

Socorro Independent School District
Vista Del Sol Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



Board Approval Date: August 20, 2019
Public Presentation Date: August 20, 2019

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 589 students in grades Pre-kinder through fifth grade. Vista Del Sol has one Principal, one Asst. Principal, one Counselor, one SCIE Coach, one Librarian, one Nurse, 33 teachers, 2 coaches, 15 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

- 97.05% Hispanic
- 020% Asian
- 1.18% African American
- 1.57% White
- 84.09% Economically Disadvantaged
- 55.4% At Risk
- 36.94% Bilingual
- 12% Receive Special Education Services
- 3% Gifted and Talented
- 1.18% Homeless
- .20% Migrant

Teacher Demographics

- 95.25% Hispanic
- .75% White
- 94.5% Female
- 5.5% Male

Demographics Strengths

Vista Del Sol serves 240 English Language Learner students, 20 students in the Gifted and Talented program, 9 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. Our school participates in free breakfast and free lunch for all students. Our school provides 15 aides that work alongside our teachers to serve at risk struggling students.

Vista Del Sol is home to 35 highly qualified teachers. We have one counselor, librarian, SCIE Coach, Speech Pathologist, Diagnostician, nurse, Security Officer, Parent liaison and a volunteer coordinator that serve our school population and help to meet student needs. There are 2 permanent subs, 7 cross guard monitors, 5 custodians and a cafeteria staff that tend to the needs and safety of our school. Our office staff consist of four experienced personnel.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our GT population is at 3%, while this is 1% higher than last year it 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 PKinder-2nd grade to monitor student progress. C-Pals, and I-Station are 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.

Student Academic Achievement Strengths

Our kinder students ended the year with 70% of students at Tier I for Istation. We had 18% at Tier II, and 11% at Tier III.

In First grade we had 73% of students at Tier I for Istation. We had 16% at Tier II, and 10% at Tier III.

In Second grade we had 83% of students at Tier I for Istation. We had 10% at Tier II, and 8% 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 90.8% at Approaches, 58.7% reached the Meets, and 33.2% reached the Mastery. District average for Approaches is at 87.7%, 57.5%Meets, and 32% Mastery

STAAR Reading Scores indicate that VDS is at 89.3% met the Approaches, 49.8% reached the Meets, and 29.2% reached the Mastery. District average for Approaches is at 84.1%, 51.7%Meets, and 27.7% Mastery

STAAR Science Scores indicate that VDS is at 85% met the Approaches, 52% reached the Meets, and 16.0% reached the Mastery. District average for Approaches is at 81.3%, 52.9%Meets, and 24.2% Mastery

STAAR Writing Scores indicate that VDS is at 77.1% met the Approaches, 42.2% reached the Meets, and 13.3% reached the Mastery. District average for Approaches is at 76%, 41.9%Meets, and 11% Mastery

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On average Kinder, first, and second grade students ended the year in Reading with 14.6% in Tier II and 9.6% 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. Small group intervention should be prescribed and specific to student needs.

Problem Statement 2: Special education writing STAAR Scores reflect 56% did not meet expectations. **Root Cause:** Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this. Writing must be addressed vertically across the campus.

Problem Statement 3: STAAR Writing scores for our LEP not being served population reflect 55% did not meet expectations. **Root Cause:** A need for reinforcing strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP and Denial students. Writing must be addressed vertically across the campus.

Problem Statement 4: Science achievement scores dropped in 5th grade by 15.6% . **Root Cause:** Instruction in our BIL / transitional classes varied. There must be more collaboration and consistency across the classes. Teachers are given time to plan and work together to ensure high quality instruction in every class. Teacher movement was made.

Problem Statement 5: Math achievement scores in 5th grade dropped 10.2%. **Root Cause:** Instruction in our BIL / transitional classes varied. There must be more collaboration and consistency across the classes. Teachers are given time to plan and work together to ensure high quality instruction in every class. Teacher movement was made.

School Processes & Programs

School Processes & Programs Summary

Vista Del Sol continues to retain highly qualified personnel. We lost one teacher who transferred to a district 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, I-Station, TRS 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. Region 19 is used to help build up teacher craft and skills. 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. VDS will provide teachers with questionnaires to bring in PD that they feel they need to improve their craft. This was a need that was found in our Campus Climate Survey.

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. In response to our Campus Climate Survey 100% of our teachers believe that we provide assistance for students who struggle and require extra help. GT, Bilingual, 504, 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. Our Campus Climate Survey shows that 98.45% of 3rd-5th grade students feel safe and cared for. 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 all 3rd-5th grade teachers have attended

the summer institute some in Dallas and others at the district service center. The campus will receive PD from attendees during our staff development week to strengthen and expand the use of AVID strategies across the campus.

We recognize student success 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, cheer-leading 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. Our parent liaison and volunteer coordinator work together to encourage parental involvement.

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 conduct our selves in a professional manner and work to build relationships and present the best learning atmosphere. 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. 97.2% of Staff and students reported feeling safe and secure on our Campus Climate Survey. 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. 100% of VDS teachers who responded to our Campus Climate Survey reported that they feel we provide for this for our students. 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, Student and Staff recognition, Watch DOGS, Parent Volunteers, OLWEUS, PBIS, and solid curriculum keep VDS at the top.

We encourage family and school connection. 96.91% of parents responding on our Campus Climate Survey felt that VDS works at and provides opportunities for all families to be a part of school activities. 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 Field 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, during grade level specific events, at VDS nights at different partners in Education, 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 "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 147 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 56% did not meet expectations.

Root Cause 1: Lack of Special education lesson plans in writing that provide differentiated rigorous and consistent instruction are at the root of this. Writing must be addressed vertically across the campus.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: STAAR Writing scores for our LEP not being served population reflect 55% did not meet expectations.

Root Cause 2: A need for reinforcing strategic and specific training for monolingual teachers is noted. They need PD to help them properly address the needs of LEP and Denial students. Writing must be addressed vertically across the campus.

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 20, 2019







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 2019-2020 school year, Vista Del Sol will implement a plan of action to increase the percentage of students and staff feeling safe at school from 97.2% as reflected on our climate survey to 99%.

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

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with this plan

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						

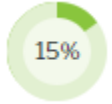


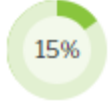





Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2019-2020 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: Continue with this plan.

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 2019-2020 school year, student state assessment scores in Reading will move from 56.1% to 58% in student achievement, 89.3% Approaches to 90%, 49.8% Meets to 51%, and 29.2% Masters to 31%.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We were unable to assess using an end of year STAAR test. In considering our Spring Benchmarks for reading our 2nd-5th grade students achieved the following. Approaching 83.96%, Meets 54.51%, Masters 26.22%.. We will continue to strive for growth following this plan for next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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 14. Dell Computers Opt Plex 5055 SFF. 15. Pearson Assessment: CELF Preschool-2 	2.4, 2.5, 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>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, Replacement lamps for projectors 2)VDS will purchase additional devices for our students to meet the needs of the rigorous summer school program. This need has arisen from the events brought about by COVID 19. The need for home devices is great. 	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>		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.5, 2.6	Administrators SCEI Coach Teachers	Student engagement and success will increase.			
	Funding Sources: 211 - Title I, Part A - 29800.00					
 = 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 2019-2020 school year, student state assessment scores in Math will move from 60.9% to 62% in student achievement, 90.8% Approaches to 91.8%, 58.7% Meets to 60%, and from 33.2% Masters to 35%.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We were unable to assess using an end of year STAAR test. In considering our Spring Benchmarks for math our 2nd-5th grade students achieved the following: Approaches 82.8%, Meets 40.60%, Masters 17.90%. We will continue to strive for growth in the area of math using this plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 Warmup-ups district print shop copies. Curriculum Associates and Lone Star Math and Forde-Ferrier.	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.			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 6553.00					
 = 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 2019-2020 school year, student state assessment scores in Writing will reflect a movement from 44.2% to 45% in student achievement, 77.1% Approaches to 78.1%, 42.2% Meets to 43.2%, and 13.3% Masters to 14.3%.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: We were unable to assess using an end of year STAAR test. In considering our Spring Benchmarks for writing 4th grade students achieved the following: 60.64 Approaches, 40.43% Meets, 5.75% Masters. We will continue to strive for student success using this plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.5, 2.6	Admin SCEI Coach Librarian Counselor Teachers	The writing of students at VDS will increase in quality and academically.			
Funding Sources: 211 - Title I, Part A - 1920.00, 199 - General Fund: SCE - 6552.00						
2) Every student will keep a writing portfolio for monitoring of student growth.	2.4, 2.5, 2.6	Teachers ILT	Teachers will modify and tweak instruction as needed to meet student needs, increasing writing skills.			
= 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 2019-2020 school year, student state assessment scores in Science will move to 51% Student Achievement, 85% Approaches to 87%, 52% Meets to 54%, and 16% Masters to 20%.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: We were unable to assess using an end of year STAAR test. In considering our Spring Benchmarks for science our 5th grade students achieved the following: 82.76% Approaches, 27.59% Meets, 5.75% Masters.

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: Met Performance Objective

Next Year's Recommendation 5: We will continue with our activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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	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 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: Teachers will use Social-Emotional Learning (SEL) strategies to ensure that students are feeling comfortable and confident in class. Building a classroom culture that encourages students to share out and express misunderstanding. When asked in our Campus Climate Survey 84% of our 3-5th grade students reported feeling comfortable sharing this.

Evaluation Data Source(s) 6: Student survey @ MOY and @ EOY.

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: We will continue with our plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus will use SEL lessons provided through Master Teacher, OLWEUS, and campus created to create a safe and secure learning environment for all students.	2.4, 2.6					
 = 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 2019-2020 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 to provide content and skill PD for our teachers to ensure that all VDS teachers are Highly Qualified.

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						



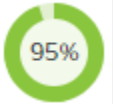



Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2019-2020 school year, 85% or our teachers will demonstrate the 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 1 effectiveness. Reflection of TTESS Goals for 100% of teachers.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Walk throughs will provide teachers with data on their proficiency in all areas of TTESS through conferences with administration.	2.4, 2.6	Administration	We anticipate to see a rise in the proficiency of all teachers.			
 = 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 3: For the 2019-2020 school year 100% of our teachers will receive updates on district and campus instructional initiatives, and will be encouraged to seek out professional growth. Questionnaires will be provided to ensure that teachers are receiving PD they find relevant and that help them grow in their craft. 80.4% of teachers who responded on our Campus Climate survey found this to be true.

Evaluation Data Source(s) 3: Certificates, sign in sheets, and agendas, and observational data. Campus PD binder will be kept to document teacher PD. Campus PD Binder and teacher feedback.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue with our plan. Our 4 brand new teachers started the school year either right before spring break or during our Remote learning time. They did not receive PD on some of our instructional initiative.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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, PLC, and other PD opportunities to offer teacher growth.	2.4, 2.6	Administration SCEI Coach	Teachers will continue to grow professionally and meet their goals.			
	Funding Sources: 211 - Title I, Part A - 8000.00					
= 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 4: For the 2019-2020 school year training in the area of writing with a focus ELL/SPED/AVID strategies will be provided to all teachers to increase their professional growth and ability to differentiate instruction.

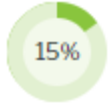





Evaluation Data Source(s) 4: *walk throughs

*lesson plans

*student scores on various assessments

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will consider and decide on specific PD for our teachers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.			
 = 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: During the 2019-2020 school year, Vista Del Sol will provide a minimal of 15 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: Our families were provided with over 15 opportunities to interact with their children and our staff. We will continue this for next year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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	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.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
= 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 2: For the 2019-2020 school year, Vista Del Sol will send out a minimal of 4 notifications per month, sent via newsletters, email, black board, etc.

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

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: We exceeded our goal and will continue with this plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.1, 3.2	Administration Counselor Parent Liason	We expect this to increase parental awareness on school activities.			
= 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 3: For the 2019-2020 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 with this plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Our PIE representatives will attend meetings with potential partners. They will make contact and build relationships.	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..			
 = Accomplished  = No Progress  = Discontinue						

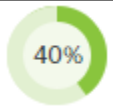





Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 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: Met Performance Objective

Next Year's Recommendation 4: Our parent liaison did an exceptional job this year and we will continue with this plan.

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.			
 = 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 2019-2020 school year, the attendance rate for all students at Vista Del Sol Elementary will increase from 96.19% to 97%.

Evaluation Data Source(s) 1: Attendance will increase to 97%

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: We made progress towards our attendance goal we will continue with our plan.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students earning perfect attendance for the month will receive a Popsicle party. Students earning perfect attendance for the year will receive a trophy.	2.4, 2.6	Administration Teachers	Improved attendance leads to improved student performance.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = No Progress  = Discontinue						




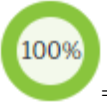


Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2019-2020 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: Our brand new teachers did not receive this training. They came on board right before spring break and during our remote learning time.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.			
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	6	1	Campus will use SEL lessons provided through Master Teacher, OLWEUS, and campus created to create a safe and secure learning environment for all students.
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 class room to fulfill the needs of our students in the area of phonemic awareness, an phonics.

State Compensatory

Budget for Vista Del Sol Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.106.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$16,448.00
199.11.106.30.00.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,283.35
199.11.106.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,217.00
199.11.106.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$16,835.91
199.12.106.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$9,566.08
6141 Total	6141 Social Security/Medicare	\$2,927.58
6142 Total	6142 Group Health and Life Insurance	\$31,131.00
6143 Total	6143 Workers' Compensation	\$893.22
6146 Total	6146 Teacher Retirement/TRS Care	\$1,514.27
6149 Total	6149 Employee Benefits	\$3,028.54
6100 Subtotal:		\$257,844.95

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
Maria Flores	CSR Teacher	SCE	1
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	19 Hours
Emilia Arroyo	Parent Liaison	Title I	1
Laura Del Rio	TIA	Title I	19 Hours
Neysa Soria	TIA	Title I	19 Hours

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	Opt Plex computers		\$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		\$29,800.00
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

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Johnny Can Spell Materials/cards and lesson plans		\$2,150.00
3	3	1	funds for professional development		\$8,000.00
4	1	1			\$1,000.00
				Sub-Total	\$82,030.00
				Grand Total	\$108,239.00