Brownsville Independent School District

Villa Nueva Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 4, 2020
Public Presentation Date: November 4, 2020

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 14, 2020

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 1st overall in the District UIL competition and our Spelling Bee representative placed 7th overall. Villa Nueva students proudly brought home several 1st, 2nd, & 3rd 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

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase our daily attendance average to meet the 97.5% district requirement. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports

Need Statement 2 (Prioritized): Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful. **Data Analysis/Root Cause:** Teachers need to provide students the right tools to help them succeed.

Need Statement 3 (Prioritized): Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause:** Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 4 (Prioritized): Need to continue offering after-school At-Risk tutorials. **Data Analysis/Root Cause:** The 2018-2019 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade At-Risk students: STAAR Mathematics 61% and STAAR Reading 63% .

Student Learning

Student Learning 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 Learning Strengths

- 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

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause:** Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2 (Prioritized): Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause:** Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 3 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause:** According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 4 (Prioritized): Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Need Statement 5 (Prioritized): Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods. **Data Analysis/Root Cause:** Closing the curriculum gaps between grade-levels.

Need Statement 6 (Prioritized): Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies. **Data Analysis/Root Cause:** To motivate students to continue learning and encourage them to strive for success.

Need Statement 7 (Prioritized): Need to continue offering Extended Day Enrichment Program classes for all students. **Data Analysis/Root Cause:** Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.

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

- 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.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause:** Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2 (Prioritized): Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals. **Data Analysis/Root Cause:** Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2020 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

Need Statement 3 (Prioritized): Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in

purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause:** Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 4 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause:** According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 5 (Prioritized): Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods. **Data Analysis/Root Cause:** Closing the curriculum gaps between grade-levels.

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

- 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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture. **Data Analysis/Root Cause:** Adress COVID-19 health concerns. The number of maintenance work orders completed by campus.

Need Statement 2 (Prioritized): Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning. **Data Analysis/Root Cause:** Address COVID-19 needs & concerns. According to the 2019 - 2020 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

Need Statement 3 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

Need Statement 4 (Prioritized): Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers. **Data Analysis/Root Cause:** Staff recognition needs to increase based on the 2019-2020 CNA Staff Survey "Additional Comments".

Need Statement 5 (Prioritized): Need to decrease disciplinary incidents, and bullying. **Data Analysis/Root Cause:** Based on the number of eSchool Disciplinary reports, and counselor student log

Priority Need Statements

Need Statement 1: Need to increase our daily attendance average to meet the 97.5% district requirement.

Data Analysis/Root Cause 1: Students are not meeting district attendance goals as per PEIMS attendance reports

Need Statement 1 Areas: Demographics

Need Statement 2: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...)

Data Analysis/Root Cause 2: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 3: Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals.

Data Analysis/Root Cause 3: Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2020 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

Need Statement 3 Areas: School Processes & Programs

Need Statement 4: Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture.

Data Analysis/Root Cause 4: Adress COVID-19 health concerns. The number of maintenance work orders completed by campus.

Need Statement 4 Areas: Perceptions

Need Statement 5: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups.

Data Analysis/Root Cause 5: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 6: Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning.

Data Analysis/Root Cause 6: Address COVID-19 needs & concerns. According to the 2019 - 2020 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

Need Statement 6 Areas: Perceptions

Need Statement 7: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 7: Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

Need Statement 7 Areas: Perceptions

Need Statement 8: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students.

Data Analysis/Root Cause 8: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 9: Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful.

Data Analysis/Root Cause 9: Teachers need to provide students the right tools to help them succeed.

Need Statement 9 Areas: Demographics

Need Statement 10: Need to continue offering after-school At-Risk tutorials.

Data Analysis/Root Cause 10: The 2018-2019 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade At-Risk students: STAAR Mathematics 61% and STAAR Reading 63% .

Need Statement 10 Areas: Demographics

Need Statement 11: Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods.

Data Analysis/Root Cause 11: Closing the curriculum gaps between grade-levels.

Need Statement 11 Areas: Student Learning - School Processes & Programs

Need Statement 12: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 12: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Need Statement 12 Areas: Student Learning

Need Statement 13: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies.

Data Analysis/Root Cause 13: To motivate students to continue learning and encourage them to strive for success.

Need Statement 13 Areas: Student Learning

Need Statement 14: Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers.

Data Analysis/Root Cause 14: Staff recognition needs to increase based on the 2019-2020 CNA Staff Survey "Additional Comments".

Need Statement 14 Areas: Perceptions

Need Statement 15: Need to continue offering Extended Day Enrichment Program classes for all students.

Data Analysis/Root Cause 15: Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.

Need Statement 15 Areas: Student Learning

Need Statement 16: Need to decrease disciplinary incidents, and bullying.

Data Analysis/Root Cause 16: Based on the number of eSchool Disciplinary reports, and counselor student log

Need Statement 16 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- 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)
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- 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
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 14, 2020

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 Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

Evaluation Data Sources: 2020-2021 STAAR performance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% **Staff Responsible for Monitoring:** PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	50%	65%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign in sheets Summative: STAAR , LION,TPRI/Tejas Lee TELPAS Terranova **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	50%	65%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use research-based instructional resources during regular instruction as well as in house and after school tutorials 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, Nearpod, Imagine Learning Literacy & Language; Summit K-12 Science; Lone Star Learning, Teacher Synergy (TPT), Starfall, Education Galaxy, Spelling City, Cytek Media & Lead4Ward TEK Field Guides. Substitutes will be utilized during STAAR testing to give student the best possible environment for testing. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% **Staff Responsible for Monitoring:** Administration Classroom Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Population:** All Students. At-Risk, LEP, Non-LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 3 - School Processes & Programs 4 **Funding Sources:** CLASSROOM READING MATERIALS - 211 Title I-A - 211-11-6329-00-117-Y-30-0F2-Y - $2,000, substitutes - 162 State Compensatory - 162-11-6112-00-117-Y-30-000-Y - $3,000, - 211 Title I-A - 211-11-6399-00-117-Y-30-0F2-Y - $10,000, Software Licenses - 162 State Compensatory - 162-11-6299-62-117-Y-30-000-Y - $8,200				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% STAAR Terranova **Staff Responsible for Monitoring:** Campus Administration. All Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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 **Milestone's/Strategy's Expected Results/Impact:** 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, **Staff Responsible for Monitoring:** Administration Classroom Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	50%	65%	65%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: 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 **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase the number of students meeting the phase II passing standard by 5% in TPRI/TJL, TELPAS, STAAR, and Terranova **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I Schoolwide Elements:** 2.6 - **Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	50%	65%	65%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: 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. **Milestone's/Strategy's Expected Results/Impact:** 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% **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I Schoolwide Elements:** 2.4	40%	65%	65%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Continue to implement inquiry centered math curriculum in order to increase students knowledge on grade level and address critical thinking skills. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Lesson Plans, District Framework Summative: Math STAAR Results, 5% Progress Reports, Report Card Grades, PBMas **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%	65%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).
School Processes & Programs
Need Statement 4: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

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 2020-2021 results.

Evaluation Data Sources: End Of Year TPRI, Tejas Lee, and CPALLS results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Three-Year-Old Program (PK-3) in an effort to promote early literacy Highly Qualified Teachers and Para-professionals to support small group instruction. Research-Based Professional Development, Supplies, Materials, Equipment. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation, lesson Plans Summative: Progress Reports, Pre-test **Staff Responsible for Monitoring:** Federal Programs, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Population:** PK-3 Year Old Program Students, Teachers, Para-Professionals - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY CPALLS Summative: EOY CPALLS **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education **Population:** AR, and LEP students who meet the Pre-K criteria - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%	65%	

 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).

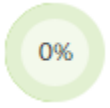
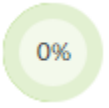
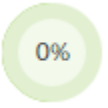
Performance Objective 3: Villa Nueva Elementary will have 80% of migrant students be on grade level and 80% will be at Approaches Grade Level for all STAAR 2020 assessments.

Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports.
Progress evaluation based on District Benchmarks and other assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Priority for Service (PFS) migrant students will get supplemental support services to ensure that the requirements for NCLB Section 1304(d) are met *They will receive interventions as needed, the opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies and clothing to ensure academic success. *They will have to opportunity to attend summer school if needed for promotion or participate in the Migrant summer school enrichment program. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Report, Services to PFS migrant students (priority) and Completed PFS Reports Eligibility List, Migrant survey Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Project Smart Student List and participation **Staff Responsible for Monitoring:** Administration, Teachers with Migrant students. **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** PFS/Migrant Students - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 2 **Funding Sources:** Supplemental Support, Supplies, Clothing - 212 Title I-C (Migrant) - 212-6399-00-117-Y-24-0F2-Y - $440	40%	65%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions with an increased awareness of migrant student needs. **Milestone's/Strategy's Expected Results/Impact:** Formative: DBM Fall/Spring results, Attendance Reports, 3wk progress reports Summative: Report Cards, State Assessment Results **Staff Responsible for Monitoring:** Campus Administration, Teachers **Population:** PFS and Migrant Student and Parents - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results, Increased Promotion Rate **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** PFS and Migrant Student and Parents - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teachers and staff will complete the 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results, Increased Promotion Rate **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** PFS and Migrant Student and Parents - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful. **Data Analysis/Root Cause**: Teachers need to provide students the right tools to help them succeed.

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 the 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.

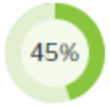
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will participate in UIL events such as Music, Spelling, Oral Reading, Math & Art Memory Memory. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Participation Summative: Performance ratings **Staff Responsible for Monitoring:** UIL Coordinator & Coach **Population:** 4th & 5th grade students - **Start Date:** October 1, 2020 - **End Date:** December 21, 2020 - **Revision Date:** May 14, 2020	0%	50%		

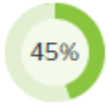
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: PK- 5th-grade students will attend music/art classes weekly. Theater Arts curriculum will be implemented in the classroom. Music and Art supplies will be purchased. 5th-grade students will participate in the Honors Choir and be entered in Art Contests as they arise. **Milestone's/Strategy's Expected Results/Impact:** Formative: Master schedule, eSchool roster, Summative: event participation rosters **Staff Responsible for Monitoring:** Data Entry Clerk, Dean of Instruction and Principal **Population:** LEP,MI, SE GT, DYS, AR, TI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Science Fair Sponsors will attend training in order to promote student participation in the campus, district, regional, state, and international level Science Fair competition. **Milestone's/Strategy's Expected Results/Impact:** Formative: number of entries Summative: event attemdance/participation roster **Staff Responsible for Monitoring:** 3rd-5th grade teachers, Campus Science Coordinator and campus administration **Population:** 3rd - 5th grade students - **Start Date:** July 1, 2020 - **End Date:** November 23, 2020 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Students participate in Campus Spelling Bee. A representative and alternate are prepared to compete in the annual BISD Spelling Bee in February. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Spelling Participation roster, practice attendance roster Summative: District Spelling participation roster **Staff Responsible for Monitoring:** Campus Spelling Sponsor Dean of Instruction **Population:** 3rd- 5th grade students - **Start Date:** November 2, 2020 - **End Date:** February 26, 2021 - **Revision Date:** May 14, 2020				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation of GT Sponsored Events Summative: Report Card Grades, Students Work, increase participation in DI, Chess, UIL activities **Staff Responsible for Monitoring:** Club Sponsors, Administration, Advanced Academics Lead Teacher **Title I Schoolwide Elements:** 2.5 - **Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Students will receive awards for participation and recognition at district, state and regional competitions. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation rosters Summative: Report Card Grades, Students Work, increase participation in DI, Chess, UIL activities **Staff Responsible for Monitoring:** Club Sponsors, counselor, and administration **Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 6 **Funding Sources:** AWARDS - 199 Local funds - 199-11-6498-00-117-Y-11-000-Y - $1,725				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Students will participate in coding club and receive coding instruction to learn to code and focus on the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. **Milestone's/Strategy's Expected Results/Impact:** Formative: Club sign-in sheets, Projects, Competitions Summative: EOY data for student participation in the competition. Student rosters for participation **Staff Responsible for Monitoring:** Club Code Sponsor and Administration **Title I Schoolwide Elements:** 2.5 - **Population:** Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Students will attend educational field trips to enhance classroom instruction. Students will be provided transportation for extra- and co-curricular events. **Milestone's/Strategy's Expected Results/Impact:** Formative: worksheet activity, roster Summative: Fieldtrip form **Staff Responsible for Monitoring:** Teachers, Secretary and Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Population:** Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 4 **Funding Sources:** STUDENT TRANSPORTATION - 199 Local funds - 199-11-6494-00-117-Y-11-000-Y - $2,700	0%	0%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: class roster, teacher transcript Summative: Student SPR's **Staff Responsible for Monitoring:** Data Entry Clerk Dean of Instruction Principal **ESF Levers:** Lever 5: Effective Instruction - **Population:** GT students, Teachers - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Need Statements:

Student Learning
Need Statement 4: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).
Need Statement 6: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies. **Data Analysis/Root Cause**: To motivate students to continue learning and encourage them to strive for success.

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 the district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Villa Nueva will purposely promote energy-saving activities on the campus to support the implementation of the district's energy savings plan. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to the prior year. Formative: Monthly comparison Summative Annual comparison **Staff Responsible for Monitoring:** Administration, All Teachers/Staff, Custodial Staff **Population:** All Faculty and Staff - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Villa Nueva Elementary will implement a systematic approach to prioritize and request renovation, upgrade, and improvement to facilities based on safety and needs of the campus. **Milestone's/Strategy's Expected Results/Impact:** Campus Surveys Formative: Surveys Summative: Evaluation and analysis of survey data **Staff Responsible for Monitoring:** Administration, All Teachers/Staff, Custodial Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** All campus facilities - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 1 **Funding Sources:** 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 - $3,482	45%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily maintenance of Campus, Administrative inspections Summative: Well-maintained campus, Head Custodian reports **Staff Responsible for Monitoring:** Administration, All Teachers/Staff and Custodial Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Custodial Staff, All Students and Staff, All campus facilities - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 1 **Funding Sources:** 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 - $250, CUSTODIAL MAINTENANCE SUPPLIES - 199 Local funds - 199-51-6315-00-117-Y-99-000-Y - $5,400	45%	65%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Need Statements:

Perceptions
Need Statement 1: Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture. **Data Analysis/Root Cause**: Adress COVID-19 health concerns. The number of maintenance work orders completed by campus.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will use 100% of available budgeted funds based on the needs assessment. **Milestone's/Strategy's Expected Results/Impact:** 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. **Staff Responsible for Monitoring:** Campus Administration SBDM **Population:** Campus Stakeholders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Funding Sources:** - No Funds Required	50%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Stipends will be paid as a strategy to attract high-quality teachers to high needs schools. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Walkthroughs, student performance on campus assessments Summative: TTESS, Student Performance on state assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All Teachers - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 4	0%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Perceptions
Need Statement 4: Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers. **Data Analysis/Root Cause**: Staff recognition needs to increase based on the 2019-2020 CNA Staff Survey "Additional Comments".

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will promote current accomplishments weekly through the campus website and district website/media venues. **Milestone's/Strategy's Expected Results/Impact:** Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. **Staff Responsible for Monitoring:** Campus Administration Campus Point of Contact **Population:** Campus stake holders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The campus will designate a PIO contact to provide feature articles, current students/parents staff recognition, co-/extra curricular activities, and parent/community events. **Milestone's/Strategy's Expected Results/Impact:** Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. **Staff Responsible for Monitoring:** Campus Administration Campus Point of Contact **Population:** Campus Stake Holders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Villa Nueva will update websites at least monthly including showcasing student and community activities. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Campus Administration Website Designer **Population:** Campus Stake Holders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

 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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus administration will promote our District of Innovation Plan through our School website, Social Media, and monthly newsletters. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Engagement Activities, Counseling Activities, and Presentations, Student, Parent, and Staff Accomplishments, Parent Monthly Newsletter Summative Impact: Campus website, presentations, and showcases **Staff Responsible for Monitoring:** Administration Lead Teachers Counselors **Population:** Campus Stakeholders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The campus will set up a schoolwide vote for the 2019-2020 Calendar based on multiple options provided by the district. **Milestone's/Strategy's Expected Results/Impact:** Formative: Calendar Options Summative: Voting outcomes **Staff Responsible for Monitoring:** Administration and SBDM **Population:** All Campus Stakeholders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

0% No Progress | 100% 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 5% for 2020-2021 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide students with the 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. **Milestone's/Strategy's Expected Results/Impact:** Sign In sheets, Signed SCC Acknowledgement Form, Discipline Referrals **Staff Responsible for Monitoring:** Teachers, Parent Liaison, Administration **Population:** All students - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheet, agenda, transcript Summative: EOY eSchool discipline report **Staff Responsible for Monitoring:** Administration, All Faculty and Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** Pre K - 5th grade students TI, LEP, AR, SE, GT, MI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 5 **Funding Sources:** 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 - $275	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: counselor logs, presentation schedules Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Teachers, Counselor, Administration **Population:** All students TI, LEP, AR, SE, GT, MI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Perceptions
Need Statement 5: Need to decrease disciplinary incidents, and bullying. **Data Analysis/Root Cause**: Based on the number of eSchool Disciplinary reports, and counselor student log

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Milestone's/Strategy's Expected Results/Impact:** Yearly report to Main office safety coordinator/BISD police. **Staff Responsible for Monitoring:** Administration, Crisis Management Team, BISD Police Department **Population:** All students TI, LEP, AR, SE, GT, MI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Onsite security officer on Campus throughout the school year. Campus Officer and the 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 **Milestone's/Strategy's Expected Results/Impact:** Counselor Logs, Discipline Reports, Referral Forms **Staff Responsible for Monitoring:** Administration, Counselor, BISD Police, and Security Services **Population:** All students TI, LEP, AR, SE, GT, MI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** Counselor's logs, Sign-in sheets, training sheets, and Academic Progress **Staff Responsible for Monitoring:** Principals, Counselors, Behavior Intervention Teachers and Guidance and Counseling **Population:** All Students and parents/guardians All Stakeholders - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 5 **Funding Sources:** COUNSELING DEPT. GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-117-Y-99-000-Y - $350	45%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Need Statements:

Perceptions
Need Statement 5: Need to decrease disciplinary incidents, and bullying. **Data Analysis/Root Cause**: Based on the number of eSchool Disciplinary reports, and counselor student log

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 be a 10% increase of parents involved in campus/district parental involvement activities from 2019 - 2020 to 2020-2021.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct the following annual Title I-A required activities: *Provide and disseminate the Parental Involvement Policy and the School-Parent-Compact that delineates how parents will be actively involved at the district/campus level. *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. *Post PFE Policy and S-P-S Compact on the Campus website **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas & sign-in sheets Summative: Title I-A Compliance Checklist STAAR Results, Attendance Rate & Discipline Referrals **Staff Responsible for Monitoring:** Administration, Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** Parents/Guardians - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 3	0%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas & sign-in sheets Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Librarian, Parent Liaison, Counselor **Population:** Parents, Community Members - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Recognize parent volunteers and businesses for student support to increase parent participation. **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitors Log Summative: EOY Survey Results Title I-A Compliance **Staff Responsible for Monitoring:** Parent Liaison Administration **Population:** Parents/Guardians - **Start Date:** April 1, 2021 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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 the Special Education process, School safety, and procedures, and technology. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas & sign-in sheets Summative: EOY Program Student and Parent Survey **Staff Responsible for Monitoring:** Administration, School Secretary **Title I Schoolwide Elements:** 3.2 - **Population:** Parents/guardians - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 3 **Funding Sources:** 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	0%	10%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in Sheets, Agendas, Minutes of Meetings Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** Parents/guardians - **Start Date:** November 2, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically. **Milestone's/Strategy's Expected Results/Impact:** Formative results: sign-ins sheets, agendas Summative Impact: improved implementation and engagement of parents with BISD Pre-K program **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** Pre-kindergarten Staff and Parents - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Each grade level will host a Mother's Day activity in May. **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitor's Log Summative: Parent Survey **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Mothers/guardians - **Start Date:** May 1, 2021 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: A Father-Daughter Dance will be hosted at Veteran Memorial High School. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pictures Summative: Parent Survey **Staff Responsible for Monitoring:** Administration Classroom Teachers **Population:** Fathers and Daughters (all students) - **Start Date:** April 1, 2021 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

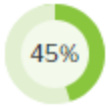
Perceptions
Need Statement 3: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause**: Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

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)

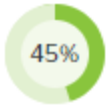
Performance Objective 1:
At Villa Nueva Elementary academic related professional development will improve teacher effectiveness in providing student-centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language, and At-Risk supports to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

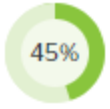
Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional Development: Teachers will attend 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 support 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 **Milestone's/Strategy's Expected Results/Impact:** Formative: BISD Instructional Feedback form, Sign in sheets, Agendas, TLI class visitations, certificates of completion Summative: Benchmarks & STAAR **Staff Responsible for Monitoring:** Campus Administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Teachers and Administration - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 3 - School Processes & Programs 4 **Funding Sources:** VIRTUAL CONFERENCES - 211 Title I-A - 211-13-6497-00-117-Y-30-+0F2-Y - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign in sheets Summative: STAAR TPRI/Tejas Lee TELPAS Terranova **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Lead Teachers - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will receive Professional Development on eSchool ensure proper grading procedures are followed. **Milestone's/Strategy's Expected Results/Impact:** Formative: Progress Reports Summative: Report cards **Staff Responsible for Monitoring:** Assistant Principal **Population:** Teachers - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Planning Meetings will be held once a week to review weekly instruction success. Weekly tests and checkpoints will be used to measure student success. Teachers will develop & plan strategies to ensure students master the skills taught. Also, one day of planning for teachers to prepare and share teaching practices and strategies for the six weeks. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in Sheets, Agendas, Checkpoints, Weekly test Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PBMas, Progress Reports **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Teachers - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign-in sheets Summative: STAAR TPRI/Tejas Lee TELPAS Terranova **Staff Responsible for Monitoring:** Administration, Teachers **Population:** Teachers - **Start Date:** July 1, 2020 - **End Date:** December 18, 2020 - **Revision Date:** May 14, 2020				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Student Learning

Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

School Processes & Programs

Need Statement 1: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 4: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will complete an annual School Technology and Readiness (STAR) Chart to assess technology proficiency. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation Summative: Star Chart Results **Staff Responsible for Monitoring:** Administration, TST **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** March 1, 2021 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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. Desktop computers , laptops, printers, and iPads will also be purchased for administrative needs to support instruction for administrators. **Milestone's/Strategy's Expected Results/Impact:** Formative: Usage reports Summative: EOY Scores **Staff Responsible for Monitoring:** Campus technology committees Campus SBDM **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Computers for administration - 211 Title I-A - 211-23-6398-65-117-Y-30-0F2-Y - $992, BARCODE SCANNERS - 211 Title I-A - 211-11-6398-00-117-Y-30-0F2-Y - $300, Tech tubs-Charging stations - 211 Title I-A - 211-11-6398-00-117-Y-30-0F2-Y - $2,700, Dell - 162 State Compensatory - 162-11-6299-00-117-Y-30-000-Y - $2,500, software - 199 Local funds - 199-12-6395-62-117-Y-99-000-Y - $528 , COMPUTERS - 211 Title I-A - 211-11-6398-62-117-Y-30-0F2-Y - $35,746, ELECTRONIC EQUIPMENT - 162 State Compensatory - 162-11-6398-00-117-Y-30-000-Y - $4,800, INSTRUCTIONAL TECHNOLOGY - 162 State Compensatory - 162-11-6398-62-117-Y-30-000-Y - $32,750	60%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Brain Pop, Star fall, A-Z, HATCH, Education Galaxy, VocabularySpellingCity & LoneStar, STEMSCOPES, Nearpod, Flocabulary , Screencastify, Kahoot! & Summit K-12 Licenses will be purchased/renewed and Software will be used in computer labs, in classrooms and at home by students to improve student achievement in the content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Usage reports Summative: EOY Scores **Staff Responsible for Monitoring:** Classroom Teachers, Dean of Instruction **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Software - 162 State Compensatory - 162-11-6299-62-117-Y-30-000-Y - $8,200	65%	90%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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 needs but not limited to: Document cameras, Student response systems, Computer labs Interactive tablets, Ipads, Laptops, printers and ink, White Board Converters and need cables. **Milestone's/Strategy's Expected Results/Impact:** Formative: Usage reports Summative: EOY Scores **Staff Responsible for Monitoring:** Administration, Teachers **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** ADPATERS FOR LAPTOPS/CHROME BOOKS - 211 Title I-A - 211-11-6399-62-117-Y-30-0F2-Y - $1,480, cables for document cameras - 162 State Compensatory - 162-11-6399-62--117-Y-30-000-Y - $412, Toner for printers - 166 State Special Ed. - 166-11-6399-62-117-Y-23-000-Y - $1,000, cables for document cameras - 211 Title I-A - 211-11-6399-62-117-Y-30-0F2-Y - $412, Tech tubs-charging stations - 211 Title I-A - 211-11-6398-62-117-Y-30-0F2-Y - $3,000, TONER FOR PRINTERS-INSTRUCTION - 211 Title I-A - 211-11-6399-62-117-Y-30-0F2-Y - $4,474	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Student Learning

Need Statement 1: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

School Processes & Programs

Need Statement 1: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, smart-boards, printers, cameras) and purchase of software and any other peripherals (e.g. keyboards, USB drives, pointers, etc...) **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

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.

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Evaluation Data Sources: Villa Nueva Elementary attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six weeks Attendance Report Phone Master Daily Log Summative: Student Attendance **Staff Responsible for Monitoring:** Principal PEIMS Supervisor Attendance Clerk **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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 occur as needed to distribute information. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Attendance Summative: EOY Attendance Report **Staff Responsible for Monitoring:** Administration, Teachers, Parent Liaison **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 14, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 1 **Funding Sources:** ATTENDANCE LIAISON TRAVEL - 211 Title I-A - 211-61-6411-00-117-Y-30-0F2-Y - $900	0%	0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Attendance Summative: EOY Attendance Report **Staff Responsible for Monitoring:** Administration, Parent Liaison, Data Entry Clerk **Population:** Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six weeks attendance report six weeks report cards Summative: EOY Attendance, EOY Report Cards **Staff Responsible for Monitoring:** Teachers Administration **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 6 **Funding Sources:** AWARDS - 166 State Special Ed. - 166-11-6498-00-117-Y-23-0P2-Y - $400, AWARDS - 199 Local funds - 199-11-6498-00-117-Y-11-000-Y - $1,000	45%	65%		
0% No Progress 100% Accomplished Continue/Modify Discontinue				

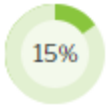
Performance Objective 1 Need Statements:

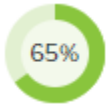
Demographics
Need Statement 1: Need to increase our daily attendance average to meet the 97.5% district requirement. **Data Analysis/Root Cause**: Students are not meeting district attendance goals as per PEIMS attendance reports
Student Learning
Need Statement 6: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies. **Data Analysis/Root Cause**: To motivate students to continue learning and encourage them to strive for success.

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 2020-2021 STAAR Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After school tutorials will be provided in Reading, Math, and Science in order to improve At-Risk student achievement. Instructional materials & supplies will be purchased. Instructional materials will be sent to the media center for reproduction. **Milestone's/Strategy's Expected Results/Impact:** Formative: Tutorial Attendance report, tutorial lesson plans, classroom observations, benchmark scores, student progress reports. Summative: STAAR **Staff Responsible for Monitoring:** Tutorial Lead teacher Campus Administration Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI LEP SE AR DYS - **Start Date:** September 7, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 4 **Funding Sources:** SSI Tutorials - 162 State Compensatory - 162-11-6118-00-117-24-SSI-Y - $4,438, At-Risk Tutorials - 162 State Compensatory - 162-11-6118-00-117-30-000-Y - $35,000, General Supplies - 162 State Compensatory - 162-11-6399-16-117-Y-30-000-Y - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Purchase SummitK12 Online Software to Develop oral language skills and increase listening/speaking and reading/writing proficiency. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase number of ELLS scoring Advanced high in TELPAS **Staff Responsible for Monitoring:** Campus Administration Language Arts Teachers **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 2, 3 - Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Software License - 211 Title I-A - 211-11-6299-62-11-30-OF2-Y - $2,978				

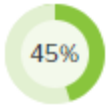
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Progress Monitoring Assessment results and academic progress will be used to provide instructional support and intervention support for students who are below grade level to ensure successful grade-level completion and promotion. Materials needed Duplicating paper and Printed materials from the media center. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** All Teachers Campus Administration **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 31, 2020 **Need Statements:** Student Learning 4 **Funding Sources:** Media Center - 211 Title I-A - 211-11-6399-16-117-Y-30-0F2-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 - $2,395	50%	70%		

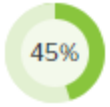
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The Extended Day Educational Program (EDEP) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students 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. **Milestone's/Strategy's Expected Results/Impact:** Summative: Attendance reports, student progress reports, benchmark scores Summative: STAAR **Staff Responsible for Monitoring:** Principals, Dean of Instruction **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 7 **Funding Sources:** EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL - 211 Title I-A - 211-11-6118-00-117-Y-30-ASP-Y - $15,957, SOCIAL SECURITY/MEDICARE - 211 Title I-A - 211-11-6141-00-117-Y-30-ASP-Y - $376, 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 - $60, EMPLOYEE BENEFITS - 211 Title I-A - 211-11-6149-00-117-Y-30-ASP-Y - $389	0%	0%		

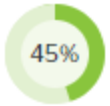
Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Data entry clerk will pick up and drop off student records at the BISD Records Department office to ensure student information is obtained by our campus and the receiving campus. In continuation of student records and pertaining information, 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: LPAC Minutes, BOY check from teachers, Summative: STAAR, EOY completion from teachers **Staff Responsible for Monitoring:** LPAC Committee Asst Principal **Population:** At-Risk students, LEP, PD/ESL - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Demographics 2 **Funding Sources:** Gas Mileage - 211 Title I-A - 211-61-6411-00-117-Y-30-0F2-Y - $247.50, LPAC SUBSTITUTES - 163 State Bilingual - 163-11-6112-18-117-Y-25-000-Y - $2,000	65%	85%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores. Summative: STAAR **Staff Responsible for Monitoring:** Principal Administrator for State Compensatory Education **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** June 15, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 3 - School Processes & Programs 4 **Funding Sources:** PROFESSIONAL DEVELOPMENT-GENERAL SUPPLIES - 211 Title I-A - 211-13-6399-00-117-Y - $500	45%	65%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Paraprofessionals on staff to provide additional support for students. In order to ensure student success and close the educational gap between subpopulations. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY EOY Summative EOY TPRI/Tejas Lee **Staff Responsible for Monitoring:** Campus Administration, Assigned Teacher **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	45%	65%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Instructional materials & supplies will be purchased for small group and centers in order to target At-Risk students and ensure student success. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS &student progress reports. Summative: STAAR **Staff Responsible for Monitoring:** Campus Administration and Classroom teachers **Population:** ALL Students TI MI LEP SE AR DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 4 **Funding Sources:** Copy Paper - 162 State Compensatory - 162-11-6396-00-117-Y-30-000-Y - $850, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-117-Y-30-000-Y - $6,000, GENERAL SUPPLIES - 163 State Bilingual - 163-11-6399-00-117-Y-25-000-Y - $3,675, GENERAL SUPPLIES - 263 Title III-A Bilingual - 263-11-6399-00-117-Y-30-000-Y - $3,632, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-117-Y-11-000-Y - $1,000, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-117-Y-30-0F2-Y - $15,000, GENERAL SUPPLIES FOR PPCD - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0P4-Y - $1,540, ADMINISTRATIVE GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-117-Y-99-000-Y - $500				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores. Summative: State Assessments TELPAS, STAAR, TPRI/Tejas LEE Results **Staff Responsible for Monitoring:** Lead Teachers, Principal, Dean of Instruction, Assistant Principal **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: TLI Sustainability, Explicit Instruction (Routines/Strategies, Fluency Routine). As well as academic vocabulary. **Milestone's/Strategy's Expected Results/Impact:** Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores. Summative: State Assessments TELPAS, STAAR, TPRI/Tejas LEE EOY Results **Staff Responsible for Monitoring:** Lead Teachers, Principal, Dean of Instruction, Assistant Principal **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: 5th-grade students will visit Stillman Middle School to prepare them for the transition into Middle School. **Milestone's/Strategy's Expected Results/Impact:** Formative Permission slips Summative: Student Rosters. **Staff Responsible for Monitoring:** Principal, Counselor, Dean of Instruction, 5th-grade teachers **Population:** ALL 5th grade Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020	0%	0%		

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six Weeks AR Reports, Reading RC Grades, Reading Benchmarks Summative: EOY AR Report, State Assessments TELPAS, STAAR, TPRI/Tejas LEE EOY Results **Staff Responsible for Monitoring:** Librarian, Administration, Classroom Teachers **Population:** ALL 1st- 5th grade Students TI MI LEP SE AR GT DYS - **Start Date:** August 24, 2020 - **End Date:** May 14, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Student Learning 3 - School Processes & Programs 4 **Funding Sources:** Reading Materials - 162 State Compensatory - 162-11-6329-00-117-Y-30-000-Y - $4,000, AR LIBRARY BOOKS - 199 Local funds - 199-12-6329-00-117-Y-99-000-Y - $1,200	45%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful. **Data Analysis/Root Cause**: Teachers need to provide students the right tools to help them succeed.
Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.
Need Statement 4: Need to continue offering after-school At-Risk tutorials. **Data Analysis/Root Cause**: The 2018-2019 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade At-Risk students: STAAR Mathematics 61% and STAAR Reading 63% .

Student Learning

Need Statement 2: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 3: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 4: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Need Statement 7: Need to continue offering Extended Day Enrichment Program classes for all students. **Data Analysis/Root Cause**: Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.

School Processes & Programs

Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2018-2019 STAAR all subjects combined results.

Need Statement 4: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2018-2019 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2019-2020 MOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

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 long-term development through student attendance and the 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: nurse time and effort reports Summative: Yearly report to Health Services **Staff Responsible for Monitoring:** Nurse, Health Services, Campus Administration **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 2 **Funding Sources:** GLOVES - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0B0-Y - $300, NURSE SUPPLIES - 199 Local funds - 199-33-6399-00-117-Y-99-000-Y - $400	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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). **Milestone's/Strategy's Expected Results/Impact:** Formative: Physical Activities, Classroom Observations, PD evaluations, Workshop Agendas/Sign-in sheets Summative: Fitness Assessment Data, Health School, Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community, Physical Fitness Activity participation **Staff Responsible for Monitoring:** Administration, Physical Education Teachers **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** July 1, 2020 - **End Date:** May 31, 2021 - **Revision Date:** May 14, 2020 **Need Statements:** Perceptions 2 **Funding Sources:** PHYSICAL EDUCATION GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-117-Y-11-000-Y - $1,000	45%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Perceptions

Need Statement 2: Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning. **Data Analysis/Root Cause**: Address COVID-19 needs & concerns. According to the 2019 - 2020 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

State Compensatory

Budget for Villa Nueva Elementary

Account Code	Account Title	Budget
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
	6100 Subtotal:	**$43,466.00**
6200 Professional and Contracted Services		
162-11-6299-62-117-Y-30-000-Y	6299 Miscellaneous Contracted Services	$2,200.00
	6200 Subtotal:	**$2,200.00**
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
	6300 Subtotal:	**$8,883.00**

Personnel for Villa Nueva Elementary

Name	Position	Program	FTE
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.

April 17, 2020, the CNA results were received from BISD Assessment Dept.

On May 8, 2020, the CNA results were shared with staff members via Microsoft One Drive.

On May 14, 2020, 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 2020-2021 school year. Campus SBDM members, parents, and local community meet quarterly to review and revise the Campus Improvement Plan. On May 14, 2020, the CIP was reviewed for effectiveness, and input was collected from each SBDM Committee member. 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 2020-2021 was approved by the SBDM members on May 14, 2020.

The CIP was monitored through four formative review dates:

- October ____2020,
- January _____2021,
- March _____2021, and
- May _____2021.

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:_____

Public Presentation Date: _____

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; Activity3.1.2 (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 2020-2021 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 Elementary the Parent and Family Engagement Policy was developed in collaboration between SBDM campus representatives and parents/guardians of participating children. On Thursday, March 5, 2020, parents met with the DPAC parent representative and the district parent trainer to review and revise the School Compact and the Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/campus level. The PFE and School Parent-Student Compact were shared with the Campus SBDM members via email on March 8, 2020, to review. The Campus SBDM Committee met (Virtual Conference) on May 14, 2020, to revise and approve the PFE Policy and School-Parent-Student Compact. The policy and the compact are distributed at the beginning of the 2020-2021 school year, to all parents in English and/or Spanish and are also available to the local community to view on our campus website. Updates if necessary are made periodically to the policy to meet the overall changing needs.

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.

- PFE Policy and School-Parent-Student Compact Approved: Thursday, May 14, 2020.
- PFE Policy and School-Parent-Student Compact Distribution Date: August_____2020.

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.

The parent involvement meetings scheduled are based on the needs of the campus. Flexible Parent & Family Engagement meetings are offered in English and Spanish and are held Thursday mornings (9:30 a.m.) and afternoons (1:30 p.m.). Topics addressed include the following: parent volunteer process, improving student fluency, activities for developing comprehension, reviewing State Assessment results, technology use, health tips, etc...

Title I-A meetings held on _____, 2020 and _____, 2020 for parents

Title I-A meeting held on August 5, 2020, for Teacher during the 2020-2021 Campus Staff Development.

Title I Personnel

Name	Position	Program	FTE
Florinda Correa	Teacher Aide	Title 1-A	1
Kelly Winn	Nurse	Title 1-A	.40
Maggie Sauceda	Parent Liaison	Title 1-A	1

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Gutierrez O2	Principal
Meeting Facilitator	Griselda Diaz Marchan	Dean
Classroom Teacher	Cecilia Guillen	Sp Ed
Non-classroom Professional	Ernie Vela O2	Asst Principal
Classroom Teacher	Mercedes Guzman	Second grade
Classroom Teacher	Hilda Maldonado	Third Grade
Classroom Teacher	Rosa Vela	Fifth Grade
Classroom Teacher	Laura Vasquez	Kinder
Meeting Participant	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	Evangelina Juarez	Parent
Paraprofessional	Aralyla Fisk	Paraprofessional
Classroom Teacher	Edna Lerma	First Grade
Classroom Teacher	Cynthia Perez	Pre-K 4
Classroom Teacher	Lidia Guajardo	Fourth Grade

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	$1,725.00
1	4	8	STUDENT TRANSPORTATION	199-11-6494-00-117-Y-11-000-Y	$2,700.00
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	$3,482.00
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	$250.00
2	1	3	CUSTODIAL MAINTENANCE SUPPLIES	199-51-6315-00-117-Y-99-000-Y	$5,400.00
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	$275.00
5	2	3	COUNSELING DEPT. GENERAL SUPPLIES	199-31-6399-00-117-Y-99-000-Y	$350.00
8	1	2	software	199-12-6395-62-117-Y-99-000-Y	$528.00
9	1	4	AWARDS	199-11-6498-00-117-Y-11-000-Y	$1,000.00
9	2	3	COPY PAPER	199-11-6396-00-117-Y-110-000-Y	$977.00
9	2	8	GENERAL SUPPLIES	199-11-6399-00-117-Y-11-000-Y	$1,000.00
9	2	8	ADMINISTRATIVE GENERAL SUPPLIES	199-23-6399-00-117-Y-99-000-Y	$500.00
9	2	12	AR LIBRARY BOOKS	199-12-6329-00-117-Y-99-000-Y	$1,200.00
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
				Sub-Total	$23,124.00
				Budgeted Fund Source Amount	$23,124.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	substitutes	162-11-6112-00-117-Y-30-000-Y	$3,000.00
1	1	3	Software Licenses	162-11-6299-62-117-Y-30-000-Y	$8,200.00
8	1	2	Dell	162-11-6299-00-117-Y-30-000-Y	$2,500.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	2	ELECTRONIC EQUIPMENT	162-11-6398-00-117-Y-30-000-Y	$4,800.00
8	1	2	INSTRUCTIONAL TECHNOLOGY	162-11-6398-62-117-Y-30-000-Y	$32,750.00
8	1	3	Software	162-11-6299-62-117-Y-30-000-Y	$8,200.00
8	1	4	cables for document cameras	162-11-6399-62--117-Y-30-000-Y	$412.00
9	2	1	SSI Tutorials	162-11-6118-00-117-24-SSI-Y	$4,438.00
9	2	1	At-Risk Tutorials	162-11-6118-00-117-30-000-Y	$35,000.00
9	2	1	General Supplies	162-11-6399-16-117-Y-30-000-Y	$1,000.00
9	2	8	Copy Paper	162-11-6396-00-117-Y-30-000-Y	$850.00
9	2	8	GENERAL SUPPLIES	162-11-6399-00-117-Y-30-000-Y	$6,000.00
9	2	12	Reading Materials	162-11-6329-00-117-Y-30-000-Y	$4,000.00
				Sub-Total	$111,150.00
				Budgeted Fund Source Amount	$99,538.00
				+/- Difference	-$11,612.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	5	LPAC SUBSTITUTES	163-11-6112-18-117-Y-25-000-Y	$2,000.00
9	2	8	GENERAL SUPPLIES	163-11-6399-00-117-Y-25-000-Y	$3,675.00
				Sub-Total	$5,675.00
				Budgeted Fund Source Amount	$5,675.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	4	Toner for printers	166-11-6399-62-117-Y-23-000-Y	$1,000.00
9	1	4	AWARDS	166-11-6498-00-117-Y-23-0P2-Y	$400.00
9	2	8	GENERAL SUPPLIES FOR PPCD	166-11-6399-00-117-Y-23-0P4-Y	$1,540.00
9	3	1	GLOVES	166-11-6399-00-117-Y-23-0B0-Y	$300.00
				Sub-Total	$3,240.00
				Budgeted Fund Source Amount	$3,240.00
				+/- Difference	$0.00

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	$2,000.00
1	1	3		211-11-6399-00-117-Y-30-0F2-Y	$10,000.00
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	VIRTUAL CONFERENCES	211-13-6497-00-117-Y-30-+0F2-Y	$5,000.00
8	1	2	Computers for administration	211-23-6398-65-117-Y-30-0F2-Y	$992.00
8	1	2	BARCODE SCANNERS	211-11-6398-00-117-Y-30-0F2-Y	$300.00
8	1	2	Tech tubs-Charging stations	211-11-6398-00-117-Y-30-0F2-Y	$2,700.00
8	1	2	COMPUTERS	211-11-6398-62-117-Y-30-0F2-Y	$35,746.00
8	1	4	ADPATERS FOR LAPTOPS/CHROME BOOKS	211-11-6399-62-117-Y-30-0F2-Y	$1,480.00
8	1	4	cables for document cameras	211-11-6399-62-117-Y-30-0F2-Y	$412.00
8	1	4	Tech tubs-charging stations	211-11-6398-62-117-Y-30-0F2-Y	$3,000.00
8	1	4	TONER FOR PRINTERS-INSTRUCTION	211-11-6399-62-117-Y-30-0F2-Y	$4,474.00
9	1	2	ATTENDANCE LIAISON TRAVEL	211-61-6411-00-117-Y-30-0F2-Y	$900.00
9	2	2	Software License	211-11-6299-62-11-30-OF2-Y	$2,978.00
9	2	3	Media Center	211-11-6399-16-117-Y-30-0F2-Y	$1,000.00
9	2	3	COPY PAPER	211-11-6396-00-117-Y-30-0F2-Y	$2,395.00
9	2	4	EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL	211-11-6118-00-117-Y-30-ASP-Y	$15,957.00
9	2	4	SOCIAL SECURITY/MEDICARE	211-11-6141-00-117-Y-30-ASP-Y	$376.00
9	2	4	TRS	211-11-6146-00-117-Y-30-ASP-Y	$2,318.00
9	2	4	EMPLOYEE BENEFITS-LOCALLY DEFINED	211-11-6148-00-117-Y-30-ASP-Y	$60.00
9	2	4	EMPLOYEE BENEFITS	211-11-6149-00-117-Y-30-ASP-Y	$389.00
9	2	5	Gas Mileage	211-61-6411-00-117-Y-30-0F2-Y	$247.50
9	2	6	PROFESSIONAL DEVELOPMENT-GENERAL SUPPLIES	211-13-6399-00-117-Y	$500.00
9	2	8	GENERAL SUPPLIES	211-11-6399-00-117-Y-30-0F2-Y	$15,000.00
				Sub-Total	$110,024.50
				Budgeted Fund Source Amount	$83,003.00
				+/- Difference	-$27,021.50

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplemental Support, Supplies, Clothing	212-6399-00-117-Y-24-0F2-Y	$440.00
				Sub-Total	$440.00
				Budgeted Fund Source Amount	$440.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	8	GENERAL SUPPLIES	263-11-6399-00-117-Y-30-000-Y	$3,632.00
				Sub-Total	$3,632.00
				Budgeted Fund Source Amount	$3,632.00
				+/- Difference	$0.00
				Grand Total	$257,285.50