

# **Brownsville Independent School District**

## **Villa Nueva Elementary**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: C**



**Board Approval Date:** November 6, 2019  
**Public Presentation Date:** November 6, 2019

# Mission Statement

The mission of the administration, faculty, staff, parents, and community of Villa Nueva Elementary School is to provide quality education in a safe and positive environment conducive to optimal learning for all students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society.

## Vision

All stakeholders will create a motivating positive and respectful environment, that will reinforce student success and create confident, successful students through high expectations for all.

## Value Statement

Together We Create A Better Tomorrow

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# Comprehensive Needs Assessment

Revised/Approved: May 29, 2019

## Needs Assessment Overview

Villa Nueva Elementary is a small community school west of Brownsville. It was originally located in Villa Nueva until 1933 when the school was completely destroyed by a hurricane. The school was rebuilt in 1935 in San Pedro, but retained its original Villa Nueva name. In 1969, the school was annexed by the Brownsville Independent School District.

The instructional staff at Villa Nueva Elementary consists of Melissa Gutierrez, Principal, Ernie Vela, Assistant Principal, and Griselda Marchan, Dean of Instruction, 27 certified classroom teachers, and 9 paraprofessionals. Support professional staff includes school counselors, a physical education teacher, an art teacher, a music teacher, a school nurse, and a librarian. We also have one support teacher in the form of a substitute.

The school consists of a three-year-old program, PPCD, Pre-Kindergarten through Fifth grade. The ethnic distribution of the Student population consists as follows: 100% Hispanic, 93% Economically Disadvantaged, 45% Limited English Proficient (ELL's), 10% Special Ed

Our campus goals are extremely important to ensure the success of all of our students. Our goals include attaining 85% in the Math and Reading sections of STAAR 3rd, 4th and 5th. Grades. An 85% in the Writing Section of STAAR for 4th grade and an 85% in the Science section for 5th grade.

Our goal for the lower grades is to have 85% of our students achieving “developed” status on TPRI and Tejas Lee.

Our attendance goal is 98%.

Villa Nueva's current enrollment is at 481. Villa Nueva serves a linguistically and diverse population.

Services are offered to students in regular education, special education, and bilingual programs. Within its educational program, Villa Nueva offers programs in visual arts, music, computer labs, library services, Gifted and talented, and Dyslexia reading programs. At Villa Nueva, students are encouraged to participate in academic and extracurricular activities to help them become well-rounded citizens. Students are encouraged to participate in activities such as U.I.L. competition, Girls and Boys Scouts, chess club, athletics, running club, volleyball as well as the extended day program.

Students also compete in District competitions such as Science Fair, U.I.L., Spelling Bee, and Chess.

Villa Nueva students place 1<sup>st</sup> overall in the District UIL competition and our Spelling Bee representative placed 7<sup>th</sup> overall. Villa Nueva students proudly brought home several 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> place trophies for Chess. The volleyball girls placed 1st for the year and were undefeated in regular-season play. We proudly brought many trophies and ribbons for Science Fair in which we were the proud hosts this year.

Besides addressing the academic components of our students, the educational program addresses the students' needs. The counselors provide activities such

as: Back to School Rally, Parade of Characters, Career Day, Red Ribbon Week, Fire Prevention, and STAAR Rally. We have many art awards for poster contests to commemorate these events.

In an effort to increase parental involvement we schedule activities throughout the year. These activities include literacy engagement, school carnival, presentations for Christmas, and Charro Days. We have a father-daughter dance, Mother's Day events, as well as literacy nights.

Perfect Attendance, A & AB Honor Roll ribbons, and certificates are presented by Mrs. Sanchez at the end of every six weeks. Trophies are given to students at the end of the year for A, A & B, Perfect attendance as well as extracurricular activities.

The academic and affective components allow students, teachers, and administrators to portray a positive school climate that is conducive to learning.

# Demographics

## Demographics Summary

The student population at Villa Nueva Elementary School is approximately 440 as of PEIMS Snapshot (October 25, 2019) and serves students in grades Pre-K3 through Fifth Grade. According to the 2018-2019 TAPR Report of our campus profile, student population includes: Hispanic 98.6%, White 1.1%, Asian 0%, African American 0%, Economically disadvantaged 92.6%, Limited English Proficient (LEP) 43.1%, At-Risk 61.4%, Migrant <1%, Gifted and Talented 1.0%, Special Education <1%. Attendance Percentage for the 2017-2018 school year was 95.8% for all students and 95.7% for at-risk students. Currently, the average class size is 22:1 for K-4th grade and 27:1 for PK & 5th grade.

## Demographics Strengths

### Demographic Strengths

1. Administrative and Teacher support.
2. ELL student placement into the Bilingual Program within the 20 day period
3. Using Bilingual Funds for LEP students to target English Language Proficiency
4. Stage 0 in the PBMAS (Performance-Based Monitoring Analysis System) Report of Bilingual
5. TIER II Interventions for At-Risk, LEP, Economically Disadvantaged and Migrant students
6. State Compensatory funding for At-Risk Students to fund tutorials that target students' academic needs in the content areas
7. RTI plans updated every six weeks.
8. Teacher monitoring and tracking of student progress

### Demographic Needs

1. Monitor attendance weekly and award students that have perfect attendance every six weeks.
2. Decrease At-Risk, Bilingual, ELL, Non-lep, Special Ed, and Migrant percentages by providing more academic support through by providing research-based interventions for students struggling academically,
3. To increase passing rates Special Ed department will work with regular education teachers during co-planning and ARD's to set standards for exit criteria.
4. Analyze data every six weeks to increase passing rates review benchmark scores, agendas, and progress reports.
5. Offer after-school activities throughout the school year to increase student attendance.
6. Closing the gap for At-Risk students on state assessments. To do this we need to continue with At-Risk Tutorials.
7. Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance is not meeting the 97.5% district requirement. **Root Cause:** Both Parent and student have a disinterest in the educational outcomes within the district.

**Problem Statement 2:** The passing rate for our sub-population on campus, district and state assessments is lower than 70%. **Root Cause:** Interventions for our sub-population group is not adequate to achieve over 70% passing rate.

# Student Academic Achievement

## Student Academic Achievement Summary

At Villa Nueva, the desegregation of students' assessment data is critical for students' academic success. We have weekly grade-level meetings, teachers and Dean of Instruction analyze assessment data to plan for instruction. We have co-planning every six weeks between regular education, dyslexia, and Special education teachers. The RTI team meets every six weeks to monitor students' academic progress. Students have ongoing progress monitoring participating in extracurricular activities.

### Spring 2019 Results (TARP 2018-2019 REPORT)

3rd Grade	Mathematics				Reading/ELA			
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters
All Students	57	71%	30%	11%	57	63%	28%	18%
At-Risk	35	54%	6%	0%	35	43%	3%	3%
Bilingual	40	68%	23%	8%	40	63%	23%	15%
Economic Disadvantage	53	68%	26%	9%	53	60%	25%	15%
Gifted Talented	5	100%	100%	40%	5	100%	80%	20%
LEP	21	68%	5%	0%	21	59%	0%	0%
Section 504	3	100%	33%	0%	3	100%	67%	33%
Special Ed Indicator	10	0%	0%	0%	10	0%	0%	0%

4th Grade	Mathematics				Reading/ELA				Writing			
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters
All Students	74	62%	30%	18%	74	77%	42%	16%	74	64%	38%	9%
At-Risk	51	45%	16%	6%	51	67%	33%	12%	51	49%	22%	0%
Bilingual	46	59%	28%	13%	46	74%	39%	15%	46	59%	30%	7%
Economic Disadvantage	64	59%	30%	17%	64	75%	42%	16%	64	64%	36%	11%
Gifted Talented	16	100%	75%	56%	16	94%	69%	31%	16	100%	81%	31%
LEP	38	55%	21%	8%	38	74%	39%	16%	38	50%	24%	0%
Section 504	9	67%	33%	11%	9	89%	67%	67%	9	33%	0%	0%
Special Ed Indicator	11	18%	0%	0%	11	9%	0%	0%	11	9%	0%	0%

### Spring 2019 Results (TARP 2018-2019 REPORT)

5th Grade	Mathematics				Reading/ELA				Science			
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters
All Students	73	93%	40%	30%	73	89%	40%	23%	74	71%	30%	5%
At-Risk	41	85%	24%	15%	41	80%	22%	5%	41	49%	7%	0%
Bilingual	30	90%	47%	33%	30	90%	37%	13%	30	63%	27%	0%
Economic Disadvantage	58	90%	36%	26%	58	88%	33%	17%	59	66%	24%	2%
Gifted Talented	18	100%	56%	44%	18	100%	67%	50%	19	89%	53%	21%
LEP	16	81%	38%	25%	16	81%	19%	6%	16	56%	13%	0%
Section 504	13	100%	46%	38%	13	92%	38%	23%	13	77%	23%	0%
Special Ed Indicator	10	80%	10%	0%	10	60%	10%	10%	10	30%	0%	0%

SPRING 2019 TELPAS RESULTS			1st	2nd	3rd	4th	5th
Listening Proficiency Rating	Beginning		0%	3%	5%	0%	14%
	Intermediate		16%	0%	32%	9%	38%
	Advanced		65%	17%	39%	41%	38%
	Advanced High		18%	80%	24%	45%	11%
Speaking Proficiency Rating	Beginning		5%	3%	21%	9%	19%
	Intermediate		40%	3%	50%	50%	49%
	Advanced		45%	14%	26%	18%	24%
	Advanced High		9%	80%	3%	18%	8%
Writing Proficiency Rating	Beginning		29%	11%	13%	0%	3%
	Intermediate		49%	14%	26%	18%	5%
	Advanced		22%	26%	50%	27%	22%
	Advanced High		0%	49%	11%	55%	70%
Reading Proficiency Rating	Beginning		31%	3%	21%	14%	8%
	Intermediate		31%	14%	63%	45%	46%
	Advanced		31%	26%	11%	18%	24%
	Advanced High		7%	57%	5%	23%	22%

## Student Academic Achievement Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee

### STUDENT ACHIEVEMENT STRENGTHS:

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Tutorial and Extended Day Enrichment program offered to help close the performance gaps between Special Education, Bilingual, and At-Risk students in the areas of Reading and Writing at all grade levels
- Vast opportunities for students to participate in Extra-Curricular Activities such as Chess, UIL, Science Fair, Spelling Bee, Coding Club, Volleyball, Running club, and Basketball.
- PK3 and PK4 program offered
- Student/Teacher ratio
- UIL 2nd Place

### STUDENT ACHIEVEMENT NEEDS:

#### 1.Develop

1. Develop and increase academic achievement in all content subjects by analyzing data such as STAAR, TPRI, Tejas Lee, CPALLS, TELPAS, Accelerated Reader reports, and District Checkpoints as well as utilizing state compensatory after school funds and federal funds EDEP for all populations.
2. According to the Spring 2019 Campus Needs Assessment survey 80% of our teachers consider the need for more Professional Development opportunities (specifically in Reading and Writing). Purchase of instructional supplies and materials needed for classroom implementation.
3. The administration will use laptop computers, tablets, and printers to make classroom visits, analyze data, find the classroom strengths and weaknesses to better assist teachers with classroom instruction.
4. Students will have access to CAI such as Summit K12 and Education Galaxy to ensure improvement in reading/literacy, math, science, and writing.
5. Provide intensive targeted small group interventions for all sub-population students struggling in grade-level academic content. substitutes will pull out small groups of students through

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1 (Prioritized):** According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. **Root Cause:** Poor foundational development (e.g. fluency, graphophonemic knowledge, vocabulary) from the lower grade levels.

# **School Processes & Programs**

## **School Processes & Programs Summary**

## **School Processes & Programs Summary**

In an effort to include all stakeholders for Villa Nueva Elementary, there are weekly parent meetings, weekly grade level meetings, and an SBDM committee that meets at least once a month. These groups which integrate all levels of individuals from all aspects of the community including data from state assessments and from the campus needs assessment surveys helps determine the needs for the campus. These decision making groups use data to help decide what needs are being met and what is still necessary.

Weekly grade-level curriculum meetings are held. Teachers' implement the district's curriculum and supplement it with additional resources addressing state assessment expectations. Weekly assessments, campus, and district benchmarks are used to measure student achievements. We analyze TPRI/Tejas Lee, TELPAS, and STAAR data to plan for instruction. We also conduct data analysis of Progress Monitoring in order to provide students with the instruction necessary during In-house and after school tutorials for At-Risk students. Instruction is based on the TEKS in order to prepare our students for State Assessments. Teachers are monitored with weekly classroom observations. Master Schedule in place maximizing the time for student instruction.

## **English Language Arts**

Using data from state assessments, benchmarks, and report cards, it was determined that a robust intervention for ELA be implemented using both textual and digital methods. The textual implementation of said interventions included district purchased textbook adoptions, Writing Academy Training, Think Up by Mentoring Minds, and also a commitment to the consistent use of Accelerated Reading program to create an opportunity for the students to read on topics of self-interest. All these interventions were done following the new and revised English Language Arts Texas Essential Knowledge and Skills criteria mandated from the state.

## **Mathematics**

Using data from state assessments, benchmarks, and report cards, it was determined that a robust intervention for Mathematics be implemented using both textual and digital formats and increased teacher professional development to ensure teacher growth. The textual implementation of said interventions included the district purchase textbook adoption and the Sharon Wells Math Program. The digital implementation of Imagine Math, Education Galaxy, and Prodigy was used to increase student outcomes when being measured through state assessment, benchmarks and six weeks report cards.

## **Science**

Due to a lack of reliable data to measure student outcomes in science, it was pertinent that the campus implements interventions within other content areas to help supplement the fifth-grade science curriculum. This fifth-grade need put the campus in a position to look at software that could not only be used for science but also as a means to supplement our 2nd thru 5th grade ELA. The software in question was called Summit K-12 and it was used as a means to

provide informational reading material to said grade levels.

## **Social Studies**

Villa Nueva Elementary made it a point to integrate social studies lessons throughout its curriculum to ensure a constant flow of social studies topics. Materials used to implement this curriculum included but was not limited to the district purchased Pearson textbook, Social Studies Weekly newspapers, Brain Pop, and other digital formats.

## **Technology Summary**

We have a Cart with tablets available on a daily basis for our Pre Kinder and Kinder students. We have three Computer Carts available for our fifth-grade classrooms. Third thru fifth-grade students use Education Galaxy, Imagine Math, Summit K-12, and Lexia Core. Kinder to Second-grade students use Brain Pop, Imagine Math, Education Galaxy, and Lexia Core on a regular basis. Each fifth-grade student has his own laptop computer. Eduphoria, Aware, Tango Trends are available for testing and data analysis.

## **School Processes & Programs Strengths**

### **School Processes & Program Strengths**

- Certified Teachers with bilingual certificates and continued essential professional development.
- After school tutorial programs for At-Risk students & Extended Day Program
- Weekly Grade Level curriculum planning & Data Analysis
  
- Monthly Faculty Meetings for Professional Development
- Monthly SBDM Meetings in which SBDM members actively participate the campus making decisions
- Every classroom is equipped with the essential technology equipment to provide students with the most current information.

### **School Processes & Program Needs**

1. Decrease discipline issues through the use of a school-wide discipline behavior plan & provide a presentation on student expectations and consequences for inappropriate behavior.
2. The 2018-2019 Campus Needs Assessment Survey indicates that more than 97% of the teachers agree they need more Professional Development opportunities in the area of Language Arts
3. Provide Professional Development for teachers in need of assistance with the delivery of instruction or classroom management.
4. Provide teachers with the technology necessary to implement the district's curriculum and with research-based instructional resources, software, and hardware to provide a more rigorous curriculum using technology.
5. Purchase more student electronic devices (e.g. laptops, tablets, Chromebooks) to reach the districts' goal of 1 to 1 device.
6. Prepare students for the curriculum rigor on state-mandated exams in future years; therefore, we will continue with full-day Pre Kinder classes.

7. Attend Assessment Conference to bring back updated Assessment information.
8. The administration will attend the Educational Conference to bring back best practices for the classroom and instructional leadership methods and models.

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

**Problem Statement 1 (Prioritized):** Lack of consistency to set standards of campus rules. **Root Cause:** Lack of a uniform action disciplinary plan for the campus.

**Problem Statement 2:** The campus does not have a one to one ratio for technology devices. **Root Cause:** Lack of resources to meet the demand.

# Perceptions

## Perceptions Summary

### Perceptions Summary

At Villa Nueva, administrators and teachers analyze the school culture and climate to ensure that our students are provided with a structured and disciplined environment. The environment includes respect for all including faculty and staff along with our students and parents. In an effort to ensure continued support, administration makes it a point to have an open door policy and give individuals an opportunity to provide informal commentary, suggestions, and ideas under consideration for any decisions being made on campus. For a more formal setting, SBDM meetings are held on a monthly basis. Members are asked to bring up issues and concerns, in order to maintain a clean, safe, and disciplined environment. Campus safety issues, policies, and procedures are addressed in order to create a plan to improve issues that affect School Culture and Climate.

We encourage parents and the community to be involved in students' education. Parents are always welcomed at Villa Nueva Elementary, where we communicate with them in their native language. Parents have easy access to administrators. We offer the 3yr old program and there is a positive environment in every classroom. Parents were given a survey, answers were analyzed and discussed to promote parental involvement for the 2019-2020 school year. SBDM uses parent input from the survey to determine campus needs to increase attendance rates, parental involvement, parent and community member volunteer opportunities

## Perceptions Strengths

### STRENGTHS

- Weekly Grade Level Meeting
- Monthly Faculty Meetings
- SBDM Meetings
- Campus Teacher Appreciation
- Weekly Parental Involvement meetings.
- Nurse on staff to help students and provide a presentation on personal hygiene.
- Promote school uniforms.
- Parents are invited to award ceremonies every six weeks
- Communication with parents in their native language.
- All day PK3 & PK4 program.
- Keep parents informed of upcoming events.
- Parents work on instructional materials for teachers

### NEEDS

1. Provide access to Home Access Center.
2. Increase Parental Involvement in school activities.

3. Increase attendance at the bi-weekly Title I parent meetings.
4. Increase the number of Parent Volunteers.
5. Increase community involvement with students.
6. Increase student attendance.
7. General campus upkeep including but not limited to students and faculty furniture and facilities.
8. Provide presentations on bullying, safety, and drug/alcohol prevention for students at the beginning of the year.
9. Decrease discipline issues through the use of a school-wide discipline behavior plan.
10. Provide a presentation on student expectations and consequences for inappropriate behavior. Provide Staff development on safety procedures.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parental involvement has decreased from year to year. **Root Cause:** The information and activities are not of interest to the parents.

# Priority Problem Statements

**Problem Statement 1:** Attendance is not meeting the 97.5% district requirement.

**Root Cause 1:** Both Parent and student have a disinterest in the educational outcomes within the district.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading.

**Root Cause 2:** Poor foundational development (e.g. fluency, graphophonemic knowledge, vocabulary) from the lower grade levels.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Parental involvement has decreased from year to year.

**Root Cause 3:** The information and activities are not of interest to the parents.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Lack of consistency to set standards of campus rules.

**Root Cause 4:** Lack of a uniform action disciplinary plan for the campus.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals





Revised/Approved: May 27, 2019









**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









**Performance Objective 1:** Villa Nueva student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.









**Evaluation Data Sources:** STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmark and other assessments.









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Improve instruction for all students by providing teachers co planning with Special Ed, , Dyslexia, and Special Program departments have weekly grade level curriculum meetings as well as vertical and horizontal planning.  Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS  Timeline: August 2019- May 2020 every six weeks <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations  Summative: Increase number of students meeting the phase II passing standard by 5% <b>Monitor:</b> PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead teachers and Administrators will attend district Professional Development on data analysis and will provide turn around training for campus staff in order to monitor and adjust instruction. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: September 2019, January, & April 2020 Three times a year BOY, MOY, EOY  <b>Strategy's Expected Result/Impact:</b> Formative: Agendas Sign in sheets  Summative: STAAR , LION,TPRI/Tejas Lee TELPAS Terranova <b>Monitor:</b> Campus Administration Classroom Teachers - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use research based instructional resources during regular instruction as well as in house and after school tutorial to ensure that all students are prepared to meet the demands of district benchmarks and state assessments in the areas of Language Arts, Math and Science. Will purchase supplies and classroom reading materials for students. Imagine Math License Stemscopes Grade 5 Online Imagine Learning Literacy & Language; Summit K-12 Science; Lone Star Learning Cytek Media Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 CNA: SA #2  <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations  Summative: Increase number of students meeting the phase II passing standard by 5% <b>Monitor:</b> Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> INSTRUCTIONAL SOFTWARE - 162 State Compensatory - 162-11-6299-62-117-Y-30-000 - \$2,200, CLASSROOM READING MATERIALS - 162 State Compensatory - 162-11-6329-00-117-Y-30-000-Y - \$1,500, CLASSROOM READING MATERIALS - 163 State Bilingual - 163-11-00-117-Y-25-000-Y - \$2,500, CLASSROOM READING MATERIALS - 211 Title I-A - 211-11-6329-00-117-Y-30-0F2-Y - \$1,500, General supplies - 162 State Compensatory - 162-11-00-117-Y-30-337-Y - \$2,705	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement intervention through the Response to Intervention (RtI) 3 Tier Model students will be referred for after school tutorials in order to support student academic growth and success in all content areas. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations, benchmarks, progress monitoring Summative: State Assessment STAAR, TELPAS, TPRI/Tejas LEE, EOY results <b>Monitor:</b> Campus Administration. All Teachers <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> ELAR: Literacy strategies : Fluency, Comprehension and Academic Vocabulary Focus on instructional routines using Reading Readiness (PK/K),Esperanza and Language Enrichment (1st/2nd) to ensure students are developed and successful at EOY on C-PM and TPRI/Tejas Lee Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 Daily <b>Strategy's Expected Result/Impact:</b> Formative: Walkthroughs, Evidence of BISD initiatives, Reading Fluency Charts, District Frameworks, Lesson Plans, and use of strategies  Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PM and TPRI/TJL progress monitoring and results, TELPAS and STAAR results, <b>Monitor:</b> Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> ELAR: *ESL instruction to support Bilingual students transition into English by increasing oral language skills to help develop listening, speaking, reading and writing proficiency * Keep parental denials at a minimum. *LPAC Committee meets to Identify, assess the language proficiency and assessment of ELLs Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 Daily <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations  Summative: Increase number of students meeting the phase II passing standard by 5% in TPRI/TJL, TELPAS, STAAR and Terranova <b>Monitor:</b> Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> ELAR/Writing: *All 1st -5th Grade students will write in their content area journals and weekly compositions across the curriculum in order to improve writing skills. *Teachers will keep a writing portfolio of student's compositions and submit one monthly sample to Administration for review. *Daily Oral Language will be used to edit for grammar and conventions.  Population: All Students Timeline: August, 2019-March, 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Walkthroughs, Lesson Plans, and use of strategies Evidence of use of the strategies in the Writing Academy.  Summative: Increase Writing STAAR Results bu 5% <b>Monitor:</b> Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue to implement inquiry centered math curriculum in order to increase students knowledge on grade level and address critical thinking skills. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Walkthroughs, Lesson Plans, District Framework  Summative: Math STAAR Results, 5% Progress Reports, Report Card Grades, PBMas <b>Monitor:</b> Administration Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Villa Nueva early childhood performance will increase by 5 percentage points over end-of-year 2019-2020 results.

**Evaluation Data Sources:** End Of Year TPRI, Tejas Lee, and CPALLS results not available to due COVID-19. Middle of the year assessment TPRI, Tejas Lee, and CPALLS was used instead as the evaluation data sources.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Three-Year-Old Program (PK-3) in an effort to promote early literacy Highly Qualified Teachers and Para-professionals to support with small group instruction. Research Based Professional Development Supplies, Materials, Equipment. Population: PK-3 Year Old Program Students, Teachers, Para-Professionals Timeline: July 1, 2019 through May 29, 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Participation, lesson Plans, walkthroughs Summative: Progress Reports, Pre-test <b>Monitor:</b> Principal, Dean of Instruction, Assistant Principal, Federal Programs <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to expand the Pre-Kinder and Kinder program to build foundation in order to better prepare at-risk students academically. Population: PK/K students Timeline: August 2019-May 2020 <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A full day PK3 & PK4 program will be provided to qualified students in order to better prepare at-risk students academically. Pre Kinder round up session in August. Population: AR, and LEP students who meet the Pre-K criteria Timeline: August 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY CPALLS Summative: EOY CPALLS <b>Monitor:</b> Campus Administration Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify







Discontinue









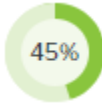







**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** Villa Nueva Elementary will have 80% of migrant students be on grade level and 80% will be at Approaches Grade Level for all STAAR 2020 assessments.

**Evaluation Data Sources:** Available campus and district assessment data for Migrant students, Migrant Program participation reports. STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmark and other assessments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Priority for Service (PFS) migrant students will get supplemental support services to ensure that the requirements for NCLB Section 1304(d) are met</p> <p>*They will receive interventions as needed, opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies to ensure academic success.</p> <p>*They will have to opportunity to attend summer school if needed for promotion or participate in the Migrant summer school enrichment program.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: August, 2019-May, 2020</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Campus Report, Services to PFS migrant students (priority) and Completed PFS Reports Eligibility List, Migrant survey</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Project Smart Student List and participation</p> <p><b>Monitor:</b> Administration Teachers with Migrant students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				





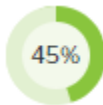
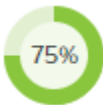






Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs. Population: PFS and Migrant Student and Parents Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: DBM Fall/Spring results Attendance Reports 3wk progress reports Summative: Report Cards State Assessment Results <b>Monitor:</b> Campus Administration Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers and staff will complete annual CNA survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results. Population: PFS and Migrant Student and Parents Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Teacher/Parent requests Summative: Survey Results <b>Monitor:</b> Campus Administration, Teachers, staff	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy. Population: PFS and Migrant Student and Parents Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results Increased Promotion Rate <b>Monitor:</b> Administration Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

















**Performance Objective 4:** Villa Nueva Elementary will Increase number of students in co-curricular and extra-curricular activities by 5% above the 2018-2019 participation.

**Evaluation Data Sources:** Campus, District, Regional and State competition participation.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in UIL events such as Music & Art Memory Memory, Population: 4th & 5th grade students Timeline: December 2019 <b>Strategy's Expected Result/Impact:</b> Student Participation Performance ratings <b>Monitor:</b> UIL Coordinator & Coach	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PK- 5th grade students will attend music/art classes weekly. Theater Arts curriculum will be Implemented in the classroom. Music and Art supplies will be purchased. 5th grade students will participate in the Honors Choir and be entered in Art Contests as they arise. Population: LEP,MI, SE GT, DYS, AR, TI Timeline:August 2019 - May 2020 <b>Strategy's Expected Result/Impact:</b> Assessments <b>Monitor:</b> Campus Administration & Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Science Fair Sponsors will attend training in order to promote student participation in the campus, district, regional, state, and international level Science Fair competition. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: December 2019 <b>Strategy's Expected Result/Impact:</b> Number of entries. <b>Monitor:</b> Science Fair Sponsors Science Specialist Administration	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students participate in Campus Spelling Bee. A representative and alternate are prepared to compete in the annual BISD Spelling Bee in February. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: November 2019 - February 2020 <b>Strategy's Expected Result/Impact:</b> Spelling Bee Recording <b>Monitor:</b> Spelling Bee Sponsor ELA Specialist, Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will be given the opportunity to participate in Chess, UIL, DI, and Brainsville. A consultant will be brought to help students with strategies in order to make students successful. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: November 2019 - February 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Participation of GT Sponsored Events  Summative: Report Card Grades, Students Work, increase participation in DI , Chess, UIL activities <b>Monitor:</b> Administration Advanced Academics Lead Teacher Club Sponsors <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will receive awards for participation and recognition at district, state and regional competitions. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: May 2020 CNA: SA#7 <b>Strategy's Expected Result/Impact:</b> More students will participate in extra- and co- curricular activities. <b>Monitor:</b> Administration Counselor <b>Funding Sources:</b> AWARDS - 199 Local funds - 199-11-6498-00-117-Y-11-000-Y - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				





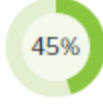



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students will participate in coding club and receive coding instruction to learn coding and focus on the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019 - May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Club sign in sheets Projects Competitions  Summative: EOY data for student participation in competition. Student rosters for participation <b>Monitor:</b> Administration Club Code Sponsor <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students will attend educational field trips to enhance the classroom instruction. Students will be provided transportation for extra- and co- curricular events. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: September 2019 - May 2020 CNA: SPP#9 <b>Monitor:</b> Administration <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> STUDENT TRANSPORTATION - 199 Local funds - 199-11-6494-00-117-Y-11-000-Y - \$1,200, CO-CURRICULAR TRANSPORTATION - 199 Local funds - 199-36-6494-00-117-Y-99-000-Y - \$400	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually. Population: GT students, Teachers Timeline: August 2019- June 2020	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**Performance Objective 1:** Villa Nueva will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Villa Nueva will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: August 2019-May 2020  <b>Strategy's Expected Result/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison Summative Annual comparison <b>Monitor:</b> Administration Students All Teachers/Staff Custodial Staff  <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Villa Nueva Elementary will implement a systematic approach prioritize and request renovation, upgrade, and improvement to facilities based on safety and needs of the campus. Population: All campus facilities Timeline: August 2019-May 2020 CNA: PERC #7  <b>Strategy's Expected Result/Impact:</b> Campus Surveys Formative: Surveys Summative: Evaluation and analysis of survey data <b>Monitor:</b> Administration Students All Teachers/Staff Custodial Staff  <b>Funding Sources:</b> STUDENT FURNITURE - 199 Local funds - 199-11-6399-45-117-Y-11-000-Y - \$2,000, ADMINISTRATIVE FURNITURE - 199 Local funds - 199-23-6399-45-117-Y-99-000-Y - \$2,300	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Villa Nueva will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning.  Population: Custodial Staff, All Students and Staff, All campus facilities  Timeline: August 2019-May 2020  CNA: PERC #7</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Daily maintenance of Campus, Administrative inspections</p> <p>Summative: Well-maintained campus, Head Custodian reports</p> <p><b>Monitor:</b> Administration  Students  All Teachers/Staff  Custodial Staff</p> <p><b>Funding Sources:</b> UTIL-SEWER - 199 Local funds - 199-23-6259-00-117-Y-99-000-Y - \$237, CUSTODIAL OVERTIME - 199 Local funds - 199-51-6121-47-117-Y-99-000-Y - \$200, CUSTODIAL MAINTENANCE SUPPLIES - 199 Local funds - 199-51-6315-00-117-Y-99-000-Y - \$5,400, CUSTODIAL GENERAL SUPPLIES - 199 Local funds - 199-51-6399-00-117-Y-99-000-Y - \$800</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

**Performance Objective 1:** Villa Nueva will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will use 100% of available budgeted funds based on the needs assessment. Population: Campus Stakeholders Timeline: August 2019- May 2020 <b>Strategy's Expected Result/Impact:</b> Funding Reports will indicate all funds are expended based on prioritized need.  Formative: Monthly expenditures compared to CIP Summative: end of the year expenditure reports. <b>Monitor:</b> Campus Administration SBDM <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

**Performance Objective 2:** Villa Nueva will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation:** Met Objective





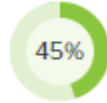



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Stipends will be paid as a strategy to attract high-quality teachers to high needs schools. Population: Teachers Timeline: December 2019 & May 2020  <b>Strategy's Expected Result/Impact:</b> Formative: Lesson Plans, Walkthroughs, student performance on campus assessments Summative: TTESS, Student Performance on state assessments <b>Monitor:</b> Principal, Dean of Instruction and Assistant Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Villa Nueva will provide the BISD Public Information Office with features articles, student recognition, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Sources:** Media records with Public Information Office, enrollment data

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote current accomplishments weekly through the campus website and district website/media venues Populations Campus Stakeholders Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. <b>Monitor:</b> Campus Administration Campus Point of Contact <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will designate a PIO contact to provide feature articles, current students/parents staff recognition, co-/extra curricular activities, and parent/community events. Populations Campus Stakeholders Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. <b>Monitor:</b> Campus Administration Campus Point of Contact <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Villa Nueva will update websites at least monthly including showcasing student and community activities. Populations Campus Stakeholders Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes.  Formative: Checklist of events and compliance postings Summative: Clearance <b>Monitor:</b> Campus Administration <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
	 45%	 75%	 95%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 2:** Villa Nueva will follow the District of Innovation school calendar to begin earlier in August to support opportunities for more learning time prior to assessments

**Evaluation Data Sources:** School calendar showing earlier start date.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus administration will promote our District of Innovation Plan through our School website, Social Media, and monthly newsletters. Populations Campus Stakeholders Timeline: August 2019-May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Parent Engagement Activities, Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments , Parent Monthly Newsletter  Summative Impact: Campus website, presentations, and showcases <b>Monitor:</b> Administration Lead Teachers Counselors <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will set up a schoolwide vote for the 2019-2020 Calendar based on multiple options provided by the district.  Populations Campus Stakeholders Timeline: December 2019 <b>Strategy's Expected Result/Impact:</b> Formative: Calendar Options Summative: Voting outcomes <b>Monitor:</b> Administration SBDM <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 1:** At Villa Nueva Elementary Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 2% for 2019-2020 and will not be disproportionate for any population.

**Evaluation Data Sources:** ISS/OSS reports disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with Student Code of Conduct (SCC) to Promote awareness and notification for students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures. Population: All Students Timeline: August, 2019 through June, 2020 <b>Strategy's Expected Result/Impact:</b> Sign In sheets Signed SCC Acknowledgement Form Discipline Referrals <b>Monitor:</b> Teacher Administration <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional Development for All staff on our school-wide discipline plan will be enforced by having uniformed school rules enforced on a daily basis. Dress Code: All students will follow the dress code to ensure student safety. Professional Development for All staff Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI Timeline: August 2019 - May 2020 CNA: PERC #9 <b>Monitor:</b> Administration All Faculty and Staff <b>Funding Sources:</b> Overtime for office staff for student safety - 199 Local funds - 199-11-6121-51-117-y-11-000-y - \$100, Overtime for para professional staff for student safety - 199 Local funds - 199-23-6121-08-117-y-99-000-y - \$200	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> School wide discipline plan will be created and presented to all students and staff to ensure students know the expectation for behavior and all teachers follow the plan. Population: All students TI, LEP, AR, SE, GT, MI Timeline: August 2019 June 2020 <b>Strategy's Expected Result/Impact:</b> Student referrals <b>Monitor:</b> Teachers Administration		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			













**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Villa Nueva Elementary will refine and implement safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, campus safety plans.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Pre-Teen Community emergency Response Team (CERT), Truancy, Gang Awareness, Bullying/harassment, Dating Violence, Emergency Operations Plan (EOP)-Safety Procedures. Population: All Students and parents/guardians All Stakeholders Timeline: August 2019 PERC #9  <b>Strategy's Expected Result/Impact:</b> Counselor's logs Sing in sheets Training sheets Academic Progress  <b>Monitor:</b> Principals, Counselors Behavior Intervention Teachers Guidance and Counseling  <b>Funding Sources:</b> COUNSELING DEPT. GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-117-Y-99-000-Y - \$350	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Security officer on Campus throughout the year. Campus Officer and Counselor, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All students TI, LEP, AR, SE, GT, MI Timeline: August 2019 June 2020  <b>Strategy's Expected Result/Impact:</b> Counselor Logs Discipline Reports Referral Forms  <b>Monitor:</b> Administration Counselor BISD Police and Security Services  <b>Funding Sources:</b> - No Funds Required		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Maintain an Emergency Operations Plan. The plan must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. All staff and visitors must display their identification while on campus. Population: All Students Timeline: August, 2019 through June, 2020  <b>Strategy's Expected Result/Impact:</b> Yearly report to Main office safety coordinator/BISD police.  <b>Monitor:</b> Administration BISD Police Department  <b>Funding Sources:</b> - No Funds Required		Formative			Summative
		Nov	Feb	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					













**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)









**Performance Objective 1:** Villa Nueva Elementary will have a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.













**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct Title I-A required activities: Provide Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level. Provide a School-Parent-Student Compact indicating group responsibilities to ensure student achievement. Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs. Population: Parents/Guardians Timeline: September-December, 2019 <b>Strategy's Expected Result/Impact:</b> Formative: Agendas & sign in sheets  Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate & Discipline Referrals <b>Monitor:</b> Administration Parent Liaison <b>Title I Schoolwide Elements:</b> 3.1	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Community volunteers will be invited to our campus to read to our students to continue building strong community partners. One or two businesses will be asked to adopt our school, and the school will have a working relationship with them. Population: Parents, Community Members Timeline: Aug 2019 <b>Strategy's Expected Result/Impact:</b> Formative: Agendas & sign in sheets  Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals <b>Monitor:</b> Librarian Parent Liaison Counselor <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recognize parent volunteers and businesses for student support to increase parent participation. Population: Parents Timeline: May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Visitors Log  Summative: EOY Survey Results Title I-A Compliance <b>Monitor:</b> Parent Liaison Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent Liaison will provide weekly meetings at flexible times to educate parents with current information and expectations that will impact their children's academic and attendance needs . Flexible meetings will also be offered to Build Capacity for our parents so that they are aware of Special Education process, School safety and procedures, and technology. Population: Parents Timeline: September 2019 - May 2020 CNA: PERC#4 <b>Strategy's Expected Result/Impact:</b> Formative: Agendas & sign in sheets  Summative: EOY Program Student and Parent Survey <b>Monitor:</b> Administration School Secretary <b>Title I Schoolwide Elements:</b> 3.2 <b>Funding Sources:</b> REFRESHMENTS - 211 Title I-A - 211-61-6499-53-117-Y30-0F2-Y - \$900, GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-117-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: (1) Campus Improvement Plan (2) Parent/Family Engagement Policy (3) School-Parent-Student Compact (4) LPAC (5) SBDM Population: Parents Timeline: November, 2019, February, 2020 and May 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Sign-in Sheets, Agendas, Minutes of Meetings  Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist <b>Monitor:</b> Administration Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically. Population: Pre-kindergarten Staff and Parents Timeline: August 2019 to May 2020 <b>Strategy's Expected Result/Impact:</b> Formative results: sign-ins sheets, agendas  Summative Impact: improved implementation and engagement of parents with BISD Pre-K program <b>Monitor:</b> Administration Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Each grade level will host a Mother's Day activity in May.  Population: Mothers  Timeline: May 2020  <b>Strategy's Expected Result/Impact:</b> Formative: Visitor;s Log  Summative: Parent Survey <b>Monitor:</b> Administration Classroom Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> A Father Daughter Dance will be hosted at Veteran Memorial High School.  Population: Fathers and Daughters (all students) Timeline: May 2020  <b>Strategy's Expected Result/Impact:</b> Formative: Pictures  Summative: Parent Survey <b>Monitor:</b> Administration Classroom Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










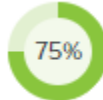

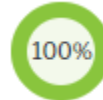
**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)









**Performance Objective 1:** At Villa Nueva Elementary academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development: Teachers will attend in district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance. Supplies and materials will be bought. Conference Fees will be paid. Population: Teachers and Administration. Timeline: August, 2019-May , 2020. Every six weeks. CNA: SPP#8</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: BISD Instructional Feedback form Sign in sheets Agendas TLI class visitations</p> <p>Summative: Benchmarks &amp; STAAR</p> <p><b>Monitor:</b> Campus Administration.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> SUBSTITUTES - 163 State Bilingual - 163-11-6122-00-117-Y-25-000-Y - \$1,200, SUBSTITUTES - 211 Title I-A - 211-11-6112-00-117-Y-30-0F2-Y - \$3,000, SUBSTITUTE SOCIAL SEC/MEDICARE - 211 Title I-A - 211-11-6141-00-117-Y-30-0F2-Y - \$44, EMPLOYEE TRAVEL ADMINISTRATION - 211 Title I-A - 211-23-6411-23-117-Y-30-0F2-Y - \$2,375</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead teachers will attend district Professional Development on data analysis and will provide turn around training for campus staff in order to monitor and adjust instruction. Population: Lead Teachers Timeline: September 2019 January, & April 2020 Three times a year BOY, MOY, EOY <b>Strategy's Expected Result/Impact:</b> Formative: Agendas Sign in sheets  Summative: STAAR TPRI/Tejas Lee TELPAS Terranova <b>Monitor:</b> Campus Administration <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive Professional Development on eSchool ensure proper grading procedures are followed. Population: Teachers Timeline: Aug 2019 - Mat 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Progress Reports  Summative: Report cards <b>Monitor:</b> Asst Principal <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Planning Meetings: Hold grade level meetings meetings weekly. One day of planning for teachers to prepare and share teaching practices and strategies for the six weeks. Population: Teachers Timeline: Once per six weeks Sept 2019- March 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Sign-in Sheets, Agendas  Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PBMas, Progress Reports <b>Monitor:</b> Administration Classroom Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All teachers will complete the BISD requirements of a minimum of 12 hours of Technology, 12 hours of Bilingual Professional Development and all teachers with GT teachers a minimum of 6 hours of GT ongoing training. Population: Teachers Timeline: December 2019 <b>Strategy's Expected Result/Impact:</b> Formative: Agendas Sign in sheets  Summative: STAAR TPRI/Tejas Lee TELPAS Terranova <b>Monitor:</b> Administration  Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)









**Performance Objective 1:** Villa Nueva will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology









**Evaluation Data Sources:** Due to COVID-19 the Star Chart was not completed.

EOY Student grades, electronic portfolios, Star Chart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will complete an annual School Technology and Readiness (STAR) Chart to assess technology proficiency. Population: K-5th Teachers and Librarian Timeline: November 2019 <b>Strategy's Expected Result/Impact:</b> Formative: Participation  Summative: Results <b>Monitor:</b> Administration TST <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
	 0%	 0%	 0%	 100%

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> One computer per student will be available in the computer lab so students can attend on a weekly basis to support classroom instruction. Each classroom will be equipped with document cameras, projectors, laptops/tablets, power carts, and TV to integrate technology with instruction. Laptops, printers, and ipads will also be purchased for administrative needs to support instruction. Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS) Timeline: Aug 2019 - May 2020 CNA: SPP#4</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Usage reports</p> <p>Summative: EOY Scores</p> <p><b>Monitor:</b> Campus technology committees Campus SBDM</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> COMPUTERS - 211 Title I-A - 211-11-6398-62-117-Y-30-0F2-Y - \$8,500, ELECTRONIC EQUIPMENT - 162 State Compensatory - 162-11-6398-00-117-Y-30-3337-Y - \$9,055, INSTRUCTIONAL TECHNOLOGY - 162 State Compensatory - 162-11-6398-62-117-Y-30-337 - \$61,150</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Brain Pop, Star fall, A-Z, HATCH, IMAGINE MATH, Study Island, &amp; Summit K-12 Licenses will be renewed and Software will be used in computer labs and classrooms by students to improve student achievement in the content areas. Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS, PD/ESL) Timeline: Aug 2019 - May 2020 CNA: SPP#4</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Usage reports</p> <p>Summative: EOY Scores</p> <p><b>Monitor:</b> Classroom Teachers</p> <p><b>Funding Sources:</b> HATCH - 211 Title I-A - 211-11-6299-62-117-Y-30-0F2-Y, COMPUTER SOFTWARE-INSTRUCTIONAL - 211 Title I-A - 211-11-6299-62-117-Y-30-0F2-Y - \$12,300</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Equipment need but not limited to: Document cameras, Student response systems, Computer labs Interactive tablets, Ipads, Laptops printers and ink, White Board Converters Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS, PD/ESL) Timeline: Aug 2019 - May 2020 CNA: SPP#4  <b>Strategy's Expected Result/Impact:</b> Formative: Usage reports  Summative: EOY Scores  <b>Monitor:</b> Administration Teachers  <b>Funding Sources:</b> Additional IT equipment-IPEVO - 211 Title I-A - 211-11-6398-62-117-Y-30-0f2-Y - \$3,500, TONER FOR PRINTERS - 199 Local funds - 199-11-6399-62-117-Y-11-000-Y - \$1,000, ipads - 166 State Special Ed. - 166-11-6398-62-117-Y-23-0P5-Y - \$3,530, JAMF SCHOOL FOR IPADS - 166 State Special Ed. - 166-11-6395-62-117-Y-23-0P5-Y, Technology -laptops and desktops - 211 Title I-A - \$23,985, projectors and document cameras - 211 Title I-A - \$7,197	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









**Performance Objective 1:** Villa Nueva Elementary will increase the overall district attendance rate to 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 5% over prior year attendance.

**Evaluation Data Sources:** Villa Nueva Elementary attendance rates, At-Risk Student Attendance. Attendance affected due to COVID-19.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance. Population: PEIMS Supervisors Clerks Timeline: 2019 Fall Semester 2020 Spring Semester <b>Strategy's Expected Result/Impact:</b> Formative: Six weeks Attendance Report Phone Master Daily Log  Summative: Student Attendance <b>Monitor:</b> Principal PEIMS Supervisor Attendance Clerk <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To improve student attendance and support student achievement campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Home visits will occurs as needed to distribute information. Population: All Students Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI Timeline: August 2019- May 2020 CNA: PERC#6  <b>Strategy's Expected Result/Impact:</b> Formative: Weekly Attendance  Summative: EOY Attendance Report <b>Monitor:</b> Administration Teachers Parent Liaison <b>Funding Sources:</b> ATTENDANCE LIAISON TRAVEL - 211 Title I-A - 211-61-6411-00-117-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Any grade level that has perfect attendance for the week will be recognized and the whole grade level will be awarded with popcorn on Friday to promote student attendance. Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI Timeline: Weekly August 2019 - May 2020 CNA: SA #5  <b>Strategy's Expected Result/Impact:</b> Formative: Weekly Attendance  Summative: EOY Attendance Report <b>Monitor:</b> Administration Parent Liaison Data Entry Clerk	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All students with perfect attendance or A & B Honor Roll will be recognized and presented with ribbons, medals, and trophies for each accomplishment at the award ceremonies in order to encourage them to attend school and do their best. Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI Timeline: Weekly, August 2019 - May 2020 CNA: SA # 7 <b>Strategy's Expected Result/Impact:</b> Formative: Six weeks attendance report six weeks report cards  Summative: EOY Attendance EOY Report Cards <b>Monitor:</b> Teachers Administration <b>Funding Sources:</b> AWARDS - 199 Local funds - 199-11-6498-00-117-Y-11-000-Y - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









**Performance Objective 2:** Villa Nueva Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%













**Evaluation Data Sources:** DBM Fall/Spring Results and 2020 STAAR Results. Due to COVID-19 2020 STAAR Results are not available. District MOY Assessments were used instead to measure student progress.













**Summative Evaluation:** Significant progress made toward meeting Objective










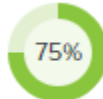


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After school tutorials will be provided in Reading, Math and Science in order to improve At Risk student achievement.</p> <p>Instructional materials &amp; supplies will be purchased. Instructional materials will be sent to media center for reproduction.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline: September 2019 - April 2020</p> <p>P&amp;P Curriculum #6</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Tutorial Attendance report, tutorial lesson plans, classroom observations, benchmark scores, student progress reports.</p> <p>Summative: STAAR</p> <p><b>Monitor:</b> Tutorial Lead teacher Campus Administration Administrator for State Compensatory Education</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> EXTRA DUTY PAY-SSI - 162 State Compensatory - 162-11-6118-00-117-Y-24-SSI-Y - \$4,466, MEDIA CENTER - 211 Title I-A - 211-11-6399-16-117-Y-30-0F2-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Extended Day Educational Program (EDEP) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. . State Compensatory and Title I will assist the EDEP with funding to provide extended time in the areas of each individual campuses' academic need. Population: All Students AR, TI, MI, LEP, PD/ESL Timeline: August 2019 - June 2020 CNA: SA#1</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Attendance reports, student progress reports, benchmark scores Summative: State Assesments STAAR, TELPAS, TPRI/Teja Lee EOY Results</p> <p><b>Monitor:</b> Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL - 162 State Compensatory - 162-11-6118-00-117-Y-30-000-Y - \$39,000, EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL - 211 Title I-A - 211-11-6118-00-117-Y-30-ASP-Y - \$20,956, EXTRA DUTY PAY-OVERTIME - 211 Title I-A - 211-11-6121-00-117-Y-30-ASP-Y - \$5,000, SOCIAL SECURITY/MEDICARE - 211 Title I-A - 211-11-6141-00-117-Y-30-ASP-Y - \$377, TRS - 211 Title I-A - 211-11-6146-00-117-Y-30-ASP-Y - \$2,318, EMPLOYEE BENEFITS-LOCALLY DEFINED - 211 Title I-A - 211-11-6148-00-117-Y-30-ASP-Y - \$61, EMPLOYEE BENEFITS - 211 Title I-A - 211-11-6149-00-117-Y-30-ASP-Y - \$389</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The LPAC Committee will Identify Bilingual students to ensure proper placement and services are provided to close the educational gap. Filing Cabinets will be bought for safe record keeping Educational resources will be bought. Population: All students At Risk students, LEP, PD/ESL Timeline: August 2019 - June 2020 CNA: DEMO#7</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: LPAC Minutes Summative: State Assesments STAAR, TELPAS, TPRI/Teja Lee EOY Results</p> <p><b>Monitor:</b> LPAC Committee Asst Principal</p> <p><b>Funding Sources:</b> LPAC SUBSTITUTES - 163 State Bilingual - 163-11-6112-18-117-Y-25-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The Dean of Instruction will provide research based professional development opportunities for teachers in order to maintain highly qualified personnel that will increase At Risk student achievement.  Population: LEP, MI, DYS, AR, TI Timeline: August 2019- June 2020  CNA: SA # 1 <b>Strategy's Expected Result/Impact:</b> Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.  Summative: STAAR <b>Monitor:</b> Principal Administrator for State Compensatory Education <b>Funding Sources:</b> PROFESSIONAL DEVELOPMENT-GENERAL SUPPLIES - 211 Title I-A - 211-13-6399-00-117-Y - \$5,076	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Paraprofessionals on staff to provide additional support for students. In order to ensure student success and close the educational gap between sub Populations: All At Risk students Timeline: August 2019 - June 2020 CNA: SPP # 5 <b>Strategy's Expected Result/Impact:</b> Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY EOY  Summative EOY TPRI/Tejas Lee <b>Monitor:</b> Campus Administration  Assigned Teacher	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Instructional materials & supplies will be purchased for small group and centers in order to target At-Risk students and ensure student success. Population: AR, TI, MI, SE Timeline: September 2019 - April 2020 CNA: SA# 2  <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS & student progress reports. Summative: STAAR <b>Monitor:</b> Campus Administration and Classroom teachers <b>Funding Sources:</b> GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-117-Y-30-000-Y - \$5,533 , GENERAL SUPPLIES - 163 State Bilingual - 163-11-6399-00-117-Y-25-000-Y - \$1,625, GENERAL SUPPLIES - 263 Title III-A Bilingual - 263-11-6399-00-117-Y-30-000-Y - \$5,819, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-117-Y-11-000-Y - \$2,039, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-117-Y-30-0F2-Y - \$8,370, GENERAL SUPPLIES FOR RESOURCE AND INCLUSION - 166 State Special Ed. - 166-11-6399-00117-Y-23-0P0-Y - \$980, GENERAL SUPPLIES FOR PPCD - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0P4-Y - \$980, ADMINISTRATIVE GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-117-Y-99-000-Y - \$600	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Data Analysis Meeting will be held after BOY, MOY, and EOY in order to guide instruction according to students needs. TSLP resource website access available. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: September 2019, January 2020, May 2020  <b>Strategy's Expected Result/Impact:</b> Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores. <b>Monitor:</b> Teachers Administrators <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> TLI Sustainability Explicit Instruction (Routines/Strategies, Fluency Routine) As well as academic vocabulary. Population: All students AR, TI, MI, SE Timeline: September 2019 - April 2020  <b>Strategy's Expected Result/Impact:</b> Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores. <b>Monitor:</b> Teachers Administrators	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide additional support for LEP and Special Ed students in order to increase academic achievement and close the gaps. Bilingual Stipends Population: AR, TI, MI, SE Timeline: September 2019 - April 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores. <b>Monitor:</b> Teachers Administrators	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Increase Academic Vocabulary for all students in order to obtain better scores in state assessments. TELPAS & STAAR Population: All Students AR, TI, MI, SE, ELLs, PD/ESL Timeline: September 2019- April 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores. Summative: State Assessments STAAR, TELPAS, TPRI/Teja Lee EOY Results <b>Monitor:</b> Teachers Administrators <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 5th grade students will visit Stillman Middle School to prepare them for the transition into Middle School. Population: AR, TI, MI, SE, ELLs Timeline: May 2020 <b>Strategy's Expected Result/Impact:</b> Formative Permission slips Summative Student Rosters. <b>Monitor:</b> Administration 5th grade teachers <b>Funding Sources:</b> - No Funds Required	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students in grades 1 - 5 are encouraged to participate in the Accelerated Reader Program. All participants will be recognized and provided with incentives. Special recognition for the Millionaire's club. By increasing participation we will increase student fluency. Population: All students, TI, LEP, AR, SE, GT, MI, PD/ESL Timeline: Weekly, August 2019 - June 2020 CNA: SPP#9 <b>Strategy's Expected Result/Impact:</b> Increase Fluency in TPRI & Tejas Les <b>Monitor:</b> Administration Classroom Teachers Librarian <b>Funding Sources:</b> AR LIBRARY BOOKS - 199 Local funds - 199-12-6329-00-117-Y-99-000-Y - \$1,200	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Substitute will be assigned to provide targeted interventions and extra support to students struggling with literacy in grades K-5th. Population: All students, TI, LEP, AR, SE, GT, MI, PD/ESL Timeline: Weekly, August 2019 - June 2020 <b>Strategy's Expected Result/Impact:</b> Formative: Progress Monitoring, Fluency Reports, RC grades, Summative: State Assessments STAAR, TELPAS, TPRI/Teja Lee and CPALLS EOY Results <b>Monitor:</b> Dean of Instruction Teachers Principal <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy and Increase the number of ELL students scoring Advanced High. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS PD/ESL Timeline: August 2019- May 2020 Daily <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations Summative: Increase number of ELLS scoring Advanced high in TELPAS <b>Monitor:</b> Campus Administration Language Arts Teachers <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Progress Monitoring Assessment results and academic progress will be used to provide instructional support and intervention support for students who are below grade level to ensure successful grade level completion and promotion. Materials needed Duplicating paper and Printed materials from media center. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS, PD/ESL Timeline: August 2019- May 2020 Every 6 weeks CNA: SA #2  <b>Strategy's Expected Result/Impact:</b> Formative: Lesson plans, classroom observations  Summative: Increase number of students meeting the phase II passing standard by 5% in STAAR TPRI/Tejas Lee TELPAS Terranova <b>Monitor:</b> All Teachers Campus Administration - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> COPY PAPER - 162 State Compensatory - 162-11-6396-00-117-Y-30-000-Y - \$850, MEDIA CENTER - 162 State Compensatory - 162-11-6399-16-117-Y-30-000-Y - \$1,000, COPY PAPER - 199 Local funds - 199-11-6396-00-117-Y-110-000-Y - \$977, COPY PAPER - 211 Title I-A - 211-11-6396-00-117-Y-30-0F2-Y - \$2,394	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Villa Nueva Elementary will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Sources:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nurse will be on staff to Assist in the planning and execution of the overall health program on campus in an effort to improve overall student health and increase student academic performance. In addition, the safety and discipline of the student will also be addressed. Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI Timeline: August 2019 - May 2020 CNA: PERC#10  <b>Strategy's Expected Result/Impact:</b> nurse time and effort reports Yearly report to Health Services  <b>Monitor:</b> Nurse Health Services Administration  <b>Funding Sources:</b> NURSE SUPPLIES - 199 Local funds - 199-33-6399-00-117-Y-99-000-Y - \$400	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To promote physically healthy students and ensure physical fitness: students in grades Pre K-5 will be provided with physical activity in physical education for at least 30 minutes a day or a minimum of 135 minutes a week. Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530 will be used Population: ALL Pre K - 5th grade students TI, LEP, AR, SE, GT, MI Timeline: August 2019 - May 2020 CNA: SA#6</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Physical Activities, Classroom Observations, PD evaluations, Workshop Agendas/Sign-in sheets</p> <p>Summative: Fitness Assessment Data, Health School Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community Physical Fitness Activity participation</p> <p><b>Monitor:</b> Administration, Physical Education Teachers</p> <p><b>Funding Sources:</b> PHYSICAL EDUCATION GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-117-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Villa Nueva Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-117-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,466.00
162-11-6118-00-117-Y-30-00-Y	6118 Extra Duty Stipend - Locally Defined	\$39,000.00
<b>6100 Subtotal:</b>		<b>\$43,466.00</b>
6200 Professional and Contracted Services		
162-11-6299-62-117-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$2,200.00
<b>6200 Subtotal:</b>		<b>\$2,200.00</b>
6300 Supplies and Services		
162-11+00-117-Y-117-Y-30-000-Y	6329 Reading Materials	\$1,500.00
162-11-6396-00-117-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$850.00
162-11-6399-00-117-Y-30-000-Y	6399 General Supplies	\$5,533.00
162-11-6399-16-117-Y-30-000-Y	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$8,883.00</b>

## Personnel for Villa Nueva Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Griselda Diaz Marchan	Dean of Instruction	State Compository	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. In an effort to collect data from all stakeholders in a continuous process of modifying a campus improvement plan, several opportunities are presented throughout the academic year. Such instances include survey opportunities during parental involvement meetings, Open House, award ceremonies, and school festivities. The SBDM meets quarterly and during these meetings, progress monitoring, assessment data, usage report, and other data sources (refer to data documentation section) are used to review existing strengths and needs to determine any changes in these areas. On May 29, 2019, the committee members met and reviewed the plan, re-ranked needs, and determine priority areas.

April 22, 2019, the CNA results were received from BISD Assessment Dept.

On May 20th, 2019, the CNA results were shared with staff members via email.

On May 29th, 2019, the committee members met and reviewed the plan, re-ranked needs, and determine priority areas.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations for the 2019-2020 school year. Campus SBDM members, parents, and local community meet quarterly to review and revise the Campus Improvement Plan. (October 1, 2019, January 27, 2020, March 3, 2020, and May 14, 2020) The major revisions to the 2019-2020 plan were approved by the SBDM on May 29, 2019. A complete list of the SBDM members is included as part of this plan.

### 2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by campus administrators based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds, and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2019-2020 was approved by the SBDM

members on May 29, 2019.

- May, 29th, 2019
- October 1st, 2019,
- January 27th, 2020,
- March 3rd, 2020

### **2.3: Available to parents and community in an understandable format and language**

Parents have access to the Camps Improvement Plan through the Villa Nueva Website. They are invited to review and revise the plan. The Campus Plan is writing in English and translated to Spanish upon request. The campus is seeking a feasible process for getting the plan completely translated as of summer 2019.

Board Approved Date: November 6, 2019

Public Presentation Date: November 6, 2019

### **2.4: Opportunities for all children to meet State standards**

The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; Activities 1.1.2 (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; Activity 3.1.1 (3) include strategies for meeting the educational needs of historically underserved populations; Activities 3.1.1, 3.1.2 (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; Activity 3.1.2 (5) address how the school will determine if such needs have been met; Activity 3.1.2 and (6) are consistent with and are designed to implement the State and local improvements plans.

Data will be analyzed after every assessment to ensure that instruction is individualized. Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. An RTI plan will be developed for struggling students to ensure that their needs are being met. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION, TELPAS, and Progress Monitoring Assessment tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Students not mastering the objectives will be provided additional assistance in the after-school tutorial program and/or enrichment courses based on his/her individual needs.

### **2.5: Increased learning time and well-rounded education**

Villa Nueva Elementary strives to maximize instruction time by developing a master schedule that fits the needs of all grade levels and hosting school functions during non-instructional hours. Students are constantly learning all the core subject areas with a rigorous and engaging curriculum. Our Extended Day classes offer rigorous lessons in the areas of Literacy, ELA, Math, and Science. With accompanying extracurricular activities, students are provided with a well-rounded education. The CIP contains goals and strategies in all content areas that focus on strengthening the academic program. The following extra-curricular activities promote academic, social, and emotional development: Choir, UIL, Chess, DI, Coding, Volleyball, Track and Field, Running Club, AR, etc.

## **2.6: Address needs of all students, particularly at-risk**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. The campus will also continue to provide the state-mandated State Compensatory Education Program through campus as well as District funded initiatives. During the Spring semester, at-risk students will attend tutorial classes twice a week. At-risk students will also receive in house tutoring throughout the 2019-2020 school year, instructional materials, software, and supplemental instructional services via State Compensatory Education funded personnel. The main strategies for struggling students are found in Goal 9. These include extended learning time, additional activities for retention, dropout prevention, etc. Refer to selected strategies for key strategies.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

At Villa Nueva, Parent meetings are set at different times in order to accommodate all our parents. We invite the parents to review and revise a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level. Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement. The Parent and Family Engagement Policy is developed in collaboration between SBDM campus representatives and parents/guardians of participating children. The policy is distributed annually at the beginning of the school year, to all parents in English and/or Spanish. The policy is available to the local community to view on our campus website and is updated periodically to meet the overall changing needs.

PFP Distribution Date: August 15, 2019

### **3.2: Offer flexible number of parent involvement meetings**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting

Flexible Parent & Family Engagement meetings are scheduled at the library once a month during different times of the day to give all parents the opportunities to attend. Topics addressed include the following: parent volunteer process, improving student fluency, activities for developing comprehension, reviewing State Assessment results, technology use, health tips, etc... Regular scheduled parent meetings are held on Tuesdays at 1:30 pm in both English and Spanish (6.1.4). The parent liaison will schedule meetings as needed as suggested by parents/guardians and the campus.

September 4, 2019 at 7:30 a.m.

September 4, 2019 at 1:30 p.m.

September 11, 2019 at 7:30 a.m.

September 11, 2019 at 1:30 p.m.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Florinda Correa	Teacher Aide	Title 1-A	1
Kelly Winn	Nurse	Title 1-A	.40
Maggie Saucedo	Parent Liaison	Title 1-A	1

# 2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Gutierrez O2	Principal
Meeting Facilitator	Griselda Diaz Marchan	Dean
Classroom Teacher	Brenda Davila T1	Sp Ed
Non-classroom Professional	Ernie Vela O2	Asst Principal
Classroom Teacher	Alma Perez T1	Second grade
Classroom Teacher	Nancy Beltran T1	Third Grade
Classroom Teacher	Briza De La Cruz T1	Fourth grade
Classroom Teacher	Maria Capetillo T2	First grade
Classroom Teacher	Rose Ruiz T1	Kinder
Classroom Teacher	Erika Garcia T2	PK-3
District-level Professional	Rose Longoria	Area Administrator
District-level Professional	Michelle Seney O1	District Rep
Business Representative	Baldomero Diaz	Business Representative
Business Representative	Adriana Gomez O1	Business Representative
Parent	Rick Sanchez O2	Parent
Community Representative	Father Joel O1	Community Representative
Community Representative	Viviana Martinez O1	Community Representative
Parent	Ruben De La Cruz O2	Parent
Paraprofessional	Florinda Correa O1	Paraprofessional

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	AWARDS	199-11-6498-00-117-Y-11-000-Y	\$1,000.00
1	4	8	STUDENT TRANSPORTATION	199-11-6494-00-117-Y-11-000-Y	\$1,200.00
1	4	8	CO-CURRICULAR TRANSPORTATION	199-36-6494-00-117-Y-99-000-Y	\$400.00
2	1	2	STUDENT FURNITURE	199-11-6399-45-117-Y-11-000-Y	\$2,000.00
2	1	2	ADMINISTRATIVE FURNITURE	199-23-6399-45-117-Y-99-000-Y	\$2,300.00
2	1	3	UTIL-SEWER	199-23-6259-00-117-Y-99-000-Y	\$237.00
2	1	3	CUSTODIAL OVERTIME	199-51-6121-47-117-Y-99-000-Y	\$200.00
2	1	3	CUSTODIAL MAINTENANCE SUPPLIES	199-51-6315-00-117-Y-99-000-Y	\$5,400.00
2	1	3	CUSTODIAL GENERAL SUPPLIES	199-51-6399-00-117-Y-99-000-Y	\$800.00
5	1	2	Overtime for office staff for student safety	199-11-6121-51-117-y-11-000-y	\$100.00
5	1	2	Overtime for para professional staff for student safety	199-23-6121-08-117-y-99-000-y	\$200.00
5	2	1	COUNSELING DEPT. GENERAL SUPPLIES	199-31-6399-00-117-Y-99-000-Y	\$350.00
8	1	4	TONER FOR PRINTERS	199-11-6399-62-117-Y-11-000-Y	\$1,000.00
9	1	4	AWARDS	199-11-6498-00-117-Y-11-000-Y	\$1,000.00
9	2	6	GENERAL SUPPLIES	199-11-6399-00-117-Y-11-000-Y	\$2,039.00
9	2	6	ADMINISTRATIVE GENERAL SUPPLIES	199-23-6399-00-117-Y-99-000-Y	\$600.00
9	2	12	AR LIBRARY BOOKS	199-12-6329-00-117-Y-99-000-Y	\$1,200.00
9	2	15	COPY PAPER	199-11-6396-00-117-Y-110-000-Y	\$977.00
9	3	1	NURSE SUPPLIES	199-33-6399-00-117-Y-99-000-Y	\$400.00
9	3	2	PHYSICAL EDUCATION GENERAL SUPPLIES	199-11-6399-51-117-Y-11-000-Y	\$1,000.00
<b>Sub-Total</b>					\$22,403.00
<b>Budgeted Fund Source Amount</b>					\$22,403.00
<b>+/- Difference</b>					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	INSTRUCTIONAL SOFTWARE	162-11-6299-62-117-Y-30-000	\$2,200.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CLASSROOM READING MATERIALS	162-11-6329-00-117-Y-30-000-Y	\$1,500.00
1	1	3	General supplies	162-11-00-117-Y-30-337-Y	\$2,705.00
8	1	2	ELECTRONIC EQUIPMENT	162-11-6398-00-117-Y-30-3337-Y	\$9,055.00
8	1	2	INSTRUCTIONAL TECHNOLOGY	162-11-6398-62-117-Y-30-337	\$61,150.00
9	2	1	EXTRA DUTY PAY-SSI	162-11-6118-00-117-Y-24-SSI-Y	\$4,466.00
9	2	2	EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL	162-11-6118-00-117-Y-30-000-Y	\$39,000.00
9	2	6	GENERAL SUPPLIES	162-11-6399-00-117-Y-30-000-Y	\$5,533.00
9	2	15	COPY PAPER	162-11-6396-00-117-Y-30-000-Y	\$850.00
9	2	15	MEDIA CENTER	162-11-6399-16-117-Y-30-000-Y	\$1,000.00
<b>Sub-Total</b>					\$127,459.00
<b>Budgeted Fund Source Amount</b>					\$127,459.00
<b>+/- Difference</b>					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CLASSROOM READING MATERIALS	163-11-00-117-Y-25-000-Y	\$2,500.00
7	1	1	SUBSTITUTES	163-11-6122-00-117-Y-25-000-Y	\$1,200.00
9	2	3	LPAC SUBSTITUTES	163-11-6112-18-117-Y-25-000-Y	\$1,000.00
9	2	6	GENERAL SUPPLIES	163-11-6399-00-117-Y-25-000-Y	\$1,625.00
<b>Sub-Total</b>					\$6,325.00
<b>Budgeted Fund Source Amount</b>					\$6,325.00
<b>+/- Difference</b>					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	4	ipads	166-11-6398-62-117-Y-23-0P5-Y	\$3,530.00
8	1	4	JAMF SCHOOL FOR IPADS	166-11-6395-62-117-Y-23-0P5-Y	\$0.00
9	2	6	GENERAL SUPPLIES FOR RESOURCE AND INCLUSION	166-11-6399-00117-Y-23-0P0-Y	\$980.00
9	2	6	GENERAL SUPPLIES FOR PPCD	166-11-6399-00-117-Y-23-0P4-Y	\$980.00
<b>Sub-Total</b>					\$5,490.00
<b>Budgeted Fund Source Amount</b>					\$5,490.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CLASSROOM READING MATERIALS	211-11-6329-00-117-Y-30-0F2-Y	\$1,500.00
6	1	4	REFRESHMENTS	211-61-6499-53-117-Y30-0F2-Y	\$900.00
6	1	4	GENERAL SUPPLIES	211-61-6399-00-117-Y-30-0F2-Y	\$900.00
7	1	1	SUBSTITUTES	211-11-6112-00-117-Y-30-0F2-Y	\$3,000.00
7	1	1	SUBSTITUTE SOCIAL SEC/MEDICARE	211-11-6141-00-117-Y-30-0F2-Y	\$44.00
7	1	1	EMPLOYEE TRAVEL ADMINISTRATION	211-23-6411-23-117-Y-30-0F2-Y	\$2,375.00
8	1	2	COMPUTERS	211-11-6398-62-117-Y-30-0F2-Y	\$8,500.00
8	1	3	HATCH	211-11-6299-62-117-Y-30-0F2-Y	\$0.00
8	1	3	COMPUTER SOFTWARE-INSTRUCTIONAL	211-11-6299-62-117-Y-30-0F2-Y	\$12,300.00
8	1	4	Additional IT equipment-IPEVO	211-11-6398-62-117-Y-30-0f2-Y	\$3,500.00
8	1	4	Technology -laptops and desktops		\$23,985.00
8	1	4	projectors and document cameras		\$7,197.00
9	1	2	ATTENDANCE LIAISON TRAVEL	211-61-6411-00-117-Y-30-0F2-Y	\$900.00
9	2	1	MEDIA CENTER	211-11-6399-16-117-Y-30-0F2-Y	\$1,000.00
9	2	2	EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL	211-11-6118-00-117-Y-30-ASP-Y	\$20,956.00
9	2	2	EXTRA DUTY PAY-OVERTIME	211-11-6121-00-117-Y-30-ASP-Y	\$5,000.00
9	2	2	SOCIAL SECURITY/MEDICARE	211-11-6141-00-117-Y-30-ASP-Y	\$377.00
9	2	2	TRS	211-11-6146-00-117-Y-30-ASP-Y	\$2,318.00
9	2	2	EMPLOYEE BENEFITS-LOCALLY DEFINED	211-11-6148-00-117-Y-30-ASP-Y	\$61.00
9	2	2	EMPLOYEE BENEFITS	211-11-6149-00-117-Y-30-ASP-Y	\$389.00
9	2	4	PROFESSIONAL DEVELOPMENT-GENERAL SUPPLIES	211-13-6399-00-117-Y	\$5,076.00
9	2	6	GENERAL SUPPLIES	211-11-6399-00-117-Y-30-0F2-Y	\$8,370.00
9	2	15	COPY PAPER	211-11-6396-00-117-Y-30-0F2-Y	\$2,394.00
					<b>Sub-Total</b>
					<b>Budgeted Fund Source Amount</b>
					<b>+/- Difference</b>

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	6	GENERAL SUPPLIES	263-11-6399-00-117-Y-30-000-Y	\$5,819.00
Sub-Total					\$5,819.00
Budgeted Fund Source Amount					\$5,819.00
+/- Difference					\$0.00
Grand Total					\$278,538.00