

Brownsville Independent School District

Villa Nueva Elementary

2018-2019 Campus Improvement Plan



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

Together We Create A Better Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Villa Nueva Elementary we view demographic data daily. The Attendance Rate was 96.79 for all students and 96.9 for At-Risk students. Our main focus is attendance and At-Risk students' data. Attendance sheets are turned in by 8:30 so that the parents of students who are absent are called to make sure it is an excused absence. We have conferences with the parents of the students who are consistently absent. Teacher of students identified At-Risk are made aware so that these students are monitored to ensure students are successful academically. The Retention Rate was 5.96% for all and at-risk students

Demographics Strengths

1. ELL placement in Bilingual Program
2. TIER II Interventions for At-Risk, LEP, Economically Disadvantaged and Migrant students.
3. RTI plans updated every six weeks
4. Recognition for Perfect Attendance every six weeks
5. Communication with Parents when students are absent

Demographic Needs

1. Provide students presentation with attendance goals, expectations and incentives offered.
2. Increase student's attendance to meet our 98% goal.
3. Increase STAAR scores in all areas through the use of the core curriculum and additional resources and instructional materials.
4. Increase STAAR Scores amongst ELLs and At-Risk students through in-house and after-school tutorials.
5. Decrease number of At-Risk percentages with more academic support, additional resources, and interventions for students who are struggling.
6. Provide supplemental supplies for ELLs, At-Risk and Migrant students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is low. **Root Cause:** Parent liaison to follow up with parents and submit required paperwork to hold them accountable.

Problem Statement 2: ELL students are not exiting the Bilingual Program. **Root Cause:** Teachers don't have enough training to rate students accordingly.

Student Academic Achievement

Student Academic Achievement Summary

At Villa Nueva the disaggregation of students' assessment data is critical for students' academic success. We have weekly grade level meeting, 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

STAAR Summary 2017-2018

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted & Talented	At-Risk
3 rd Math	75%	74%	75%	--	73%	72%	33%	100%	69%
3 rd Reading	71%	70%	69%	--	56%	55%	33%	100%	57%

participating in extracurricular activities.

4 th Math	75 %	72%	72%	--	62%	60%	0%	89%	55%
4 th Reading	72%	73%	75%	--	62%	56%	33%	100%	50%
4 th Writing	55 %	55%	55%	--	33%	35%	13%	83%	26%

5th	96%	93%	90%	--	93%	100%	44%	100%	90%
Math									
5th	80%	%	%	--	%	%	%	100%	56%
Reading									
5th	70%	68%	69%	--	58%	60%	30%	100%	55%
Science									

TELPAS Summary 2016-2017

TELPAS Composite Listening ,Speaking, Reading, & Writing	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Beginning	7%	4%	3%	0%	4%	00
Intermediate	36%	24%	37%	23%	17%	0%
Advanced	42%	26%	39%	27%	39%	100%
Advanced High	16%	46%	21%	50%	39%	0

Student Academic Achievement Strengths

1. High student expectations.
2. Data analysis of all test results.
3. Met AYP
4. TELPAS/AMAOS Progress and Attainment
5. Bi-weekly progress monitoring.
6. Special Ed and Regular Ed Co-planning.
7. Weekly Curriculum grade level meetings.
8. Turn around training by Curriculum Specialists and Dean

Student Achievement Needs

1. Provide ongoing Professional Development
2. Vertical and Horizontal Alignment meetings and discussions to increase STAAR scores.
3. Increase percentage of students level II in STAAR
4. Increase number of Migrant students performing on grade level
5. Increase student's attendance and students accomplishing A & B Honor Roll by recognizing students with awards and certificates every six weeks.
6. Provide teachers with additional instructional supplies and materials.
7. Promote higher expectations and academic standards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Not enough students performing level II on STAAR **Root Cause:** Teacher need ongoing professional development

Problem Statement 2: Not enough student performing satisfactory on STAAR **Root Cause:** Provide teachers with resources needed. Supplies and materials.

Problem Statement 3: Small number of students mastering grade level content to obtain A, A&B honor roll **Root Cause:** Small number of students mastering grade level content to obtain A, A&B honor roll

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

We have a very highly qualified staff at Villa Nueva. We have a committee of teachers and administrators that is used for hiring. Applicant responses are documented and scored using a scale of 1 - 5. The applicant with the highest combined score is the one that is recommended for the available position. New teachers are assigned a mentor to ensure their success. Administrators perform walkthroughs regularly. Teachers are evaluated using T-TESS.

At Villa Nueva we build leaders. Each grade level has a representative for SBDM, Lead teacher, LPAC member, one curriculum point of contact for each subject area and a CBLT member. The representative voices any concerns or suggestions to the committee then delivers information back to the grade level.

Curriculum, Instruction, and Assessment Summary

At Villa Nueva 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 are analyzed to plan for instruction. We also do 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. We provide instruction based on the TEKS in order to prepare our students for State Assessments.

School Context and Organization Summary

SBDM members are involved in the decision-making process on campus. We have weekly grade level curriculum meetings. Teachers are monitored with weekly walk troughs. Master Schedule in place maximizing the time for student instruction.

Technology Summary

Every classroom at Villa Nueva has at least one computer. 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 to fifth-grade students use Istation and Think Through Math twice a week. Kinder to Second-grade students use Brain Pop and Mind Play 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

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers, Para Professionals, and Administrators
- Bilingually Certified Teachers
- Teachers are GT trained

Staff Quality, Recruitment, and Retention Needs

1. Provide teachers with research-based instructional resources, software, and hardware to provide more rigorous curriculum using technology.
2. Provide Professional Development for teachers in need of assistance with delivery of instruction or classroom management.
3. Targeted Professional Development to meet our campus needs.
4. Recognize teachers with awards and incentives for a job well done.
5. Professional Development by Bilingual Department on how to differentiate instruction for ELLS.

Curriculum, Instruction, and Assessment Strengths

- TPRI/Tejas Lee data analysis.
- After school tutorial programs for At-Risk students.
- Extended Day Program
- Instruction based using TEKS
- Knowledge of TEKS and State Assessment requirements and expectation.

Curriculum, Instruction, and Assessment Needs

1. Professional Development on core subject areas to improve instruction and increase STAAR scores.
2. Provide supplies and materials needed for instruction to improve instruction in the core subject areas in order to increase STAAR Scores.
3. Provide teachers with the technology necessary to implement district's curriculum.
4. Continue with full day Pre Kinder classes to prepare students for the curriculum rigor on state-mandated exams in future years.
5. Para-Professionals on staff to help teachers with instruction
6. Continue with At-Risk Tutorials to close the gap for At-Risk students on state assessments.
7. Attend Assessment Conference to bring back updated Assessment information.
8. Continue Extended Day Program

School Context and Organization Strengths

- Weekly curriculum and grade level meetings.
- Weekly walk-throughs to monitor instruction and provide feedback to teachers.
- School map is provided to all staff members with evacuation routes.

- Master schedule in place to ensure appropriate grade level instruction.

School Context and Organization Needs

1. Horizontal meetings held every six weeks to analyze data and plan for instruction.
2. Vertical meetings to be held once for the semester.
3. Professional Development on safety procedures.

Technology Strengths

- Euphoria, Aware, Tango Trends.
- Every classroom has at least one computer.
- We have on Lap Top Cart and a Smart Board available on a check out basis.
- Learning A-Z, Think Through Math, Brain Pop, Mind Play are used regularly
- One laptop for each fifth-grade student
- Three computer labs
- Cart with tablets available for Pre Kinder, Kinder, and 2nd grade

Technology Needs

1. Renew software licenses to increase student performance in content areas.
2. Provide IPEVO document web camera to make lessons interactive.
3. One updated desktop computer per classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers lacking training to differentiate instruction for Bilingual students. **Root Cause:** Ongoing Professional development for Bilingual emphasis.

Problem Statement 2: Vertical alignment needed **Root Cause:** We don't have enough personnel to cover classes so that teachers can meet and plan across the grade levels.

Problem Statement 3: Teachers feel they are lacking professional development in the core subject areas. **Root Cause:** Reading and Math trainings are scheduled after school and interfere with Extended Day and Tutorials.

Problem Statement 4: Streaming is very slow **Root Cause:** Existing wiring in the buildings is outdated and does not support all existing computers and laptops.

Perceptions

Perceptions Summary

School Culture and Climate Summary

At Villa Nueva administrators and teachers analyze the school culture and climate to ensure that our students are provided with a same and disciplined environment. Students are treated with respect. Students and staff get administrative support. 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.

Family and Community Involvement Summary

Villa Nueva Elementary encourage parents and community to be involved in students' education. Parents feel welcome are Villa Nueva, 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 2018-2019 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

School Culture and Climate Strengths

- Weekly Grade Level Meeting
- Monthly Faculty Meetings
- SBDM Meetings
- Campus Teacher Appreciation
- Weekly Parental Involvement meetings.

School Culture and Climate Needs

1. Provide presentations on bullying, safety, and drug/alcohol prevention for students at the beginning of the year.
2. Decrease discipline issues through the use of a school-wide discipline behavior plan.
3. Provide presentation on student expectations and consequences for inappropriate behavior.

4. Provide Staff development on safety procedures.
5. Nurse on staff to help students and provide a presentation on personal hygiene.
6. Promote school uniforms.
7. Promote additional after school extra-curricular activities.

Family and Community Involvement Strengths

- Parents participate in school events
- 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

Family and Community Involvement Needs

1. Provide access to Home Access Center.
2. Increase Parental Involvement in school activities.
3. Increase attendance at the bi-weekly Title I parent meetings.
4. Increase the number of Parent Volunteers.
5. Increase community involvement with students.
6. Increase student attendance

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018- June 2019 every six weeks</p>	2.4	PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5%</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: September 2018, January, & April 2019 Three times a year BOY, MOY, EOY</p> <p>SA 1</p>	2.4	Campus Administration TLI Lead Teacher Classroom Teachers	Formative: Agendas Sign in sheets Summative: STAAR TPRI/Tejas Lee TELPAS Terranova				
Funding Sources: 211 Title I-A - 7536.00							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Use research based instructional resources during regular instruction as well as in house and after school tutorial to ensure that all students are prepared to meet the demands of district benchmarks and state assessments in the areas of Language Arts, Math and Science. Think Through Math Licence Stemscopes Grade 5 Online Imagine Learning Literacy &Language; Summit K-12 Science; Lone Star Learning</p> <p>Population:Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, Bilingual, ALL STUDENTS, PD/ESL</p> <p>Timeline: August 2018- June 2019 Daily</p> <p>SA #6</p>	2.6	3yr old program, PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration.	Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5%				





<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Provide teachers with necessary support to implement the district initiatives to meet the needs of the students and ensure their success</p> <p>Science Fair Spelling Bee Tango Central/ Tango Trends Edu smart Kids Voting TELPAS STAAR</p> <p>Inclusion Bilingual Model, SIOP/ELPS TLI Routines/ Strategies</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018- June 2019 Daily</p> <p>SA # 6</p>	2.4	PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration	Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5%				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) 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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018- June 2019 Daily</p> <p>Demo # 3</p>	2.6	Campus Administration. All Teachers	Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% STAAR Terranova				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 2: Villa Nueva early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Three-Year-Old Program (PK-3) in an effort to promote early literacy: Highly Qualified Teachers and Para-professionals, Research Based Professional Development Teachers and Para Professionals will be paid through Federal Programs.</p> <p>Supplies, Materials, Equipment.</p> <p>Population: PK-3 Year Old Program Students, Teachers, Para-Professionals Timeline: July 1, 2018 through June 30, 2019</p>	2.5	Federal Programs Administration	<p>Formative: Participation, lesson Plans</p> <p>Summative: Progress Reports, Pre-test</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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





Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.
 Edit Remove
 New Strategy

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students,

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy and Increase the number of ELL students scoring Advanced High.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS PD/ESL</p> <p>Timeline: August 2018- June 2019 Daily</p>	2.4	Campus Administration Language Arts Teachers	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of ELLS scoring Advanced high in TELPAS</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) Campus Progress Monitoring Assessments selected by the teachers, and Dean of Instruction in the areas of Language Arts, Math every 6 weeks to analyze data and plan instruction according to student needs.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS, PD/ESL</p> <p>Timeline: August 2018- June 2019 twice a year, Fall & Spring</p>	2.6	All Teachers Campus Administration	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5% in STAAR TPRI/Tejas Lee TELPAS Terranova</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Duplicating Paper will be bought to make copies of worksheets to provide students' time to independently work on objectives taught, and to ensure student success in all subject areas.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018- June 2019 Daily</p> <p>SA #6</p>	2.4	Campus Administration	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR</p>				
<p>Funding Sources: 211 Title I-A - 2500.00, 162 State Compensatory - 850.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers will print out necessary materials from black line masters, internet lessons or other lessons as needed in order to ensure students success. Will send copies to Media Center to be printed.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018 - June 2019 Daily SA #6</p>		Campus Administration Teachers	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR</p>				
<p>Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 1500.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 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.</p> <p>Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: April 2018</p>		Administration	Needs Assessment Results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) 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 18 GT Ongoing hours annually.</p> <p>Population: GT students, Teachers</p> <p>Timeline: August 2018- June 2019</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Implement D.E.A.R. time to instill the love of reading Library books will be bought.. To encourage students to take AR exams on a weekly basis.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2018 - June 2019 Daily</p>		Teachers Librarian	AR Reports				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Edit Remove

New Strategy

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will participate in Music Memory</p> <p>Population: 4th & 5th grade students Timeline: December 2018</p>	2.5	UIL Coordinator & Coach	Student Participation Performance ratings				
<p>Critical Success Factors CSF 1</p> <p>2) Fifth grade students will participate in Honors Choir</p> <p>Population: 5th grade students Timeline: March 2019</p>	2.5	Choral Music and elementary music teachers	Student participation and performance ratings				
<p>Critical Success Factors CSF 1</p> <p>3) Students will participate in UIL Art</p> <p>Population: 4th & 5th grade students Timeline: December 2018</p>	2.5	UIL Coordinator and Coaches	Student Participation Performance ratings				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Theater Arts curriculum will be Implemented in the classroom.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI</p> <p>Timeline:August 2018 - June 2019</p>	2.5	Campus Administration & Teachers	Assessments				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Fifth grade students will participate in Ballroom Dance Competitions.</p> <p>Population: 5th grade students Timeline: May 2019</p>	2.5	Campus Administration Dance Coaches	Student Participation Performance ratings				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Art supplies will be purchased to ensure implementation of Art curriculum by Art teacher.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI</p> <p>Timeline:August 2018 -June 2019</p> <p>SA #6</p>	2.5	Campus Administration & Teachers	Assessments				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Music supplies will be purchased to ensure implementation of Music curriculum by Music teacher.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI</p> <p>Timeline:August 2018 -June 2019</p> <p>SA #6</p>	2.5	Campus Administration Music Teacher	Assessments				
<p>8) PE equipment will be purchased to provide students the opportunity to learn different types of physical activity through different sports.</p>	2.5	Administration Coach	Formative: Attendance Summative: Physical Activity Report				
Funding Sources: 199 Local funds - 0.00							

<p>9) Science Fair Sponsors will attend training in order to promote student participation in the campus, district, regional, state, and international level Science Fair competition. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: December 2018</p>	2.5	Science Fair Sponsors Science Specialist Administration	Number of entries.				
<p>10) Students participate in Campus Spelling Bee. A representative and alternate are prepared to compete in the annual BISD Spelling Bee in February. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: November 2018 - February 2019</p>	2.5	Spelling Bee Sponsor ELA Specialist, Administration	Spelling Bee Recording				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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 Source(s) : New Energy Plan adopted by district, updated Five-year facilities renovation plan

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Villa Nueva will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: December 2018-June 2019		Campus Administration	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison Summative Annual comparison				
	Funding Sources: No Funds Required - 0.00						
2) Villa Nueva Elementary will implement a systematic approach prioritize and request renovation, upgrade, and improvement to facilities based on safety and needs of the campus. Population: All campus facilities Timeline: December 2018-June 2019		Campus Administration	Campus Surveys Formative: Surveys Summative: Evaluation and analysis of survey data				
	Funding Sources: No Funds Required - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will use 100% of available budgeted funds based on the needs assessment. Population: Campus Stakeholders Timeline: December 2018-June 2019		Campus Administration SBDM	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.				
Funding Sources: No Funds Required - 0.00							

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 Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Teachers will receive incentives to increase campus moral and school climate to ensure students success.</p> <p>Population: Teachers</p> <p>Timeline: December 2018 & May 2019</p> <p>P & P Staff #4</p>		Campus Administration	Student Performance on TPRI/Tejas Lee EOY				
<p>Funding Sources: 199 Local funds - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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 recognitions, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote current accomplishments weekly through the campus website and district website/media venues Populations Campus Stakeholders Timeline: December 2018-June 2019		Campus Administration Campus Point of Contact	Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office.				
Funding Sources: No Funds Required - 0.00							
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. Populations Campus Stakeholders Timeline: December 2018-June 2019		Campus Administration Campus Point of Contact	Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office.				
Funding Sources: No Funds Required - 0.00							
3) Villa Nueva will update websites at least monthly including showcasing student and community activities. Populations Campus Stakeholders Timeline: December 2018-June 2019		Campus Administration	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				
Funding Sources: No Funds Required - 0.00							
							

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 pursue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus administration will provide all stakeholders with information through a variety of media on the District of Innovation Plan Populations Campus Stakeholders Timeline: December 2018-June 2019		Campus administration	Stakeholders will be well informed of the progress of the District of Innovation Plan resulting in fewer concerns. Formative: Emails, Newsletters Summative: All information disseminated about the district of Innovation Plan.				
	Funding Sources: No Funds Required - 0.00						
2) The campus will set up a schoolwide vote for the 2018-2019 Calendar based on multiple options provided by the district. Populations Campus Stakeholders Timeline: December 2018-June 2019		Administration SBDM	Formative: Calendar Options Summative: Voting outcomes				
	Funding Sources: No Funds Required - 0.00						

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

Performance Objective 1: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 1: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Provide students with Student Code of Conduct (SCC) to Promote awareness and notification for students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures. Population: All Students Timeline: August, 2018 through June, 2019</p>		Teacher Administration	Sign In sheets Signed SCC Acknowledgement Form Discipline Referrals				
Funding Sources: No Funds Required - 0.00							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Maintain an Emergency Operations Plan. The plan must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. All staff and visitors must display their identification while on campus. Population: All Students Timeline: August, 2018 through June, 2019</p>		Principal Assistant Principal Facilitator	Yearly report to Main office safety coordinator/BISD police.				
Funding Sources: No Funds Required - 0.00							

<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>3) Security officer on Campus throughout the year. Campus Officer and Counselor, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2018 June 2019</p>		Administration Counselor BISD Police and Security Services	Counselor Logs Discipline Reports Referral Forms				
Funding Sources: No Funds Required - 0.00							
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>4) A 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.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2018 June 2019</p>		Administration All Faculty and Staff	Decrease in referrals				
Funding Sources: No Funds Required - 0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students I, LEP, AR, SE, GT, MI Timeline: August, 2018 through June, 2019</p>		Principals, Counselors Behavior Intervention Teachers Guidance and Counseling	Counselor's logs Sing in sheets Training sheets Academic Progress				
Funding Sources: 199 Local funds - 400.00							

<p>Critical Success Factors CSF 3 CSF 6</p> <p>6) Clean and safe environment for students, parents, and staff will be provided to ensure students and staff well being.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2018 June 2019</p>		<p>Campus Administration M Martinez</p>	<p>Custodial Supplies</p>				
<p>Funding Sources: 199 Local funds - 6200.00</p>							

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2016-2017 to 2017-2018.

Edit Remove
New Strategy





Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Share a Villa Nueva School Parental Involvement Policy In English and Spanish to make parents aware of the importance of being involved to increase parental participation.</p> <p>Population: Parents</p> <p>Timeline: September & December 2018</p>		Administration Parent Trainer	<p>Formative: Agendas & sign in sheets</p> <p>Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate & Discipline Referrals</p>				
Funding Sources: No Funds Required - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) A Villa Nueva School Parent compact agreement in English and Spanish will be given to parents to ensure student achievement.</p> <p>Population: Parents</p> <p>Timeline: September 2018</p>		Administration Parent Trainer	<p>Formative: Student Compacts</p> <p>Summative: Composite of EOY survey results Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
Funding Sources: No Funds Required - 0.00							

<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>3) Community will be informed of the Campus Performance (school report card) through the Annual Title I meeting to inform parents of the services provided to students utilizing Title 1-A</p> <p>Population: Parents Timeline: September 2018</p>		<p>Administration Parent Trainer</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: Composite of End of Year Title I-A Compliance</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: September 2018</p>		<p>ARE Administration</p>	<p>Formative: Agendas & sign in sheets Parent participation</p> <p>Summative: Composite of survey Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 5</p> <p>5) Provide TAPR report to community and parents to include review and/or revision. LPAC Representative SBDM Representative</p> <p>Population: Parents Timeline: September 2018</p>		<p>Administration</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: Composite of meeting minutes Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>6) Host Parent Orientation Day to inform parents of daily operations procedures and Campus and District Policy including providing access to Home Access Center to promote parental involvement in students education.</p> <p>Population: Parents Timeline: September 2018</p>		<p>Administration</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: STAAR Results</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>7) 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.</p> <p>Population: Parents, Community Members Timeline: Aug 2018 - May- 2019</p>		<p>Librarian</p> <p>Counselor</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) Recognize parent volunteers and businesses for student support to increase parent participation.</p> <p>Population: Parents Timeline: May 2019</p>		<p>Administration</p>	<p>Formative: Visitors Log</p> <p>Summative: EOY Survey Results Title I-A Compliance</p>				
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>9) Keep parents informed through weekly meetings Topic such as (Bilingual, GT, Assessment, attendance)to improve campus, parent communication and increase parents' attendance to meetings.</p> <p>Population: Parents Timeline: September 2018 - June 2019</p>		<p>Administration School Secretary</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: EOY Program Student and Parent Survey</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>10) Provide parent educational opportunities though parent conferences and parent training to increase parent and student participation in the number of community service activities. Nutrition, Parenting and tips for helping students be successful</p> <p>Population: Parents Timeline: September 2018- June 2019</p>		<p>Administration</p>	<p>Formative: Agendas & sign in sheets</p> <p>Summative: STAAR Composite of evaluation results Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							

<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>11) Educate teachers and staff during grade level meeting as to the academic and non academic benefits of a strong parent-school partnership.</p> <p>Population: Parents, Teachers, & Staff</p> <p>Timeline: September 2018- June 2019</p>		Administration	<p>Formative: Agendas & sign in sheets</p> <p>Summative: STAAR Results Composite of evaluation Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p>Critical Success Factors CSF 5</p> <p>12) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: Parents</p> <p>Timeline: April 2019</p>		Campus Administration Parental Involvement Administrator Parent Trainer	<p>Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: 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.





Edit Remove

New Strategy

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Professional development on research based strategies and best practices. Teachers will redefine instruction using data analysis to identify the gaps and work on closing them.</p> <p>Supplies and materials will be bought.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2018- June 2019 Every six weeks</p> <p>SA # 1</p>		<p>PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration.</p>	<p>Formative: BISD Instructional Feedback form Sign in sheets Agendas TLI class visitations</p> <p>Summative: Benchmarks & STAAR</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: September 2018 January, & April 2019 Three times a year BOY, MOY, EOY SA #1</p>		<p>Campus Administration TLI Lead Teacher Classroom Teachers</p>	<p>Formative: Agendas Sign in sheets Summative: STAAR TPRI/Tejas Lee TELPAS Terranova</p>				
<p>Funding Sources: 211 Title I-A - 1500.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Teachers will receive Professional Development on eSchool and Review 360 to ensure proper grading procedures are followed.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2018</p>		<p>Asst Principal</p>	<p>Report cards</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Edit Remove
New Strategy

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, Star Chart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 3</p> <p>1) Teachers will complete an annual School Technology and Readiness (STAR) Chart to assess technology proficiency.</p> <p>Population: K-5th Teachers and Librarian</p> <p>Timeline: November 2018</p>		Administration TST	Texas STAR Chart online				
Funding Sources: No Funds Required - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) One computer per student will be available in the computer lab so students can attend on a weekly basis to support classroom instruction.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2018 - June 2019</p>		Campus technology committees Campus SBDM	Campus Technology committee, and/or SBDM minute				
Funding Sources: No Funds Required - 0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Brain Pop, Star fall, A-Z, & Living with Science Licenses will be renewed and Software will be used in computer labs and classrooms by students to improve student achievement in the content areas. Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS, PD/ESL) Timeline: Aug 2018 - June 2019</p> <p>Tech # 1</p>		Classroom Teachers	Pass STAAR				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

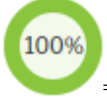



Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance.</p> <p>Population: PEIMS Supervisors Clerks</p> <p>Timeline: 2018 Fall Semester 2018 Spring Semester</p>		Principal PEIMS Supervisor Attendance Clerk	Six weeks Attendance Report Phone Master Daily Log				
Funding Sources: No Funds Required - 0.00							
<p>Critical Success Factors CSF 1 CSF 3</p> <p>2) Parents of students who are absent are contacted daily in order to improve student attendance.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2018 - June 2019</p>		Teachers & Office Staff	98% attendance				
Funding Sources: No Funds Required - 0.00							

<p>Critical Success Factors CSF 1 CSF 3</p> <p>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.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2018 - June 2019</p> <p>SA #5</p>		<p>E. Ramirez V. Garza Administration</p>	<p>98% attendance report</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>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.</p> <p>Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI Timeline: Weekly, August 2018 - June 2019</p> <p>SA # 5</p>		<p>Teachers Administration</p>	<p>98% attendance Students in A & B honor Roll</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: Evaluation Data Source(s) : STAAR/EOC reports disaggregated for At-Risk students.

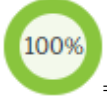



Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) After school tutorials will be provided in Reading, Math and Science in order to improve At Risk student achievement.</p> <p>Instructional materials & supplies will be purchased. Instructional materials will be sent to media center for reproduction.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline: September 2018 - April 2019</p> <p>P&P Curriculum #6</p>		<p>Tutorial Lead teacher Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: Tutorial Attendance report, tutorial lesson plans, classroom observations, benchmark scores, student progress reports.</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 20246.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) A full day PK3 & PK4 program will be provided to qualified students in order to better prepare at-risk students academically.</p> <p>Pre Kinder round up session in August. Population: AR, and LEP students who meet the Pre-K criteria Timeline: August 2018 - June 2019</p> <p>P&P Curriculum # 4</p>		<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY CPALLS</p> <p>Summative: EOY CPALLS</p>				
<p>3) 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.</p> <p>Population: AR, TI, MI, LEP, PD/ESL</p> <p>Timeline: August 2018 - June 2019</p> <p>P&P Curriculum #7</p>		<p>Principals</p>	<p>Summative: Attendance reports, student progress reports, benchmark scores</p> <p>Summative: STAAR</p>				<p>Funding Sources: 162 State Compensatory - 29100.00</p>

<p align="center">Critical Success Factors CSF 1</p> <p>4) 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</p> <p>Educational resources will be bought.</p> <p>Population: At Risk students, LEP, PD/ESL</p> <p>Timeline: August 2018 - June 2019</p>		<p>LPAC Committee Asst Principal</p>	<p>Formative: LPAC Minutes</p> <p>Summative: STAAR</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) 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.</p> <p>Population: LEP, MI, DYS, AR, TI Timeline: August 2017- June 2018</p> <p>SA # 1</p>		<p>Principal Administrator for State Compensatory Education</p>	<p>Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.</p> <p>Summative: STAAR</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Paraprofessionals on staff to provide additional support for students. In order to ensure student success and close the educational gap between sub populations. At Risk students Timeline: August 2018 - June 2019 P&P Curriculum # 5</p>		<p>Campus Administration</p> <p>Assigned Teacher</p>	<p>Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY EOY</p> <p>Summative EOY TPRI/Tejas Lee</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Instructional materials & supplies will be purchased for small group and centers in order to target At-Risk students and ensure student success.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline:September 2018 - April 2019</p> <p>SA# 6</p>		<p>Campus Administration and Classroom teachers</p>	<p>Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS &student progress reports. Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 6690.00</p>		<p>Teachers Administrators</p>	<p>Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Data Analysis Meeting will be held after BOY, MOY, and EOY in order to guide instruction according to students needs.</p> <p>TSLP resource website access available.</p> <p>September 2018, February 2019, May 2018</p> <p>Population: AR, TI, MI, SE</p>		<p>Teachers Administrators</p>	<p>Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.</p>				
<p>Funding Sources: No Funds Required - 0.00</p>		<p>Teachers Administrators</p>	<p>Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) TLI Sustainability Explicit Instruction (Routines/Strategies, Fluency Routine) As well as academic vocabulary.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline:September 2018 - April 2019</p>		<p>Teachers Administrators</p>	<p>Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.</p>				
<p>Funding Sources: 163 State Bilingual - 0.00</p>		<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Provide additional support for LEP and Special Ed students in order to increase academic achievement and close the gaps. Bilingual Stipends Population: AR, TI, MI, SE Timeline:September 2018 - April 2019</p>	<p>Teachers Administrators</p>	<p>Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.</p>			





<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Increase Academic Vocabulary for all students in order to obtain better scores in state assessments. TELPAS & STAAR</p> <p>Population: AR, TI, MI, SE, ELLs, PD/ESL Timeline: September 2018- April 2019</p>		<p>Teachers Administrators</p>	<p>Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.</p>				
<p>12) 5th grade students will visit Stillman Middle School to prepare them for the transition into Middle School.</p> <p>Population: AR, TI, MI, SE, ELLs Timeline: May 2019</p>		<p>Administration 5th grade teachers</p>	<p>Formative Permission slips Summative Student Rosters.</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>13) 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.</p> <p>Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI, PD/ESL Timeline: Weekly, August 2018 - June 2019</p>		<p>Administration Classroom Teachers Librarian</p>	<p>Increase Fluency in TPRI & Tejas Les</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) 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.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2018 June 2019</p>		Nurse Health Services Administration	nurse time and effort reports Yearly report to Health Services				
<p>Funding Sources: 199 Local funds - 500.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Use research based instructional resources during regular instruction as well as in house and after school tutorial to ensure that all students are prepared to meet the demands of district benchmarks and state assessments in the areas of Language Arts, Math and Science. Think Through Math Licence Stemsscopes Grade 5 Online Imagine Learning Literacy &Language; Summit K-12 Science; Lone Star Learning Population:Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, Bilingual, ALL STUDENTS, PD/ESL Timeline: August 2018- June 2019 Daily SA #6

State Compensatory

Budget for Villa Nueva Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-117-Y-24-SSI	6118 Extra Duty Stipend - Locally Defined	\$8,746.00
162-11-6118-00-117-Y-30-000	6118 Extra Duty Stipend - Locally Defined	\$11,500.00
162-11-6118-00-117-Y-30-ASP	6118 Extra Duty Stipend - Locally Defined	\$29,100.00
6100 Subtotal:		\$49,346.00
6300 Supplies and Services		
162-11-6396-00-117-Y-30-000	6396 Supplies and Materials - Locally Defined	\$850.00
162-11-6399-00-117-Y-30-000	6396 Supplies and Materials - Locally Defined	\$6,690.00
162-11-6399-16-117-Y-30-000	6396 Supplies and Materials - Locally Defined	\$1,500.00
6300 Subtotal:		\$9,040.00

Personnel for Villa Nueva Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BEATRIZ GARZA	DEAN OF INSTRUCTION	STATE COMPENSATORY	1
CYNTHIA PEREZ	PRE K TEACHER	STATE COMPENSATORY	.5
Erika Garcia	PRE K TEACHER	STATE COMPENSATORY	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Villa Nueva Elementary School uses its Title I, State Compensatory, Bilingual and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

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. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 85 percent of all students and all student groups passing all parts of state-mandated assessments for the 2018-2019 school year to increase the commended performance level in all content areas. Activity

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.

2.2: Regular monitoring and revision

To accomplish these objectives, 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 under served populations; Activities 3.1.1, 3.1.2 (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; Activity 3.1.2 (5) address how the school will determine if such needs have been met; Activity 3.1.2 and (6) are consistent with and are designed to implement the State and local improvements plans. Activities

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

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. Activities

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. 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. Activities

2.5: Increased learning time and well-rounded education

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. 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. Activities

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. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 199, 162, 163, 166, and 212 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. At Villa Nueva elementary we use our migrant funds to purchase supplies and supplementary instructional materials used to implement and enhance the overall instructional program for the migrant students. PFS students receive additional supplemental materials and supplies as needed for TEIR II instruction.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual funds are used to purchase supplies, supplementary instructional materials and library resources used to implement and enhance the overall instructional program for the special education students.

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 2017-

2018 school year, instructional materials, software, and supplemental instructional services via State Compensatory Education funded personnel.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Special education funds are used to purchase supplies, supplementary instructional materials and library resources used to implement and enhance the overall instructional program for the migrant students. Activities

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At Villa Nueva we will be offering opportunities for parents to come to perform activities with their kids every six weeks. These activities will be for all parents of children in Early Education PK3- PK4 & kinder

3.2: Offer flexible number of parent involvement meetings

Parental Involvement meetings are held on Thursdays at 1:30 we will schedule the meetings when the parents come for the Family Engagement as well.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
FLORINDA CORREA	TITLE I PARA PROFESSIONAL	211	1
KELLY WINN	NURSE	211	.4
LOYDA RODRIGUEZ	PRE KINDER PARA PROFESSIONAL	211	1
VACANCY	TITLE 1 PARA PROFESSIONAL	211	1
VERONICA HURTADO	3 YR OLD PARA PROFESSIONAL	211	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Gutierrez	Principal
Meeting Facilitator	Beatriz Garza	Dean
Classroom Teacher	Cecilia Guillen	Sp Ed
Non-classroom Professional	Ernie Vela	Asst Principal
Classroom Teacher	Hilda Maldonado	Second grade
Classroom Teacher	Rose Vela	Third Grade
Classroom Teacher	Briza De La Cruz	Fourth grade
Classroom Teacher	Christina Cavazos	Fifth grade
Classroom Teacher	Maria Capetillo	First grade
Classroom Teacher	Rose Ruiz	Kinder
Classroom Teacher	Maricela De La Cruz	PK-3
District-level Professional	Jimmy Haynes	Area Administrator
District-level Professional	Michelle Seney	District Rep
Business Representative	Antonio Silva	Business Representative
Business Representative	Adriana Gomez	Business Representative
Parent	Rick Sanchez	Parent
Community Representative	Father Joel Flores	Community Representative
Community Representative	Viviana Martinez	Community Representative
Parent	Ruben De La Cruz	Parent

Campus Funding Summary

199 Local funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	3	5			\$0.00	
1	3	7			\$2,500.00	
1	4	8			\$0.00	
3	2	1			\$1,000.00	
5	1	5			\$400.00	
5	1	6			\$6,200.00	
9	3	1			\$500.00	
Sub-Total					\$10,600.00	
Budgeted Fund Source Amount					\$23,939.00	
+/- Difference					\$13,339.00	
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	3	3		162-11-6396-00-117-Y-30-000-Y	\$850.00	
1	3	4		162-11-6399-16-117-Y-30-000-Y	\$1,500.00	
9	2	1		16211611800117Y30000Y	\$11,500.00	
9	2	1		162-11-6118-00-117-Y-24-SSI-Y	\$8,746.00	
9	2	3	162-11-6118-00-117-Y-30-ASP-Y	162-11-6118-00-117-Y-30-ASP-Y	\$29,100.00	
9	2	7		162-11-63-99-00-117-Y-30-000-Y	\$6,690.00	
Sub-Total					\$58,386.00	
Budgeted Fund Source Amount					\$58,386.00	
+/- Difference					\$0	
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2			\$7,536.00	

1	3	3			\$2,500.00
1	3	4			\$0.00
7	1	2			\$1,500.00
Sub-Total					\$11,536.00
Budgeted Fund Source Amount					\$26,836.00
+/- Difference					\$15,300.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,003.00
+/- Difference					\$6,003.00
Grand Total					\$80,522.00