

**Brownsville Independent School District**  
**Villa Nueva Elementary**  
**2016-2017 Campus Improvement Plan**



**Villa Nueva  
Elementary  
Blue Jays**

# Mission Statement

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

## Vision

Together We Create A Better Tomorrow

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# Comprehensive Needs Assessment

## Needs Assessment Overview

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

**The instructional staff at Villa Nueva Elementary consists of Melissa B. Gutierrez, Principal, Ernie Vela, Assistant Principal and Bea Garza, Dean of Instruction, 31 certified teachers and 11 paraprofessionals. Support professional staff includes the school counselor, TLI Specialist, 21<sup>st</sup> Century Coordinator, a physical education teacher, a art teacher, a part time music teacher, a school nurse, and a librarian.**

**Villa Nueva's current enrollment is at 555. Villa Nueva serves a linguistically and diverse population. The ethnic distribution of the Student population consists as follows: 97.8% Hispanic, 2% White, and 2% African American. Approximately 47% of all students are Limited English Proficient (ELL's), and 52.97% are identified as At-Risk**

**Our campus goals are extremely important to ensure the success of all of our students. Our goals include attaining a 90% in the Math and Reading sections of STAAR 3rd, 4th and 5th. Grades. A 90% in the Writing Section of STAAR for 4th grade and a 90% in the Science section for 5th grade.**

**Our goal for the lower grades is to have 90% of our students achieving "developed" status on TPRI and Tejas Lee.**

**Our attendance goal is 98.0%.**

**The school consists of a three-year-old program, Pre-Kindergarten through Fifth grade. The students at Villa Nueva receive a well balanced curriculum in the core subject areas. Services are offered to students in regular education, special education and bilingual programs. Within its educational program, Villa Nueva offers programs in visual arts, music, computer labs, library services, Gifted and talented and Dyslexia reading programs. Due to intensive preparation and student initiatives, Villa Nueva has received both recognized and exemplary status in the following years: 1998, 1999, 2000, 2001, 2002, 2006, 2008, 2009, 2010 and 2011.**

**At Villa Nueva, students are encouraged to participate in academic and extracurricular activities to help them become well rounded citizens. Students are encouraged to participate in extra curricular activities such as U.I.L. competition, Science Fair, Girls and Boys Scouts, chess club, athletics, as well as the 21<sup>st</sup> Century Program.**

**Students also compete in District competitions such as Science Fair and Spelling Bee.**

**Villa Nueva students proudly brought home a second place cluster U.I.L. trophy in 2009, 2010, 2011, and 2013**

**Students have been showcased as students of the week in the Brownsville Herald and have placed in local art competitions. The artwork featured on the 2012-2013 BISD calendars was painted by one of our Villa Nueva students.**

**Besides addressing the academic components of our students, the educational program addresses the students' needs. The counselor provides activities such as: Back to School Rally, Parade of Characters, Career Day, Veteran's Day Program , Red Ribbon Week, Fire Prevention, and STAAR Rally, and a Talent Show.**

**Perfect Attendance, A & AB Honor Roll ribbons and certificates are presented to students by the classroom at the end of every six weeks. We have end of the ceremonies where students are presented with medals for perfect attendance for the year, a medal for A & B honor roll and a trophy for A honor roll for the year. Certificates are given to all the students mentioned previously. Students who have perfect attendance for the year are invited to a Pizza Party.**

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

**Villa Nueva Elementary School's most recent campus initiatives include the following:**

**Departmentalization of grades 4th & 5<sup>th</sup> grades in the areas of Reading, Math, Science, and Writing.**

- 1.
2. **Departmentalization of kinder-5<sup>th</sup> in the area of Science.**
3. **CATCH Program**
4. **Dyslexia program**
5. **Resource Classes**
6. **Inclusion Classes**
7. **Ballroom Dancing**
8. **21<sup>st</sup> Century-cycle 7**

Villa Nueva Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as ballroom dancing, spirit team, UIL, chess, Brainsville, Science Fair and art competitions.

School Namesake:	<b>Villa Nueva Elementary School</b>
School Colors :	<b>Royal Blue and White</b>
School Mascot:	<b>Blue Jay</b>
School Motto:	<b>“Together we create a better tomorrow”.</b>

### **Annual Campus Goals**

The Villa Nueva Elementary School faculty and staff are committed to the following goals:

- **Improvement in the area of Science by 5%.**
- **Maintain high academic standards in all areas.**
- **Maintain a positive learning environment.**
- **Maintain a safe, orderly campus.**
- **Have effective, open communication with parents and community.**

**A comprehensive needs assessment was conducted to determine the strengths and needs of students, staff, parental & community involvement. The assessment was used to decide how to use available local, state, and federal funds.**

**SBDM decided that based on the results we would concentrate on improving the passing rate of all students, including GT, Migrant, Bilingual, At Risk, Dyslexia, and Special Ed on state assessments for the 2014-2015 school year. Our goal is to have 90% of all students passing all sections of the STAAR and to increase the commended performance level in all content areas by 10% .**

**After reviewing data sources, the SBDM Committee determined that the following areas of improvement would be addressed:**

-



# Demographics

## Demographics Summary

At Villa Nueva Elementary we view demographic data daily. The Attendance Rate was 96.79 for all students and 97.27 for At-Risk students. Our main focus is attendance and At-Risk students' data. Attendance sheets are turned in by 8:30 so that the parents of students who are absent are called to make sure it is an excused absence. We have conferences with the parents of the students who are consistently absent. Teacher of students who are identified At-Risk are made aware, so that these students are monitored to ensure students are successful academically. The Retention Rate was 5.96% for all and at-risk students.

## Demographics Strengths

- ELL placement in Bilingual Program
- TIER II Interventions for At-Risk, LEP, Economically Disadvantaged and Migrant students.
- RTI plans updated every six weeks
- Recognition for Perfect Attendance every six weeks
- Communication with Parents when students are absent
- Data readily available through eSchool.

## Demographics Needs

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

# Student Achievement

## Student Achievement Summary

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

The areas we need to improve on are increasing the number of students passing STAAR, we need to increase the number of Migrant students performing on grade level and increasing their attendance. We also need to increase the number of students participating in extracurricular activities.

### STAAR Summary 2015-2016

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted & Talented	At-Risk
3 <sup>rd</sup> Math	70%	69%	70%	--	68%	69%	10%	100%	57%
3 <sup>rd</sup> Reading	69%	69%	69%	--	68%	69%	0	100%	51%
4 <sup>th</sup> Math	68%	66%	67%	--	60%	62%	0%	92%	53%
4 <sup>th</sup> Reading	77%	78%	77%	--	60%	57%	14%	100%	60%
4 <sup>th</sup> Writing	63%	62%	63%	--	42%	45%	13%	85%	42%

<b>5<sup>th</sup></b>	<b>81%</b>	<b>80%</b>	<b>81%</b>	<b>--</b>	<b>50%</b>	<b>53%</b>	<b>36%</b>	<b>100%</b>	<b>63%</b>
<b>Math</b>									
<b>5<sup>th</sup></b>	<b>73%</b>	<b>74%</b>	<b>73%</b>	<b>--</b>	<b>38%</b>	<b>40%</b>	<b>14%</b>	<b>100%</b>	<b>56%</b>
<b>Reading</b>									
<b>5<sup>th</sup></b>	<b>73%</b>	<b>72%</b>	<b>73%</b>	<b>--</b>	<b>38%</b>	<b>40%</b>	<b>21%</b>	<b>100%</b>	<b>55%</b>
<b>Science</b>									

### TELPAS Summary 2015-2016

<b>TELPAS Composite Listening, Speaking, Reading, &amp; Writing</b>	<b>Kindergarten</b>	<b>1<sup>st</sup> grade</b>	<b>2<sup>nd</sup> grade</b>	<b>3<sup>rd</sup> grade</b>	<b>4<sup>th</sup> grade</b>	<b>5<sup>th</sup> grade</b>
<b>Beginning</b>	<b>41%</b>	<b>10%</b>	<b>0</b>	<b>6%</b>	<b>4%</b>	<b>0</b>
<b>Intermediate</b>	<b>41%</b>	<b>35%</b>	<b>32%</b>	<b>14%</b>	<b>15%</b>	<b>39%</b>
<b>Advanced</b>	<b>18%</b>	<b>46%</b>	<b>50%</b>	<b>32%</b>	<b>26%</b>	<b>22%</b>
<b>Advanced High</b>	<b>0</b>	<b>10%</b>	<b>18%</b>	<b>49%</b>	<b>56%</b>	<b>39</b>

#### Student Achievement Strengths

- High student expectations.
- Data analysis of all test results.
- Met AYP

- TELPAS/AMAOS Progress and Attainment
- Bi weekly progress monitoring.
- Special Ed and Regular Ed Co-planning.
- Weekly Curriculum grade level meetings.
- Turn around trainings by Dean and TLI Specialist

### **Student Achievement Needs**

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

## School Culture and Climate

### 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 in September, November, January, March, and May 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.

### 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

- Provide presentations on bullying, safety, and drug/alcohol prevention for students at the beginning of the year.
- Decrease discipline issues through the use of a school wide discipline behavior plan.
- Provide presentation on student expectations and consequences for inappropriate behavior.
- Provide Staff development on safety procedures.
- Nurse on staff to help students and provide presentation on personal hygiene.
- Promote school uniforms.
- Promote additional after school extra-curricular activities.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

At Villa Nueva we build leaders. Each grade level has 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.

### Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers, Para Professionals, and Administrators
- Bilingually Certified Teachers
- Teachers are GT trained
- SIOP trained teachers
- Teacher and Administrator hiring committee
- Low teacher turnover

### Staff Quality, Recruitment, and Retention Needs

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

## **Curriculum, Instruction, and Assessment**

### **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.

### **Curriculum, Instruction, and Assessment Strengths**

- TPRI/Tejas Lee data analysis.
- After school tutorial programs for At Risk students.
- Extended day Program
- Instruction based using TEKS
- STAAR Blueprint knowledge to plan instruction
- Knowledge of TEKS and State Assessment requirements and expectation.

### **Curriculum, Instruction, and Assessment Needs**

- Professional Development on core subject areas to improve instruction and increase STAAR scores.
- Provide supplies and materials needed for instruction to improve instruction in the core subject areas in order to increase STAAR Scores.
- Provide teachers with technology necessary to implement district's curriculum.
- Continue with full day Pre Kinder classes to prepare students for the curriculum rigor on state mandated exams in future years.
- Continue with At Risk Tutorials to close the gap for At Risk students on state assessments.

## **Family and Community Involvement**

### **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 2016-2017 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.

### **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.
- 3yr old program.
- Keep parents informed of upcoming events.
- Parents work on instructional materials for teachers

### **Family and Community Involvement Needs**

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



## **School Context and Organization**

### **School Context and Organization Summary**

SBDM members are involved in 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.

### **School Context and Organization Strengths**

- SBMD members are involved in decision making process.
- Regularly schedules curriculum and grade level meetings.
- Weekly walk troughs to monitor instruction and provide feedback to teachers.
- School map is provided to all staff members with evacuation routes.
- Master schedule in place to ensure appropriate grade level instruction.

### **School Context and Organization Needs**

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

# Technology

## Technology Summary

Every classroom at Villa Nueva has at least two computers. We have a Cart with tablets available on a daily basis for our Pre Kinder and Kinder students. WE have three Computer Carts available for our fifth grade classrooms. Third to Fifth grade students use Istation and Think Through Math twice a week. Kinder to Second grade students use Brain Pop and Mind Play on a regular basis. Each fifth grade student has his own lap top computer. Eduphoria, Aware, Tango Trends are available for testing and data analysis.

Villa Nueva needs to increase the use of technology in the classrooms. Items needed are desktop and laptop computers, printers, scanners, digital cameras, media projectors, and Smart Boards. We need 5 more licences for Mind Play in order to complete a full class set, we only have 17.

Teachers need more professional development on eSchool and Review 360. Computers are need for the children in the 3yr old program.

## Technology Strengths

- Eduphorial, Aware, Tango Trends.
- Every classroom has at least two computers.
- We have on Lap Top Cart and a Smart Board available on a check out basis.
- Istation, Think Through Math, Brain Pop, Mind Play are used regularly
- One lap top for each fifth grade student
- Two computer labs
- Cart with tablets available for Pre Kinder and Kinder

## Technology Needs

- Renew software licenses to increase student performance in content areas.
- Provide IPEVO document web camera to make lessons interactive.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

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

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**

**Performance Objective 1:** Have 90% or more of all students and all student groups passing the STAAR by spring 2017. To have all students in grades K-2 master 90% of the taught curriculum.

**Summative Evaluation:** STAAR Scores 2017

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>1) Professional development on research based strategies and best practices. Teachers will redefine instruction using data analysis to identify the gaps and work on closing them.</p> <p>Supplies and materials will be bought. Desktop Computer and Printer for Dean of Instruction</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 Every six weeks</p> <p>CNA pg 18</p>	4, 8	PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration.	<p>Formative: BISD Instructional Feedback form Sign in sheets Agendas TLI class visitations</p> <p>Summative: Benchmarks &amp; STAAR</p>				
<p>Funding Sources: Title I-A - \$2158.00, Title I-A - \$1000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) 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.</p> <p>Population: Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 Daily</p> <p>CNA pg 18</p>	2, 3, 9	3yr old program, PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration.	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5%</p>				
<p>Funding Sources: Local - \$2550.00, Title I-A - \$23224.00, State Bilingual - \$4000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Improve instruction for all students by providing teachers co planning with Special Ed, , Dyslexia, and Special Program departments have weekly grade level curriculum meetings and well as vertical and horizontal planning.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 every six weeks</p>	3, 4, 9	PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5%</p>				






<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Provide teachers with necessary support to implement the district initiatives to meet the needs of the students and ensure their success.</p> <p>Science Fair Spelling Bee Review 360 / Mind Play Tango Central/ Tango Trends Living with Science, Edu smart Kids Vote HEB Read Inclusion Bilingual Model, SIOP/ELPS TLI Routines/ Strategies</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 Daily</p>	2, 3, 4, 9	PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration	Formative: Lesson plans, classroom observations  Summative: Increase number of students meeting the phase II passing standard by 5%				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) 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</p> <p>Timeline: August 2016- June 2017 Daily</p>	2, 9	Campus Administration Language Arts Teachers	Formative: Lesson plans, classroom observations  Summative: Increase number of ELLS scoring Advanced high in TELPAS				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) 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 2016- June 2017 Daily</p>	1, 2, 3, 9	Campus Administration. All Teachers	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5% STAAR Terranova</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Campus Progress Monitoring Assessments selected by the teachers, and Dean of Instruction in the areas of Language Arts, Math and Science in the Fall and Spring Semester to analyze data and plan instruction according to student needs.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 twice a year, Fall &amp; Spring</p>	1, 2, 3, 8, 9	All Teachers Campus Administration	<p>Formative: Lesson plans, classroom observations</p> <p>Summative: Increase number of students meeting the phase II passing standard by 5% in STAAR TPRI/Tejas Lee TELPAS Terranova</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Lead teachers will attend district Professional Development on data analysis and will provide turn around training for campus staff in order to monitor and adjust instruction.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: September 2016, January, &amp; April 2017 Three times a year BOY, MOY, EOY</p>	3, 4	Campus Administration TLI Lead Teacher Classroom Teachers	<p>Formative: Agendas Sign in sheets</p> <p>Summative: STAAR TPRI/Tejas Lee TELPAS Terranova</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Three-Year-Old Program (PK-3) in an effort to promote early literacy: Highly Qualified Teachers and Para-professionals, Research Based Professional Development Teachers and Para Professionals will be paid through Federal Programs.</p> <p>Supplies, Materials, Equipment.</p> <p>Population: PK-3 Year Old Program Students, Teachers, Para-Professionals Timeline: July 1, 2016 through June 30, 20167</p>	1, 2, 7	Federal Programs Administration	Formative: Participation, lesson Plans Summative: Progress Reports, Pre-test				
<p>Funding Sources: Title I-A - \$15347.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Teachers will attend professional development that increases the content and pedagogical level of teachers in order to support the curriculum, as well as improve classroom management. Teachers will be offered CPE or stipends to ensure they are up to date with new TEKS</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: September 2016 - December 2016</p> <p>CNA pg 18</p>	3, 4	Campus Administration Teachers	Formative: Lesson plans, classroom observations Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR				
<p>Funding Sources: Title I-A - \$180.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>11) Teachers will receive awards to increase campus moral and school climate to ensure students success.</p> <p>Population: Teachers</p> <p>Timeline: December 2016 &amp; May 2017</p> <p>CNA pg 21</p>	5	Campus Administration	Student Performance on TPRI/Tejas Lee EOY				
<p>Funding Sources: Local - \$1950.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Duplicating Paper will be bought to make copies of worksheets to provide students' time to independently work on objectives taught, and to ensure student success in all subject areas.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 Daily</p> <p>CNA pg 18</p>	1, 9	Campus Administration	Formative: Lesson plans, classroom observations  Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR				
Funding Sources: Title I-A - \$1600.00, Local - \$1800.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Teachers will print out necessary materials from black line masters, internet lessons or other lessons as needed in order to ensure students success</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016 - June 2017 Daily</p> <p>CNA pg 18</p>	9	Campus Administration Teachers	Formative: Lesson plans, classroom observations  Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR				
Funding Sources: Title I-A - \$1600.00, State Compensatory - \$1500.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>14) 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 &amp; community involvement, and facilities before deciding how to use available local, state, and federal budget allocations.</p> <p>Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: April 2017</p>	1	Administration	Needs Assessment Results				






<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>15) 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 2016- June 2017</p>	1, 2, 3						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>16) Implement D.E.A.R. time to instill the love of reading Library books will be bought.. To encourage students to take AR exams on a weekly basis. Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2016 - June 2017 Daily CNA pg 18</p>		Teachers Librarian	AR Reports				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>17) 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. EDEP funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve student academic performance, attendance, behavior, promotion rates and graduation rates." Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2016- June 2017 Monday - Thursday</p>		21st Century Lead Teacher Administration Grants Department	Formative: Lesson plans, classroom observations Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** Increase the number of students participating in Fine Arts by 10%.

**Summative Evaluation:** Number of participants.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will participate in Music Memory</p> <p>Population: 4th &amp; 5th grade students Timeline: December 2016</p>		UIL Coordinator & Coach	Student Participation Performance ratings				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Fifth grade students will participate in Honors Choir</p> <p>Population: 5th grade students Timeline: March 2017</p>		Choral Music and elementary music teachers	Student participation and performance ratings				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Students will participate in UIL Art</p> <p>Population: 4th &amp; 5th grade students Timeline: December 2016</p>		UIL Coordinator and Coaches	Student Participation Performance ratings				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Theater Arts curriculum will be Implemented in the classroom.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI Timeline: August 2016 - June 2017</p>		Campus Administration & Teachers	Assessments				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Fifth grade students will participate in Ballroom Dance Competitions.</p> <p>Population: 5th grade students Timeline: May 2017</p>		<p>Campus Administration Dance Coaches</p>	<p>Student Participation Performance ratings</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Art supplies will be purchased to ensure implementation of Art curriculum by Art teacher.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI</p> <p>Timeline: August 2016 -June 2017</p>		<p>Campus Administration &amp; Teachers</p>	<p>Assessments</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Music supplies will be purchased to ensure implementation of Music curriculum by Music teacher.</p> <p>Population: LEP,MI, SE GT, DYS, AR, TI</p> <p>Timeline: August 2016 -June 2017</p> <p>CNA Pg 22</p>	<p>2, 10</p>	<p>Campus Administration Music Teacher</p>	<p>Assessments</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

**Performance Objective 2:** Increase participation in athletics programs

**Summative Evaluation:** Student Rosters

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Provide 2nd and 3rd grade girls the opportunity to join a volleyball team.  Population: All Students, AR, TI, LEP, SE  Timeline: August 2016-June 2017		Administration	Formative: Team Roster				
		Coach	Summative: Rank Report				
Funding Sources: Local - \$150.00							
2) Provide 4th & 5th grade boys the opportunity to join a basketball team.  Population: All Students, AR, TI, LEP, SE  Timeline: August 2016-June 2017		Administration, coach	Formative: Team Roster Summative: Rank Report				
	Funding Sources: Local - \$150.00						
3) PE equipment will be purchased to provide students the opportunity to learn different types of physical activity through different sports.		Administration	Formative: Attendance				
		Coach	Summative: Physical Activity Report				
Funding Sources: Local - \$1205.00							
							

**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

**Performance Objective 3:** Increase participation in Science Extra Curricular activities by 10%

**Summative Evaluation:** Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) 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 2016		Science Fair Sponsors Science Specialist Administration	Number of entries.				



**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

**Performance Objective 4:** Increase participation in Social Studies Extra Curricular activities by 10%

**Summative Evaluation:** Student participation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Teachers will be provided with professional development to promote the participation in Brownsville Kids Vote activities.  Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS Timeline: August 2016 - June 2017		Teachers Administration	Student participation  Ballots				

**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

**Performance Objective 5:** Participated in the BISD Annual Spelling Bee

**Summative Evaluation:** Spelling Bee video recording, student ranking

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) 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 2016 - February 2017		Spelling Bee Sponsor ELA Specialist, Administration	Spelling Bee Recording				


**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** Villa Nueva Elementary School will develop and implement prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10% and increase the At-Risk attendance rate by 10%.

**Summative Evaluation:** STAAR, At-Risk attendance rate, and the retention rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) After school tutorials will be provided in Reading, Math and Science in order to improve At Risk student achievement.</p> <p>Instructional materials &amp; supplies will be purchased. Instructional materials will be sent to media center for reproduction.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline:September 2016 - April 2017</p> <p>CNA pg 18</p>	2, 3, 9	Tutorial Lead teacher Campus Administration Administrator for State Compensatory Education	<p>Formative: Tutorial Attendance report, tutorial lesson plans, classroom observations, benchmark scores, student progress reports.</p> <p>Summative: STAAR</p>				
<p>Funding Sources: State Compensatory - \$16000.00, State Compensatory - \$5755.00, State Compensatory - \$7403.00, State Compensatory - \$1000.00, State Compensatory - \$850.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) A full day Pre K program will be provided to qualified students in order to better prepare at-risk students academically.</p> <p>Population: AR, and LEP students who meet the Pre-K criteria</p> <p>Timeline:August 2016 - June 2017</p> <p>CNA pg 18</p>	3, 10	Campus Administration Administrator for State Compensatory Education	<p>Formative: Attendance reports, classroom observations, student progress reports, BOY &amp; MOY CPALLS</p> <p>Summative: EOY CPALLS</p>				
<p>Funding Sources: Title I-A - \$85789.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The Extended Day Educational Program (EDEP) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. . State Compensatory and Title I will assist the EDEP with funding to provide extended time in the areas of each individual campuses' academic need.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline:August 2016 - June 2017</p>	2, 3, 9	Principals	<p>Summative: Attendance reports, student progress reports, benchmark scores</p> <p>Summative: STAAR</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) The LPAC Committee will Identify Bilingual students to ensure proper placement and services are provided to close the educational gap.</p> <p>Educational resources will be bought.</p> <p>Population: At Risk students</p> <p>Timeline:August 2016 - June 2017</p> <p>CNA pg 21</p>	2, 10	LPAC Committee Asst Principal	<p>Formative: LPAC Minutes</p> <p>Summative: STAAR</p>				
<p>Funding Sources: State Bilingual - \$1200.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>5) The Dean of Instruction will provide research based professional development opportunities for teachers in order to maintain highly qualified personnel that will increase At Risk student achievement.</p> <p>Population: LEP, MI, DYS, AR, TI Timeline:August 2016- June 2017</p> <p>CNA pg5</p>	4	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: State Compensatory - \$75462.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Paraprofessionals on staff to provide additional support for students. In order to ensure student success and close the educational gap between sub populations.</p> <p>At Risk students Timeline:August 2014 - June 2016 CNA pg 21</p>	3, 10	Campus Administration  Assigned Teacher	<p>Formative: Attendance reports, classroom observations, student progress reports, BOY &amp; MOY EOY</p> <p>Summative EOY TPRI/Tejas Lee</p>				
<p>Funding Sources: Title I-A - \$59319.00, State Compensatory - \$77059.00, State Compensatory</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Instructional materials &amp; supplies will be purchased for small group and centers in order to target At-Risk students and ensure student success.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline: September 2016 - April 2017 CNA pg 18</p>	1, 9	Campus Administration and Classroom teachers	Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS & student progress reports. Summative: STAAR				
Funding Sources: State Compensatory - \$7403.00, State Compensatory - \$1000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Data Analysis Meeting will be held after BOY, MOY, and EOY in order to guide instruction according to students needs.</p> <p>TSLP resource website access available.</p> <p>Population: AR, TI, MI, SE</p>	2, 3, 9	Teachers Administrators	Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>9) TLI Sustainability Explicit Instruction (Routines/Strategies, Fluency Routine) As well as academic vocabulary.</p> <p>Population: AR, TI, MI, SE</p> <p>Timeline: September 2016 - April 2017</p>	2, 3, 8, 9	Teachers Administrators	Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.				
							






**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** The students at Villa Nueva will be encouraged and challenged to meet their full educational potential.

**Summative Evaluation:** Increase student Attendance to 97%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance.</p> <p>Population: PEIMS Supervisors Clerks</p> <p>Timeline: 2016 Fall Semester 2016 Spring Semester</p>	1, 2, 10	Principal PEIMS Supervisor Attendance Clerk	Six weeks Attendance Report Phone Master Daily Log				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) All classes with Perfect Attendance for the week will be rewarded with an incentive at the end of the week.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2016 - June 2017</p>	1, 2, 10	E. Ramirez V. Garza Administration	98% attendance				
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>3) Parents of students who are absent are contacted daily in order to improve student attendance.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2016 - June 2017</p>	1, 2	Teachers & Office Staff	98% attendance				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>4) Any grade level that has perfect attendance for the week will be recognized and the whole grade level will be awarded with popcorn on Friday to promote student attendance.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2016 - June 2017</p> <p>CNA pg20</p>	1, 2, 10	E. Ramirez V. Garza Administration	98% attendance report				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>5) All students that have perfect attendance for the year will be invited to a movie and get popcorn, pickle and a drink in order to promote attendance.</p> <p>Population: Pre K - 5th grade students,, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly August 2016 - June 2017</p>	1, 2, 10	E. Ramirez V. Garza Administration	98% attendance report				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>6) All students are encouraged to do their best in all subject areas; core subjects as well as Art, Music and PE. A Sound system will be provided for extended learning in the cafeteria, library and gym. Sound system will primarily be used during Principal assemblies where students will be presented with A &amp; B Honor Roll and Perfect Attendance certificates. Principal will also host Pep Rallies to encourage student participation in their classrooms.</p> <p>Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI</p> <p>Timeline: Weekly, August 2016 -June 2017</p> <p>CNA pg 18</p>	1, 2, 10	E. Ramirez V. Garza Administration	98% attendance				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) All students with perfect attendance or A &amp; B Honor Roll will be recognized and presented with certificates 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 2016 - June 2017</p> <p>CNA pg 18</p>	1, 2	Teachers Administration	98% attendance Students in A & B honor Roll				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>8) Parent Liaison on staff to make home visits for students with excessive absences, in order to improve student attendance.</p> <p>Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI Timeline: Weekly, August 2016 - June 2017</p>	1, 2	Parent Liaison Administration	98% attendance				
Funding Sources: Title I-A - \$600.00, Title I-A - \$11023.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Students in grades 1 - 5 are encouraged to participate in the Book It and Accelerated Reader Programs. All participants will be recognized and provided with incentives. Library Books will be purchased. By increasing participation we will increase student fluency.</p> <p>Population: PreK - 5th grade students, TI, LEP, AR, SE, GT, MI Timeline: Weekly, August 2016 - June 2017</p>	1, 2	Administration TLI Classroom Teachers Librarian	Increase Fluency in TPRI & Tejas Les				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							








**Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**

**Performance Objective 1:** Villa Nueva Elementary will maintain a safe and disciplined environment conducive to student learning.

**Summative Evaluation:** Decrease student office referrals by 5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	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, 2016 through June, 2017		Teacher Administration	Sign In sheets Signed SCC Acknowledgement Form Discipline Referrals				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> 2) Maintain an Emergency Operations Plan. The plan must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. All staff and visitors must display their identification while on campus. Population: All Students Timeline: August, 2016 through June, 2017	10	Principal Assistant Principal Facilitator	Yearly report to Main office safety coordinator/BISD police.				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> 3) Security officer on Campus throughout the year. Campus Officer and Counselor, will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All students TI, LEP, AR, SE, GT, MI  Timeline: August 2016 June 2017	10	Administration Counselor BISD Police and Security Services	Counselor Logs Discipline Reports Referral Forms				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>4) A school-wide discipline plan will be enforced by having uniformed school rules enforced on a daily basis. Dress Code: All students will follow the dress code to ensure student safety.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2016 June 2017</p>	10	Administration All Faculty and Staff	Decrease in referrals				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Nurse will be on staff to Assist in the planning and execution of the overall health program on campus in an effort to improve overall student health and increase student academic performance. In addition, the safety and discipline of the student will also be addressed.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2016 June 2017</p>	10	Nurse Health Services Administration	Nurse time and effort reports Yearly report to Health Services				
<p>Funding Sources: Title I-A - \$31570.00, Local - \$500.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students I, LEP, AR, SE, GT, MI</p> <p>Timeline: August, 2016 through June, 2017</p>	10	Principals, Counselors Behavior Intervention Teachers Guidance and Counseling	Counselor's logs Sing in sheets Training sheets Academic Progress				
<p>Funding Sources: Local - \$400.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>7) Clean and safe environment for students, parents, and staff will be provided to ensure students and staff well being.</p> <p>Population: Pre K - 5th grade students TI, LEP, AR, SE, GT, MI</p> <p>Timeline: August 2016 June 2017</p>	10	Campus Administration M Martinez	Custodial Supplies				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**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.**






**Performance Objective 1:** Administration, Parents, and Community will provide required support and resources for the attainment of excellence and equity. Parents will be full partners with educators in the education of their children.

**Summative Evaluation:** Increase Parental Involvement by 10%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Share a Villa Nueva School Parental Involvement Policy In English and Spanish to make parents aware of the importance of being involved to increase parental participation.</p> <p>Population: Parents</p> <p>Timeline: September &amp; December 2016</p>	1, 6	Administration Parent Trainer	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate &amp; Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) A Villa Nueva School Parent compact agreement in English and Spanish will be given to parents to ensure student achievement.</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	1, 6	Administration Parent Trainer	<p>Formative: Student Compacts</p> <p>Summative: Composite of EOY survey results Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>3) Community will be informed of the Campus Performance (school report card) through the Annual Title I meeting to inform parents of the services provided to students utilizing Title 1-A</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	1, 6	Administration Parent Trainer	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: Composite of End of Year Title I-A Compliance</p>				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	1, 6	ARE Administration	<p>Formative: Agendas &amp; sign in sheets Parent participation</p> <p>Summative: Composite of survey Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>5) Provide AEIS report and CASIAP report to community and parents to include review and/or revision. LPAC Representative SBDM Representative</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	2, 6, 10	Administration	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: Composite of meeting minutes Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>6) Host Parent Orientation Day to inform parents of daily operations procedures and Campus and District Policy including providing access to Home Access Center to promote parental involvement in students education.</p> <p>Population: Parents</p> <p>Timeline: September 2016</p>	2, 6, 10	Administration	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: STAAR Results</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Community volunteers will be invited to our campus to read to our students to continue building strong community partners. One or two businesses will be asked to adopt our school, and the school will have a working relationship with them.</p> <p>Population: Parents, Community Members</p> <p>Timeline: Aug 2016 - May-2017</p>	2, 6, 10	Librarian  Counselor	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Recognize parent volunteers and businesses for student support to increase parent participation.</p> <p>Population: Parents</p> <p>Timeline: May 2017</p>	2, 6, 10	Administration	<p>Formative: Visitors Log</p> <p>Summative: EOY Survey Results Title I-A Compliance</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>9) Keep parents informed through weekly meetings Topic such as (Bilingual, GT, Assessment, attendance )to improve campus, parent communication and increase parents' attendance to meetings.</p> <p>Population: Parents</p> <p>Timeline: September 2016 - June 2017</p>	2, 6, 10	Administration School Secretary	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: EOY Program Student and Parent Survey</p>				
<p>10) Provide parent educational opportunities though parent conferences and parent training to increase parent and student participation in the number of community service activities. Nutrition, Parenting and tips for helping students be successful</p> <p>Population: Parents</p> <p>Timeline: September 2016 - June 2017</p>	2, 6, 10	Administration	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: STAAR Composite of evaluation results Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 CSF 7</p> <p>11) Educate teachers and staff during grade level meeting as to the academic and non academic benefits of a strong parent-school partnership.</p> <p>Population: Parents, Teachers, &amp; Staff</p> <p>Timeline: September 2016 - June 2017</p>	2, 6, 10	Administration	<p>Formative: Agendas &amp; sign in sheets</p> <p>Summative: STAAR Results Composite of evaluation Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>12) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Population: Parents</p> <p>Timeline: April 2017</p>		<p>Campus Administration Parental Involvement Administrator Parent Trainer</p>	<p>Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**

**Performance Objective 1:** Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle






**Summative Evaluation:** Migrant students will show a mastery of 90% of all core subject areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB/ Section 1304(d) are addressed</p> <p>Population: PFS Migrant Students</p> <p>Timeline: Aug 24, 2016- May 31, 2017</p>	1, 10	Federal Programs Administration Principal Migrant Service Coordinator Migrant Teacher	Completed PFS Monitoring Tools				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) PFS Migrant students are provided with tutorials. TIER II Instruction is provided. Students will be provided with supplies and materials needed.</p> <p>Population: PFS &amp; Migrant Students Timeline: Aug 24, 2016- May 31, 2017</p> <p>CNA pg 18</p>	1, 10	Principal Classroom Teachers Migrant Teacher	Completed PFS Monitoring Tools				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Supplies and clothing will be purchased for all Migrant students to improve educational well being and attendance based on students needs. Priority for services students will receive supplemental services first.</p> <p>Population: PFS &amp; Migrant Students Timeline: Aug 2016- June, 2017</p> <p>CNA pg 18</p>	1, 10	Campus Administration Teachers Counselor Migrant Teacher	Completed PFS Monitoring Tools Support Form w/ student Number & signature				
Funding Sources: Title I-C (Migrant) - \$810.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Migrant students pre and post test results will be used to insure proper placement into proper courses.</p> <p>Population: PFS &amp; Migrant Students Timeline: Aug 2016- June, 2017</p>	1, 10	Campus Administration And Teachers Migrant Teacher	CPALLS , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>5) Migrant parents will be provided with awareness sessions in order to keep parents informed about their students academic progress.</p> <p>Population: Migrant Students</p> <p>Timeline: September 2016</p>		Migrant Liaison Migrant Teachers DMC	Session Evaluations and Participants Survey				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) 1st grade Migrant students academic progress will be monitored to ensure promotion to 2nd grade</p> <p>Population: Migrant Students</p> <p>Timeline: September 2016</p>	1, 10	Campus Administration And Teachers	Six Week Report Cards TPRI and Tejas LEE Assessments				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Migrant students will participate in Summer School if needed for promotion or to participate in the enrichment migrant summer.</p> <p>Population: Migrant Students</p> <p>Timeline: June 2017</p>	1, 10	Campus Administration And Teachers	Participants Surveys Teacher Surveys End-formative: Summer School Programs Documentation				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Migrant Students in 3rd thru 5th grades STAAR results will be reviewed to secure placement into STAAR RTI during the year and summer school.</p> <p>Population: Migrant Students</p> <p>Timeline: Aug 2016- June, 2017</p>	2, 8, 9, 10	Campus Administration And Teachers Migrant Teacher	STAAR T Test Results				
<p>9) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: Aug 2016- June, 2017</p>	1, 10	Campus Administration Special Programs Administrator	Increased enrollment in 3yr old program				
<p>10) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: Aug 2016- June, 2017</p>	1, 10	Campus Administration Special Programs Administrator	Timely placement and interventions				






<p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant Students</p> <p>Timeline: April 2017</p>	<p>1, 10</p>	<p>Campus Administration Counselor Migrant Department Migrant Teacher</p>	<p>Increase on time graduation</p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Migrant students are provided with academic support by a teacher working only with Migrant students.</p> <p>Population: Migrant Students</p> <p>Timeline: Aug 2016 - June 2017</p>	<p>1, 3</p>	<p>Campus Administration Migrant teacher</p>	<p>Increase students' academic success.</p>				
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** Have all teachers integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

**Summative Evaluation:** Campus will be in Advanced Technology in all four key areas of the Star Chart.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>1) Teachers will complete an annual School Technology and Readiness (STAR) Chart to assess technology proficiency.</p> <p>Population: K-5th Teachers and Librarian</p> <p>Timeline: November 2016</p>	8	E. Alvarado	Texas STAR Chart online				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) One computer per student will be available in the computer lab so students can attend on a weekly basis to support classroom instruction.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2016 - June 2017</p>	1	Campus technology committees Campus SBDM	Campus Technology committee, and/or SBDM minute				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Brain Pop &amp; Living with Science Licenses will be renewed and Software will be used in computer labs and classrooms by students to improve student achievement in the content areas.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS) Timeline: Aug 2016 - June 2017</p> <p>CNA pg 25</p>	9	E. Alvarado Classroom Teachers	: Pass STAAR				
Funding Sources: State Compensatory - \$2800.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Teachers will receive Professional Development on eSchool and Review 360 to ensure proper grading procedures are followed.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2016</p>	2, 10	Asst Principal	Report cards				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) 21st Century Program will provide Kindles/Nooks for 21st Century Students to promote student reading for success.</p> <p>Population: K-5th Grade student (TI,MI,LEP,SE, AR, GT, DYS)</p> <p>Timeline: Aug 2016 - June 2017</p>	2, 10	21st Century Coordinator	Report cards				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) Provide teachers with updated laptops, projectors and document cameras in order to increase the utilization of technology through research based instruction that will increase academic achievement.</p> <p>Population: Title I, Migrant, ELL, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS</p> <p>Timeline: August 2016- June 2017 Daily CNA pg 25</p>	1, 2, 3, 9, 10	Administration Classroom Teachers	Formative: Lesson plans, classroom observations Summative: Student Performance on TPRI/Tejas Lee EOY, TELPAS & STAAR				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

# State Compensatory

## Budget for Villa Nueva Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-117-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,171.00
162-11-6118-00-117-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$4,835.00
162-11-6118-00-117-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$4,141.00
162-11-6119-00-117-Y-30-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,633.00
162-13-6119-31-117-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,526.00
<b>6100 Subtotal:</b>		<b>\$163,306.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-00-117-Y-30-0K2-Y	6395 Supplies, DP Operations - Locally Defined	\$8,750.00
162-11-6396-00-117-Y-30-0K2-Y	6399 General Supplies	\$2,925.00
162-11-6399-00-117-Y-30-0K2-Y	6399 General Supplies	\$9,480.00
162-11-6399-62-117-Y-30-0K2-Y	6399 General Supplies	\$4,704.00
<b>6300 Subtotal:</b>		<b>\$25,859.00</b>

**Personnel for Villa Nueva Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Chapa	Pre Kinder Teacher	State Compensatory	.5
Beatriz Garza	Dean of Instruction	State Compensatory	1
Cynthia Perez	Pre Kinder Teacher	State Compensatory	.5
Tina Trevino	Pre Kinder Teacher	State Compensatory	.5

# Title I

## Schoolwide Program Plan

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.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

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. 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 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014 - 2015 school year to increase the commended performance level in all content areas. Activity 1.1.19

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; Activities 1.1.12 (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; Atctivities 1.1.17, 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; Activities 36.1.1, 3.1.2 (5) address how the school will determine if such needs have been met; Activities 3.1.6 and (6) are consistent with and are designed to implement the State and local improvements plans. Activities 3.1.1, 3.1.2

### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Activities 1.1.13

#### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. 1.1.1, 1.1.15, 1.1.16

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools the District's pays stipends for attainment of a Master's Degree, in the areas of math, science and social studies. In addition, health insurance benefits are provided for all employees free of cost.

#### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Activities 7.1.4, 7.1.9, 7.1.12, 7.1.14, 7.1.16

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for preschool children from Head Start to assist with the transition to **Villa Nueva Elementary** will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school. Activities 1.1.11, 3.1.3, 3.1.4, 3.1.18

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

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 SELP, TELPAS, and Progress Monitoring Assessment tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use



of these instruments. Activities 1.1.3, 1.1.9, 1.1.10

### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Activities 1.1.8, 3.1.1, 3.1.3

### **10: Coordination and integration of federal, state and local services and programs**

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

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

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

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. During the Spring semester at risk students will attend tutorial classes twice a week. At risk students will also receive in house tutoring throughout the 2013-2014 school year, instructional materials, software, and supplemental instructional services via State Compensatory Education funded personnel.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Special education funds are used to purchase supplies, supplementary instructional materials and library resources used to implement and enhance the overall instructional program for the migrant students. Activities 1.1.2, 1.1.17, 3.1.1, 3.1.2



## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatriz Vargas	3yr old Paraprofessional	211	1.
Ester Aguirre	Title I Para Professional	211	1.
Florinda Correa	Title I Para Professional	211	1.
Guadalupe Mendoza	Pre Kinder Paraprofessional	211	1.
Kelly Winn	Nurse	211	.4
Loyda Rodriguez	Pre Kinder Paraprofessional	211	1.
Sandra Perez	Parent Laison	211	.5

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melissa Gutierrez	Principal
Administrator	Bea Garza	Dean
Administrator	Ernie Vela	Assistant Principal
Classroom Teacher	Elvira Alvarado	Third Grade
Classroom Teacher	Ana Chapa	Pre Kinder
Classroom Teacher	Veronica De La Fuente	Kinder
Classroom Teacher	Lidia Garcia	Fourth Grade
Classroom Teacher	Mercedes Guzman	Second Grade
Classroom Teacher	Patricia Huron	Fifth Grade
Classroom Teacher	Irene Sanchez	Special Programs
Classroom Teacher	Laura Vasquez	First Grade
Non-classroom Professional	Cecilia Guillen	Sp Ed Teacher
Paraprofessional	Forinda Correa	Kinder Para
Parent	Mrs Leyva	Parent

## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Supplies and Materials	199-11-6399-00-117-Y-11-0-00-Y	\$2,550.00
1	1	11	Awards, Incentives	199-13-6498-00-117-y-11-0-00-y	\$1,950.00
1	1	12	Duplicating Paper	199-11-6396-0-117-Y-11-0-00-Y	\$1,800.00
1	1	16	Reading Materials	199-12-6329-00-117-Y-99-000-Y	\$0.00
2	1	6	Supplies and materials		\$0.00
2	2	1	Equipment and awards		\$150.00
2	2	2	Equipment and awards		\$150.00
2	2	3	PE equipment		\$1,205.00
5	1	5	Supplies	199-33-6399-00-117-y-99-000-y	\$500.00
5	1	6	Supplies	199-31-6399-0-117-y-99-000-y	\$400.00
<b>Sub-Total</b>					<b>\$8,705.00</b>
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Supplies and Materials	211-13-6399-00-117-Y-30-AYP-Y	\$2,158.00
1	1	1	Desktop Computer and Printer	211-13-6117-62-117-Y-30-000-Y	\$1,000.00
1	1	2	Supplies and Materials	211-11-6399-0-117-Y-30-0F2-Y	\$23,224.00
1	1	9	Teacher and Para Professional	211-11-6129-00-117-Y-30-0F2-Y	\$15,347.00
1	1	10	Entry Fees	Budget Change Account REPLYREPLY ALLFORWARD mark as read Virginia Garza Thu 9/8/2016 2:59 PM To: B	\$180.00
1	1	12	Duplicating Paper	211-11-6396-00-117-Y-30-0F2-Y	\$1,600.00
1	1	13	Toner	211-11-6399-16-117-Y-30-0F2-Y	\$1,600.00
3	1	2	Paraprofessionals	211-11-6129-06-117-Y-32-0F2-Y	\$85,789.00
3	1	6	Para professional Salaries	211-11-6129-06-117-Y-30-0F2-Y	\$59,319.00

4	1	8	Mileage	211-11-6411-00-117-Y-30_0F2-Y	\$600.00
4	1	8		211-61-6129-00-117-Y-30-0F2-Y	\$11,023.00
5	1	5	Salary	211-33-6119-00-117-Y-30-0F2-Y	\$31,570.00
8	1	6	Laptops, Media Projectors & Document Cameras	211-11-6649-00-117-Y-30-0F2-Y	\$27,699.00
<b>Sub-Total</b>					\$261,109.00

**State Compensatory**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Toner	162-11-6399-16-117-Y-30-000-Y	\$1,500.00
1	1	17	Salaries	162 11 6118 00 117 Y 30 ASP Y	\$36,000.00
3	1	1	Extra Duty Pay	162-11-6118-00-117-Y-30-000-Y	\$16,000.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-117-Y-24-SSI-Y	\$5,755.00
3	1	1	Supplies and Materials	162-11-6399-00-117-Y-30-000-Y	\$7,403.00
3	1	1	Reproduction of materials at media center	162-11-6399-16-117-y-30-000-Y	\$1,000.00
3	1	1	Duplicating paper	161-11-6396-00-117-Y-30-000-Y	\$850.00
3	1	5	1 FTE	162-13-6119-31-117-Y-30-000-Y	\$75,462.00
3	1	6		162-11-6119-00-117-Y-34-PKK-Y	\$77,059.00
3	1	6	Duplicating Paper	162-11-6396-00-117-Y-30-000-Y	\$0.00
3	1	7	Supplies and Materials	162-11-6399-00-117-Y-30-000-Y	\$7,403.00
3	1	7	Printiing	162-11-6399-16-117-Y-30-000-Y	\$1,000.00
8	1	3	License	211-11-6249-00-117-Y-30-0F2-Y	\$2,800.00
8	1	6	Desktop Computer and Printer	162-11-6649-62-117-Y-30-000-Y	\$15,000.00
<b>Sub-Total</b>					\$247,232.00

**State Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	163-11-6399-00-117-Y-25-000-Y	\$4,000.00
3	1	4	Substitutes	163-13-6117-00-117-Y-25-000-Y	\$1,200.00
<b>Sub-Total</b>					\$5,200.00

**Title I-C (Migrant)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	3	Supplies, Materials, Clothing Migrant	212-11-6399-00-117-Y-24_0F2	\$810.00
<b>Sub-Total</b>					\$810.00
<b>Grand Total</b>					\$523,056.00