000.00
5	1	1			\$2,000.00
5	1	2	211		\$1,000.00
5	2	2			\$10,000.00
<b>Sub-Total</b>					\$180,231.90
<b>Grand Total</b>					\$180,231.90