

Brownsville Independent School District

Villa Nueva Elementary

2019-2020 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

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 27, 2019

Demographics

Demographics Summary

Demographics Summary

The student population at Villa Nueva Elementary School is approximately 498 as of PEIMS Snapshot (October 30, 2018) and serves students in grades Pre Kinder 3 through Fifth Grade. According to the 2017-18 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 2018-2019 school year was 95.31% Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade does have the average size is above 22:1.

The academic instructional line for students is Stillman Middle Schools and Rivera and Veterans Memorial High Schools.

Demographics Strengths

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

Demographic Strengths

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

Demographic Needs

1. Monitor attendance weekly and award students that have perfect attendance every six weeks.
2. Decrease At-Risk, Bilingual, ELL, Non-lep, Special Ed, and Migrant percentages by providing more academic support through by providing research-based interventions for students struggling academically,
3. To increase passing rates Special Ed department will work with regular education teachers during co-planning and ARD's to set standards for exit criteria.
4. Analyze data every six weeks to increase passing rates review benchmark scores, agendas, and progress reports.
5. Offer after-school activities throughout the school year to increase student attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not meeting attendance goals **Root Cause:** Lack of parental support and student motivation

Problem Statement 2: Low passing rates on benchmarks for ELLs, RTI and Special Ed students **Root Cause:** Low expectations, students not taking exams serious.

Student Academic Achievement

Student Academic Achievement Summary

At Villa Nueva the desegregation of students' assessment data is critical for students' academic success. We have weekly grade level 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%
5 th Math	96%	93%	90%	--	93%	100%	44%	100%	90%
5 th Reading	80%	%	%	--	%	%	%	100%	56%

4th	75 %	72%	72%	--	62%	60%	0%	89%	55%
Math									
5th	70%	68%	69%	--	58%	60%	30%	100%	55%
Science									
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

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

STUDENT ACHIEVEMENT STRENGTHS:

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

1. Offer tutorial and extended day enrichment program to close the performance gaps between Special Education, Bilingual, and At-Risk students in the areas of Reading and Writing at all grade levels
2. Provide interventions for all students at all grade levels
3. Provide teachers with instructional supplies and materials as needed to assist with daily instruction.
4. Provide students and teachers with technology integration such as computer labs, COWS, coding club, IPAD, as well as software and licenses needed for academic success.
5. Provide our counselors with supplies, incentives, and necessary material to better serve and reward our students
6. Provide students the opportunity to participate in various Extra-Curricular Activities such as Chess, UIL, Science Fair, Spelling Bee, Coding Club, Volleyball, Running club and Basketball.

STUDENT ACHIEVEMENT NEEDS: 1. Increase fluency and comprehension and continue the weekly monitoring 2. Reading/Literacy needs to improve

at all levels 3. Implement writing across the curriculum for all grade levels 4. Provide Professional Development opportunities for all teachers in all content areas as needed 5. The administration will use laptop computers, tablets, and printers to make classroom visits, analyze data, find the classroom strengths and weaknesses to better assist teachers with classroom instruction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lack of Fluency and Comprehension **Root Cause:** Students don't get enough time to READ.

Problem Statement 2: Students not on grade level **Root Cause:** Grading not aligned to benchmark scores. Some teachers grade too easily.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

We have 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 uses 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

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

School Culture and Climate Needs

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

1. Weekly Grade Level Meeting
2. Monthly Faculty Meetings for Professional Development
3. Monthly SBDM Meetings
4. Campus Teacher Appreciation
5. Weekly Parental Involvement meetings.

School Culture and Climate Needs Decrease discipline issues through the use of a school-wide discipline behavior plan.

1. Provide presentation on student expectations and consequences for inappropriate behavior.
2. Nurse on staff to help students and provide a presentation on personal hygiene.
4. Supplemental Instructional supplies, materials, and technology hardware and software Professional Development opportunities in the area of Language Arts Teachers being more involved in the campus making decisions Improving the amount of parents actively involved on our campus

Staff Quality, Recruitment, and Retention Strengths

1. Highly Qualified Teachers, Para Professionals, and Administrators
2. Bilingually Certified Teachers
3. Teachers are GT trained

Staff Quality, Recruitment, and Retention Needs

1. Provide teachers with research-based instructional resources, software, and hardware to provide a more rigorous curriculum using technology.
2. Provide Professional Development for teachers in need of assistance with the 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 the Bilingual Department on how to differentiate instruction for ELLS.

Curriculum, Instruction, and Assessment Strengths

1. TPRI/Tejas Lee data analysis.
2. After school tutorial programs for At-Risk students.
3. Extended Day Program
4. Instruction based using TEKS
5. 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 the 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. Continue with At-Risk Tutorials to close the gap for At-Risk students on state assessments.
6. Attend Assessment Conference to bring back updated Assessment information.
7. The administration will attend the Educational Conference to bring back best practices for the classroom and instructional leadership methods and models.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student Discipline **Root Cause:** Some teachers not following school wide discipline plan, no consistency

Problem Statement 2: Lack of technology **Root Cause:** Infrastructure does not support our technology.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students fail to follow school rules. **Root Cause:** Lack of consequences

Problem Statement 2: Low parental involvement **Root Cause:** Make meetings more inviting with activities and information that is of importance to parents.

Priority Problem Statements

Problem Statement 1: Not meeting attendance goals

Root Cause 1: Lack of parental support and student motivation

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of Fluency and Comprehension

Root Cause 2: Students don't get enough time to READ.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Student Discipline

Root Cause 3: Some teachers not following school wide discipline plan, no consistency

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Low parental involvement

Root Cause 4: Make meetings more inviting with activities and information that is of importance to parents.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 27, 2019

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

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

Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 every six weeks	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%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: September 2019, January, & April 2020 Three times a year BOY, MOY, EOY</p> <p>SAA 1</p>	2.4, 2.4, 2.5, 2.6	Campus Administration Classroom Teachers	Formative: Agendas Sign in sheets Summative: STAAR , LION, TPRI/Tejas Lee TELPAS Terranova				
<p>TEA Priorities Build a foundation of reading and math 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. Will purchase supplies and classroom reading materials for students. Imagine Math License Stemscopes Grade 5 Online Imagine Learning Literacy & Language; Summit K-12 Science; Lone Star Learning Cytek Media</p> <p>Population:Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, Bilingual, ALL STUDENTS, PD/ESL</p> <p>Timeline: August 2019- May 2020 Daily</p> <p>SA #6</p>	2.6	Administration Classroom Teachers	Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5%				
<p>Funding Sources: 162 State Compensatory - 3700.00, 163 State Bilingual - 2500.00, 211 Title I-A - 1500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>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.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2019- May 2020 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				
<p>TEA Priorities Build a foundation of reading and math</p> <p>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</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2019- May 2020 Daily</p>	2.4, 2.6	Administration Classroom Teachers	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,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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</p> <p>* Keep parental denials at a minimum.</p> <p>*LPAC Committee meets to Identify, assess the language proficiency and assessment of ELLs</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2019- May 2020 Daily</p>	2.4, 2.5, 2.6	Administration Classroom Teachers	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5% in TPRI/TJL, TELPAS, STAAR and Terranova</p>				
<p>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.</p> <p>*Teachers will keep a writing portfolio of student's compositions and submit one monthly sample to Administration for review.</p> <p>*Daily Oral Language will be used to edit for grammar and conventions.</p> <p>Population: All Students</p> <p>Timeline: August, 2019-March, 2020</p>	2.4, 2.5, 2.6	Administration Classroom Teachers	<p>Formative: Walkthroughs, Lesson Plans, and use of strategies</p> <p>Evidence of use of the strategies in the Writing Academy.</p> <p>Summative: Increase Writing STAAR Results bu 5%</p>				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>8) Math: Continue to implement inquiry centered math curriculum in order to increase students knowledge on grade level and address critical thinking skills.</p> <p>Population: All Students</p> <p>Timeline: August, 2019- May 2020</p>	2.4, 2.6	Administration Classroom Teachers	<p>Formative: Walkthroughs, Lesson Plans, District Framework</p> <p>Summative: Math STAAR Results, 5% Progress Reports, Report Card Grades, PBMas</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Three-Year-Old Program (PK-3) in an effort to promote early literacy Highly Qualified Teachers and Para-professionals to support with small group instruction. Research Based Professional Development Supplies, Materials, Equipment. Population: PK-3 Year Old Program Students, Teachers, Para-Professionals Timeline: July 1, 2019 through May30, 2020</p>	2.4, 2.5	Federal Programs Administration	<p>Formative: Participation, lesson Plans Summative: Progress Reports, Pre-test</p>				
<p>TEA Priorities Build a foundation of reading and math 2) Continue to expand the Pre-Kinder and Kinder program to build foundation in order to better prepare at-risk students academically. Population: PK/K students Timeline: August 2019-May 2020</p>	2.5, 2.6						

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>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 2019- May 2020 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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) 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.</p> <p>Materials needed Duplicating paper and Printed materials from media center.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS, PD/ESL</p> <p>Timeline: August 2019- May 2020 Every 6 weeks</p>	2.4, 2.5, 2.6, 2.6	All Teachers Campus Administration	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				
<p>Funding Sources: 162 State Compensatory - 1850.00, 199 Local funds - 977.00, 211 Title I-A - 2394.00</p>							
<p>3) Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually. Population: GT students, Teachers</p> <p>Timeline: August 2018- June 2019</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>4) Priority for Service (PFS) migrant students will get supplemental support services to ensure that the requirements for NCLB Section 1304(d) are met</p> <p>*They will receive interventions as needed , opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies.to ensure academic success.</p> <p>*They will have to opportunity to attend summer school if needed for promotion or participate in the Migrant summer school enrichment program.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: August, 2019-May, 2020</p> <p>CNA: D/S #9, D/N #4,</p>	2.6	Administration Teachers with Migrant students.	<p>Formative: Campus Report, Services to PFS migrant students (priority) and Completed PFS Reports Eligibility List, Migrant survey</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Project Smart Student List and participation</p>				
<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).






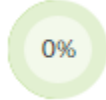

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

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
1) Students will participate in UIL events such as Music & Art Memory Memory, Population: 4th & 5th grade students Timeline: December 2019	2.5, 2.5	UIL Coordinator & Coach	Student Participation Performance ratings				
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. Population: LEP,MI, SE GT, DYS, AR, TI Timeline:August 2019 - May 2020	2.5, 2.5	Campus Administration & Teachers	Assessments				
3) PE equipment will be purchased to provide students the opportunity to participate in after sports during and after school. Population: LEP,MI, SE GT, DYS, AR, TI Timeline:August 2019 - May 2020	2.5, 2.5	Administration Coach	Formative: Attendance Summative: Physical Activity Report				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Science Fair Sponsors will attend training in order to promote student participation in the campus, district, regional, state, and international level Science Fair competition. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: December 2019	2.5, 2.5	Science Fair Sponsors Science Specialist Administration	Number of entries.				
5) Students participate in Campus Spelling Bee. A representative and alternate are prepared to compete in the annual BISD Spelling Bee in February. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: November 2019 - February 2020	2.5, 2.5	Spelling Bee Sponsor ELA Specialist, Administration	Spelling Bee Recording				
6) Students will be given the opportunity to participate in Chess, UIL, DI, and Brainsville. A consultant will be brought to help students with strategies in order to make students successful. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: November 2019 - February 2020	2.5	Administration Advanced Academics Lead Teacher Club Sponsors	Formative: Participation of GT Sponsored Events Summative: Report Card Grades, Students Work, increase participation in DI , Chess, UIL activities				
Funding Sources: 199 Local funds - 0.00							
7) Students will receive awards for participation and recognition at district, state and regional competitions. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: May 2020	2.5	Administration Counselor	More students will participate in extra- and co-curricular activities.				
Funding Sources: 199 Local funds - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Students will participate in coding club and receive coding instruction to learn coding and focus on the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: All Students Timeline: August 2019 - May 2020	2.5	Administration Club Code Sponsor	Formative: Club sign in sheets Projects Competitions Summative: EOY data for student participation in competition. Student rosters for participation				
TEA Priorities Connect high school to career and college Improve low-performing schools 9) Students will attend educational field trips to enhance the classroom instruction. Students will be provided transportation for extra- and co- curricular events.	2.5	Administration					
Funding Sources: 199 Local funds - 1600.00							
 = 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: August 2019-May 2020		Administration Students All Teachers/Staff Custodial Staff	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: August 2019-May 2020		Administration Students All Teachers/Staff Custodial Staff	Campus Surveys Formative: Surveys Summative: Evaluation and analysis of survey data				
Funding Sources: 199 Local funds - 4300.00							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: Custodial Staff, All Students and Staff		Administration Students All Teachers/Staff Custodial Staff	Formative: Daily maintenance of Campus, Administrative inspections Summative: Well-maintained campus, Head Custodian reports				
Funding Sources: 199 Local funds - 6637.00							
							

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 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: August 2019- May 2020		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>TEA Priorities Recruit, support, retain teachers and principals 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				
Funding Sources: 199 Local funds - 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 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 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: August 2019-May 2020		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: August 2019-May 2020		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: August 2019-May 2020		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							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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 promote our District of Innovation Plan through our School website, Social Media, and monthly newsletters. Populations Campus Stakeholders Timeline: August 2019-May 2020		Administration Lead Teachers Counselors	Formative: Parent Engagement Activities, Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments , Parent Monthly Newsletter Summative Impact: Campus website, presentations, and showcases				
Funding Sources: No Funds Required - 0.00							
2) The campus will set up a schoolwide vote for the 2019-2020 Calendar based on multiple options provided by the district. Populations Campus Stakeholders Timeline: December 2019		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
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, 2019 through June, 2020	2.6	Teacher Administration	Sign In sheets Signed SCC Acknowledgement Form Discipline Referrals				
	Funding Sources: No Funds Required - 0.00						
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 BISSD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. All staff and visitors must display their identification while on campus. Population: All Students Timeline: August, 2019 through June, 2020	2.6	Administration BISD Police Department	Yearly report to Main office safety coordinator/BISD police.				
	Funding Sources: No Funds Required - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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</p> <p>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				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p>4) Professional Development for All staff on our school-wide discipline plan will be enforced by having uniformed school rules enforced on a daily basis.</p> <p>Dress Code: All students will follow the dress code to ensure student safety.</p> <p>Professional Development for All staff</p>	2.6	Administration All Faculty and Staff					
<p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2019 May 2020</p> <p>Funding Sources: 199 Local funds - 300.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Pre-Teen Community Emergency Response Team (CERT), Truancy, Gang Awareness, Bullying/harassment, Dating Violence, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 Population: All Stakeholders	2.6	Principals, Counselors Behavior Intervention Teachers Guidance and Counseling	Counselor's logs Sing in sheets Training sheets Academic Progress				
	Funding Sources: 199 Local funds - 350.00						
6) 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.		Teachers Administration	Student referrals				
<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 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>1) Conduct Title I-A required activities:</p> <p>Provide Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Provide a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Population: Parents and Family Engagement Timeline: September-December, 2019</p> <p>Population: Parents</p> <p>Timeline: September & December 2019</p>	3.1, 3.1	Administration Parent Liaison	<p>Formative: Agendas & sign in sheets</p> <p>Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate & Discipline Referrals</p>				
<p>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.</p> <p>Population: Parents, Community Members Timeline: Aug 2019</p>	3.1	Librarian Parent Liaison Counselor	<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>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Recognize parent volunteers and businesses for student support to increase parent participation.</p> <p>Population: Parents</p> <p>Timeline: May 2020</p>		Parent Liaison Administration	<p>Formative: Visitors Log</p> <p>Summative: EOY Survey Results Title I-A Compliance</p>				
<p>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 Special Education process, School safety and procedures, and technology.</p> <p>Population: Parents and Family Engagement</p> <p>Population: Parents</p> <p>Timeline: September 2019 - May 2020</p>	3.1, 3.2, 3.2	Administration School Secretary	<p>Formative: Agendas & sign in sheets</p> <p>Summative: EOY Program Student and Parent Survey</p>				
<p>Funding Sources: 211 Title I-A - 1800.00</p>							
<p>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:</p> <p>(1) Campus Improvement Plan (2) Parent/Family Engagement Policy (3) School-Parent-Student Compact (4) LPAC (5) SBDM</p> <p>Population: Parents</p> <p>Timeline: November, 2019, February, 2020 and May, 2020 CNA:</p>		Administration Parent Liaison	<p>Formative: Sign-in Sheets, Agendas, Minutes of Meetings</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically. Population: Pre-kindergarten Staff and Parents Timeline: August 2019 to May 2020	2.6, 3.1	Administration Parent Liaison	Formative results: sign-ins sheets, agendas Summative Impact: improved implementation and engagement of parents with BISD Pre-K program				
7) Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy. Population: PFS and Migrant Student and Parents Timeline: August 2019-May 2020	2.4, 2.6	Administration Parent Liaison	Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results Increased Promotion Rate				
8) Each grade level will host a Mother's Day activity in May. Population: Mothers Timeline: May 2020	3.2	Administration Classroom Teachers	Formative: Visitor;s Log Summative: Parent Survey				
9) A Father Daughter Dance will be hosted at Veteran Memorial High School. Population: Fathers and Daughters Timeline: May 2020		Administration Classroom Teachers	Formative: Pictures Summative: Parent Survey				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: 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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Professional Development: Teachers will attend in district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance.</p> <p>Supplies and materials will be bought. Conference Fees will be paid</p> <p>Population: Teachers and Administration</p> <p>Timeline: August, 2019-May , 2020</p> <p>Every six weeks</p> <p>SA # 1</p>		Campus Administration.	<p>Formative: BISD Instructional Feedback form Sign in sheets Agendas TLI class visitations</p> <p>Summative: Benchmarks & STAAR</p>				
<p>Funding Sources: 163 State Bilingual - 1200.00, 211 Title I-A - 5419.00</p>							
<p>TEA Priorities Build a foundation of reading and math 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: Lead Teachers</p> <p>Timeline: September 2019 January, & April 2020 Three times a year BOY, MOY, EOY</p> <p>SA #1</p>	2.4, 2.5, 2.6	Campus Administration	<p>Formative: Agendas Sign in sheets</p> <p>Summative: STAAR TPRI/Tejas Lee TELPAS Terranova</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Teachers will receive Professional Development on eSchool and Review 360 to ensure proper grading procedures are followed. Population: Teachers Timeline: Aug 2019 - Mat 2020		Asst Principal	Formative: Progress Reports Summative: Report cards				
Funding Sources: No Funds Required - 0.00							
4) Planning Meetings: Hold grade level meetings weekly. One day of planning for teachers to prepare and share teaching practices and strategies for the six weeks. Population: Teachers Timeline: Once per six weeks Sept 2019- March 2020	2.4, 2.5, 2.6	Administration Classroom Teachers	Formative: Sign-in Sheets, Agendas Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PBMas, Progress Reports				
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. Population: Teachers Timeline: December 2019	2.4, 2.5, 2.6	Administration Teachers	Formative: Agendas Sign in sheets Summative: STAAR TPRI/Tejas Lee TELPAS Terranova				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

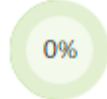
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New Strategy

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
1) Teachers will complete an annual School Technology and Readiness (STAR) Chart to assess technology proficiency. Population: K-5th Teachers and Librarian Timeline: November 2019		Administration TST	Formative: Participation Summative: Results				
Funding Sources: No Funds Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</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. Each classroom will be equipped with document cameras, projectors, laptops/tablets, power carts, and TV to integrate technology with instruction. Laptops, printers, and ipads will also be purchased for administrative needs to support instruction.</p> <p>CNA SPP</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2019 - May 2020</p>	2.4, 2.5, 2.5, 2.6	Campus technology committees Campus SBDM	Formative: Usage reports Summative: EOY Scores				
				Funding Sources: 211 Title I-A - 8500.00			
<p>3) Brain Pop, Star fall, A-Z, HATCH, IMAGINE MATH, Study Island, & Summit K-12 Licenses will be renewed and Software will be used in computer labs and classrooms by students to improve student achievement in the content areas.</p> <p>Population: K-5th Grade student (TI,MI,LEP, SE, AR, GT, DYS, PD/ESL)</p> <p>Timeline: Aug 2019 - May 2020</p> <p>Tech # 1</p>		Classroom Teachers	Formative: Usage reports Summative: EOY Scores				
	Funding Sources: 211 Title I-A - 12300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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.</p> <p>Equipment need but not limited to:</p> <ul style="list-style-type: none"> Document cameras Student response systems Computer labs Interactive tablets Ipads Laptops printers and ink White Board Converters <p>Population: K-5th Grade student (TI,MI,LEP, SE, AR, GT, DYS, PD/ESL)</p> <p>Timeline: Aug 2019 - May 2020</p>	2.6	Administration Teachers	<p>Formative: Usage reports</p> <p>Summative: EOY Scores</p>				
<p>Funding Sources: 211 Title I-A - 3500.00, 199 Local funds - 1000.00</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 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
1) PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance. Population: PEIMS Supervisors Clerks Timeline: 2019 Fall Semester 2020 Spring Semester		Principal PEIMS Supervisor Attendance Clerk	Formative: Six weeks Attendance Report Phone Master Daily Log Summative: Student Attendance				
Funding Sources: No Funds Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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.</p> <p>Home visits will occurs as needed to distribute information. Population: All Students</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI Timeline: August 2019- May 2020</p>		Administration Teachers Parent Liaison	<p>Formative: Weekly Attendance</p> <p>Summative: EOY Attendance Report</p>				
<p>Funding Sources: 211 Title I-A - 900.00</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 Timeline: Weekly August 2019 - May 2020</p> <p>SA #5</p>		Administration Parent Liaison Data Entry Clerk	<p>Formative: Weekly Attendance</p> <p>Summative: EOY Attendance Report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019 - May 2020</p> <p>SA # 5</p>		Teachers Administration	<p>Formative: Six weeks attendance report six weeks report cards</p> <p>Summative: EOY Attendance EOY Report Cards</p>				
Funding Sources: 199 Local funds - 1000.00							

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>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</p> <p>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 - 4466.00, 211 Title I-A - 1000.00</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.</p> <p>Population: AR, and LEP students who meet the Pre-K criteria</p> <p>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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>		Principals	<p>Summative: Attendance reports, student progress reports, benchmark scores</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 39000.00, 211 Title I-A - 29101.00</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>		LPAC Committee Asst Principal	<p>Formative: LPAC Minutes</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 163 State Bilingual - 1000.00</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</p> <p>Timeline: August 2017- June 2018</p> <p>SA # 1</p>		Principal Administrator for State Compensatory Education	<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>Funding Sources: 211 Title I-A - 5076.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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		Campus Administration Assigned Teacher	Formative: Attendance reports, classroom observations, student progress reports, BOY & MOY EOY Summative EOY TPRI/Tejas Lee				
7) Instructional materials & supplies will be purchased for small group and centers in order to target At-Risk students and ensure student success. Population: AR, TI, MI, SE Timeline:September 2018 - April 2019 SA# 6		Campus Administration and Classroom teachers	Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS & student progress reports. Summative: STAAR				
Funding Sources: 162 State Compensatory - 5533.00, 163 State Bilingual - 1625.00, 263 Title III-A Bilingual - 5819.00, 199 Local funds - 2639.00, 211 Title I-A - 8370.00, 166 State Special Ed. - 1960.00							
8) 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. September 2018, February 2019, May 2018 Population: AR, TI, MI, SE		Teachers Administrators	Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.				
Funding Sources: No Funds Required - 0.00							
9) TLI Sustainability Explicit Instruction (Routines/Strategies, Fluency Routine) As well as academic vocabulary. Population: AR, TI, MI, SE Timeline:September 2018 - April 2019		Teachers Administrators	Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.				
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		Teachers Administrators	Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.				
Funding Sources: 163 State Bilingual - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) Increase Academic Vocabulary for all students in order to obtain better scores in state assessments. TELPAS & STAAR Population: AR, TI, MI, SE, ELLs, PD/ESL Timeline: September 2018- April 2019		Teachers Administrators	Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.				
12) 5th grade students will visit Stillman Middle School to prepare them for the transition into Middle School. Population: AR, TI, MI, SE, ELLs Timeline: May 2019		Administration 5th grade teachers	Formative Permission slips Summative Student Rosters.				
Funding Sources: No Funds Required - 0.00							
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. Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI, PD/ESL Timeline: Weekly, August 2018 - June 2019		Administration Classroom Teachers Librarian	Increase Fluency in TPRI & Tejas Les				
Funding Sources: 199 Local funds - 1200.00							
 = 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 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
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.		Nurse Health Services Administration	nurse time and effort reports Yearly report to Health Services				
Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI Timeline: August 2019 May 2020	Funding Sources: 199 Local funds - 400.00						
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	2.6	Administration, Physical Education Teachers	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				
Funding Sources: 199 Local funds - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 every six weeks
1	1	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. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: September 2019, January, & April 2020 Three times a year BOY, MOY, EOY SAA 1
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. Will purchase supplies and classroom reading materials for students. Imagine Math License Stemsscopes Grade 5 Online Imagine Learning Literacy & Language; Summit K-12 Science; Lone Star Learning Cytex Media Population:Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, Bilingual, ALL STUDENTS, PD/ESL Timeline: August 2019- May 2020 Daily SA #6
1	1	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. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 Daily Demo # 3
1	1	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 Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2019- May 2020 Daily
1	1	8	Math: Continue to implement inquiry centered math curriculum in order to increase students knowledge on grade level and address critical thinking skills. Population: All Students Timeline: August, 2019- May 2020
1	3	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. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS PD/ESL Timeline: August 2019- May 2020 Daily

Goal	Objective	Strategy	Description
1	3	4	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 , opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies.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. Population: PFS/Migrant Students Timeline: August, 2019-May, 2020 CNA: D/S #9, D/N #4,
7	1	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. Population: Lead Teachers Timeline: September 2019 January, & April 2020 Three times a year BOY, MOY, EOY SA #1

State Compensatory

Budget for Villa Nueva Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-117-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,466.00
162-11-6118-00-117-Y-30-00-Y	6118 Extra Duty Stipend - Locally Defined	\$39,000.00
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 :

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

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 2019-2020 school year to increase the commended performance level in all content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations for the 2019-2020 school year.

2.2: Regular monitoring and revision

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.

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

Parents will have access to the Camps Improvement Plan. They will be invited to review and revise the plan. The plan will be available to them in their native language upon request. 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

2.4: Opportunities for all children to meet State standards

Data will be analyzed after every assessment to ensure students that instruction is individualized. Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. They will be placed in an RTI to ensure that their needs are being met. 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.

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

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 supplementary 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 TIER 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 2019-2020 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 the Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in the 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At Villa Nueva Parent meetings will be set at different times in order to accommodate our all parents. We invite the parents to review and revise a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement

Parent meetings will be set at different times in order to accommodate our working parents.

3.2: Offer flexible number of parent involvement meetings

Parental Involvement meetings will be held on Thursdays at different times so that we are able to reach more parents. We will schedule the meetings when the parents come for the Family Engagement at least three times a year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nurse	Nurse	Title 1-A	1
Parent Liason	Parent Liason	Title 1-A	1
Teacher Aide	Teacher Aide	Title 1-A	1

2019-2020 Site Based Decision Making Committee

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

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	COPY PAPER	199-11-6396-00-117-Y-110-000-Y	\$977.00
1	4	3			\$0.00
1	4	6	Consultant Fees & Dues	199-36-6299-24-117-y-99-02-1y	\$0.00
1	4	6		199-36-6497-24-117-y-99-021-y	\$0.00
1	4	7	AWARDS	199-11-6498-00-117-Y-11-000-Y	\$1,000.00
1	4	9	STUDENT TRANSPORTATION	199-11-6494-00-117-Y-11-000-Y	\$1,200.00
1	4	9	CO-CURRICULAR TRANSPORTATION	199-36-6494-00-117-Y-99-000-Y	\$400.00
2	1	2	STUDENT FURNITURE	199-11-6399-45-117-Y-11-000-Y	\$2,000.00
2	1	2	ADMINISTRATIVE FURNITURE	199-23-6399-45-117-Y-99-000-Y	\$2,300.00
2	1	3	UTIL-SEWER	199-23-6259-00-117-Y-99-000-Y	\$237.00
2	1	3	CUSTODIAL OVERTIME	199-51-6121-47-117-Y-99-000-Y	\$200.00
2	1	3	CUSTODIAL MAINTENANCE SUPPLIES	199-51-6315-00-117-Y-99-000-Y	\$5,400.00
2	1	3	CUSTODIAL GENERAL SUPPLIES	199-51-6399-00-117-Y-99-000-Y	\$800.00
3	2	1			\$0.00
5	1	4	Overtime for office staff for student safety	199-11-6121-51-117-y-11-000-y	\$100.00
5	1	4	Overtime for para professional staff for student safety	199-23-6121-08-117-y-99-000-y	\$200.00
5	1	5	COUNSELING DEPT. GENERAL SUPPLIES	199-31-6399-00-117-Y-99-000-Y	\$350.00
8	1	4	TONER FOR PRINTERS	199-11-6399-62-117-Y-11-000-Y	\$1,000.00
9	1	4	AWARDS	199-11-6498-00-117-Y-11-000-Y	\$1,000.00
9	2	7	GENERAL SUPPLIES	199-11-6399-00-117-Y-11-000-Y	\$2,039.00
9	2	7	ADMINISTRATIVE GENERAL SUPPLIES	199-23-6399-00-117-Y-99-000-Y	\$600.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	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					\$22,403.00
Budgeted Fund Source Amount					\$22,403.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	INSTRUCTIONAL SOFTWARE	162-11-6299-62-117-Y-30-000	\$2,200.00
1	1	3	CLASSROOM READING MATERIALS	162-11-6329-00-117-Y-30-000-Y	\$1,500.00
1	3	2	COPY PAPER	162-11-6396-00-117-Y-30-000-Y	\$850.00
1	3	2	MEDIA CENTER	162-11-6399-16-117-Y-30-000-Y	\$1,000.00
9	2	1	EXTRA DUTY PAY-SSI	162-11-6118-00-117-Y-24-SSI-Y	\$4,466.00
9	2	3	EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL	162-11-6118-00-117-Y-30-000-Y	\$39,000.00
9	2	7	GENERAL SUPPLIES	162-11-6399-00-117-Y-30-000-Y	\$5,533.00
Sub-Total					\$54,549.00
Budgeted Fund Source Amount					\$54,549.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CLASSROOM READING MATERIALS	163-11-00-117-Y-25-000-Y	\$2,500.00
7	1	1	SUBSTITUTES	163-11-6122-00-117-Y-25-000-Y	\$1,200.00
9	2	4	LPAC SUBSTITUTES	163-11-6112-18-117-Y-25-000-Y	\$1,000.00
9	2	7	GENERAL SUPPLIES	163-11-6399-00-117-Y-25-000-Y	\$1,625.00
9	2	10			\$0.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$6,325.00
Budgeted Fund Source Amount					\$6,325.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	GENERAL SUPPLIES FOR RESOURCE AND INCLUSION	166-11-6399-00117-Y-23-0P0-Y	\$980.00
9	2	7	GENERAL SUPPLIES FOR PPCD	166-11-6399-00-117-Y-23-0P4-Y	\$980.00
Sub-Total					\$1,960.00
Budgeted Fund Source Amount					\$1,960.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CLASSROOM READING MATERIALS	211-11-6329-00-117-Y-30-0F2-Y	\$1,500.00
1	3	2	COPY PAPER	211-11-6396-00-117-Y-30-0F2-Y	\$2,394.00
6	1	4	REFRESHMENTS	211-61-6499-53-117-Y30-0F2-Y	\$900.00
6	1	4	GENERAL SUPPLIES	211-61-6399-00-117-Y-30-0F2-Y	\$900.00
7	1	1	SUBSTITUTES	211-11-6112-00-117-Y-30-0F2-Y	\$3,000.00
7	1	1	SUBSTITUTE SOCIAL SEC/MEDICARE	211-11-6141-00-117-Y-30-0F2-Y	\$44.00
7	1	1	EMPLOYEE TRAVEL ADMINISTRATION	211-23-6411-23-117-Y-30-0F2-Y	\$2,375.00
8	1	2	COMPUTERS	211-11-6398-62-117-Y-30-0F2-Y	\$8,500.00
8	1	3	HATCH	211-11-6299-62-117-Y-30-0F2-Y	\$0.00
8	1	3	COMPUTER SOFTWARE-INSTRUCTIONAL	211-11-6299-62-117-Y-30-0F2-Y	\$12,300.00
8	1	4	Additional IT equipment-IPEVO	211-11-6398-62-117-Y-30-0f2-Y	\$3,500.00
9	1	2	ATTENDANCE LIAISON TRAVEL	211-61-6411-00-117-Y-30-0F2-Y	\$900.00
9	2	1	MEDIA CENTER	211-11-6399-16-117-Y-30-0F2-Y	\$1,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	EXTRA DUTY PAY FOR EXTENDED DAY AND TUTORIAL	211-11-6118-00-117-Y-30-ASP-Y	\$20,956.00
9	2	3	EXTRA DUTY PAY-OVERTIME	211-11-6121-00-117-Y-30-ASP-Y	\$5,000.00
9	2	3	SOCIAL SECURITY/MEDICARE	211-11-6141-00-117-Y-30-ASP-Y	\$377.00
9	2	3	TRS	211-11-6146-00-117-Y-30-ASP-Y	\$2,318.00
9	2	3	EMPLOYEE BENEFITS-LOCALLY DEFINED	211-11-6148-00-117-Y-30-ASP-Y	\$61.00
9	2	3	EMPLOYEE BENEFITS	211-11-6149-00-117-Y-30-ASP-Y	\$389.00
9	2	5	PROFESSIONAL DEVELOPMENT-GENERAL SUPPLIES	211-13-6399-00-117-Y	\$5,076.00
9	2	7	GENERAL SUPPLIES	211-11-6399-00-117-Y-30-0F2-Y	\$8,370.00
Sub-Total					\$79,860.00
Budgeted Fund Source Amount					\$79,860.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	GENERAL SUPPLIES	263-11-6399-00-117-Y-30-000-Y	\$5,819.00
Sub-Total					\$5,819.00
Budgeted Fund Source Amount					\$5,819.00
+/- Difference					\$0
Grand Total					\$170,916.00