

# **New Braunfels Independent School District**

## **Voss Farms Elementary**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** October 10, 2022

# Mission Statement

## *Engage. Empower. Learn.*

### Vision

Every student. Every day.

### Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Voss Farms Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the campus. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 23, 2022, at Voss Farms Elementary to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August/September 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the NBISD website. A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

# Demographics

## Demographics Summary

Voss Farms Elementary is a five year old campus that served approximately 780 students last year and will serve approximately 800 students in 2022-2023 in grades Kindergarten through 5th in the New Braunfels Independent School District in New Braunfels, Texas. The campus is comprised of both Dual Language and non-Dual Language classes. Voss Farms will start the 22-23 school year with 39 classrooms, with five to eight classrooms on each grade level. New Braunfels is a rapidly growing area between Austin and San Antonio with a diverse population. The attendance rate for the district was below 92.96%. The attendance rate for Voss Farms in 2020-2021 was slightly higher at 94.47%. Voss Farms Elementary is a neighborhood school inside the Voss Farms neighborhood that is located within Guadalupe County. Special population groups at Voss Farms Elementary include Emergent Bilinguals (EB), which make up about 26.4% of the total enrollment, about 5.2% are identified as Gifted and Talented, and nearly 12.56% are identified as Special Education. Additionally, 37% of the students at Voss Farms are Economically Disadvantaged.

## Demographics Strengths

Many families move into the New Braunfels area for the excellent schools. Schools in the New Braunfels ISD, as a whole, have a reputation for providing students with an excellent education. Because our parents value their child's education, they and their children are committed to success. Voss Farms Elementary practices Restorative Discipline which encourages students to respect each other regardless of differences in race or ethnicity. The development of each classroom as a community, as well as the school as an entire community working toward success for all, is an intense focus throughout the year.

1. Voss Farms PTA is very involved and supportive of all school activities. They are very organized and support our school needs financially through fund raising efforts. They have started a very successful Watch DOG program to get male role models involved in the school by volunteering time to work and connect with students.
2. Due to the size of the campus, we have three intervention teachers that serve our Kinder-5th grade students. These intervention positions are to service our most at-risk students in their native language.
3. Voss Farms has one full-time coach and one part-time coach to serve our teachers as they use data to help support effective teaching practices for kinder-5th grade.
4. Parent/family support and involvement is evident in all school activities and events. NBISD parents tend to be supportive of our schools and programs.
5. Voss Farms is largely a Dual Language campus which allows for many multicultural activities throughout the school year. This also allows for diversity among students and families, and acceptance of one another regardless of race or ethnicity.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Voss Farms attendance rate at the end of the 2021-2022 school year was 94.47% , with an overall goal of 97%. **Root Cause:** There is a lack of urgency with attendance.

**Problem Statement 2 (Prioritized):** Our economically disadvantaged students are lower performing than their academically advantaged peers. **Root Cause:** Staff lacks experience utilizing effective instructional strategies with economically disadvantaged students.

**Problem Statement 3:** Our EB students are lower performing than their peers. **Root Cause:** Lack of follow through with the 50:50 dual language model.

# Student Learning

## Student Learning Summary

The curriculum and instruction utilized at Voss Farms Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing a community of empowered problem-solvers within our students has continued to be a goal at Voss Farms Elementary, and can be observed through our focus on integrating technology with effective and impactful instructional opportunities that focus on student-led instruction, problem-solving skills, and cooperative learning.

At Voss Farms Elementary, our focus is student growth and achievement. Teachers and other relevant instructional leaders review data on campus, district, and state assessments after each administration through PLCs. Teachers and instructional leaders analyze this data to set goals for student performance as well as personal professional goals for the school year. Teachers monitor the progress of all students, especially those identified as being at-risk of not meeting standards or dropping out of school by our intervention team using state-defined criteria. We also determine any needs for adjustment in academic supports, intervention programs, and/or instruction. Students in need of extra support are discussed at campus-level intervention meetings, or Response to Intervention (RtI) meetings. Parents are notified if their student has been identified as a student in need of additional support, and explained the intervention support that is being offered.

Our master schedule is built with dedicated intervention times for all grades so that the intervention and classroom teachers, as well as instructional paraprofessionals, may work with our students on their areas of needs during the school day. Both teachers and students monitor learning progress during intervention. There are three interventionists and 1.5 coaches to support students and teachers in all grades.

In grades kindergarten through third, language arts teachers implement a balanced literacy approach to ensure that students are receiving small group instruction on their reading levels. Running records are completed regularly to monitor student progress in reading. Teachers provide small group instruction based on student needs.

Technology plays a critical role in all learning processes at Voss Farms Elementary. Our district provides iPads for each teacher and every Kindergarten-5th grade student. Students are taught to use a variety of resources for learning, from supplemental programs to productivity apps that include word processing, spreadsheets, video creation, and more. The Learning Management systems of SeeSaw and Canvas are used to support instruction.

The Gifted and Talented (GT) Enrichment Program is a push-in model for grades K-2 to aide with early identification and support. Grades 3 through 5 have a pull-out program.

The Special Area Rotations include Library, Art, Music, and PE.

The counselors will engage students in a career day across all grade levels. The counselor meets with students individually and in group sessions based on social-emotional needs. We utilize the campus Student Support Team (SST)/ RtI team to make referrals to our school counseling services.

Grades 3-5 STAAR Test:

All grades/tests combined: 82% Approaches, 55% Meets, 31% Masters

3rd-5th Reading combined: 91% Approaches, 67% Meets, 43% Masters

3rd-5th Math combined: 77% Approaches, 46% Meets, 22% Masters

3rd Grade Reading: 93% Approaches, 73% Meets, 45% Masters

4th Grade Reading: 90% Approaches, 61% Meets, 34% Masters

5th Grade Reading: 90% Approaches, 67% Meets, 51% Masters

3rd Grade Math: 83% Approaches, 49% Meets, 19% Masters

4th Grade Math: 67% Approaches, 35% Meets, 15% Masters

5th Grade Math: 78% Approaches, 47% Meets, 29% Masters

5th Grade Science: 74% Approaches, 46% Meets, 24% Masters

### **Student Learning Strengths**

3rd Grade Reading and Math STAAR Scores were above the district average.

Reading scores are a strength at Voss Farms.

7 out of 9 eligible sub population targets were met according to TEA.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Sub populations generally score lower on the state assessments in comparison to the white population. **Root Cause:** Effective and differentiated instructional practices and training are lacking.

**Problem Statement 2 (Prioritized):** 46% of 5th grade students performed at the meets standard on the 5th grade Science STAAR test. **Root Cause:** Best practices for teaching science were not always observed.

**Problem Statement 3 (Prioritized):** Students being served through special education supports continue to be outperformed by their peers. **Root Cause:** The prior model of supports did not adequately meet the needs of the students.

**Problem Statement 4:** Math scores are lower than Reading scores. **Root Cause:** Students need more hands-on experiences and small, differentiated, math group instruction.

# School Processes & Programs

## School Processes & Programs Summary

Voss Farms Elementary utilizes curriculum and instruction that is aligned with NBISD's Scope and Sequences that are based on the Texas Essential Knowledge and Skills (TEKS). NBISD curriculum specialists work directly with teachers to ensure that the best and most current resources and materials are readily available for teachers to plan for the differentiated needs of our students. Training and professional development opportunities are provided during the summer by district personnel, and staff attends campus-funded professional development throughout the year to meet individual professional growth needs. Staff are also allowed to attend staff development outside of the district when applicable to their position and approved by the campus principal.

In order to ensure our students are learning and retaining information, a strong focus is placed on instruction development through effective curriculum planning. All of our teachers are provided planning periods on a regular basis that allow them to collaborate with one another, as well as receive support from both district curriculum specialists and campus instructional coaches. Together, they spend time analyzing and disaggregating campus, grade level, student-group, and individual student data. In addition, these collaboration times allow for all teachers to better-develop lessons while researching and discussing best practices.

Student Success Team (SST) meetings are held regularly to allow for the leadership team to meet and discuss with campus stakeholders our most at-risk student population and ways to best support these students and their teachers. Data derived from informal and formal assessments are all taken into consideration during these meetings. Tiered intervention plans are developed and implemented, followed by regular progress monitoring to ensure all students reach their fullest potential.

Special education services are provided for students who qualify based on individual assessments and decisions made at ARD meetings with parents, teachers, and administration. Students who qualify for 504 services are also provided accommodations for their specific needs.

In order to address student behavior, an Effective Behavior Intervention Support (EBIS) system has been implemented. The campus EBIS committee meets on a monthly basis to ensure that the program is being done with fidelity, and to discuss any concerns with the program.

Supporting and ensuring new staff members are being successful has always been a focus at Voss Farms Elementary. As new team members are added and/or others move to a different teaching assignment, our instructional coaches provide support to help ensure effective instruction and overall classroom organization. Additional new teacher meetings are held regularly and instructional coaches are consistently present in teachers' classrooms for support, modeling, and coaching opportunities.

Focusing on overall student progress is how Voss Farms gauges its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. Voss Farms utilizes a set daily schedule that includes a common intervention time for all grade levels for academic support from their classroom teachers and/ or with a campus academic interventionist. This allows for teachers to address the specific needs of each of their students.

## School Processes & Programs Strengths



Incorporated a common intervention time across grade levels to provide differentiated instruction and intervention.

Teachers have a planning period daily to strengthen instruction through curriculum alignment and lesson plan development.

Coaching support focused on highly effective teaching strategies and district initiatives is provided by our instructional coach for all teachers. In addition, an Early Literacy Coach supports Kinder - 3rd grade teachers with the State of Texas Early Literacy Initiative.

RTI meetings are regularly held to allow us to support teachers with progress monitoring and support their students.

All staff is highly-certified.

Consistent Staff Development opportunities are provided to all staff so that specific needs for each staff member could be addressed.

Technology is readily available to all staff members and students through the district 1:1 iPad initiative. Training is provided by district elementary technology specialists to improve instruction and seamless integration.

Professional Learning Communities (PLCs) meet to collaborate in all academic areas.

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

**Problem Statement 1 (Prioritized):** PLCs are not meeting regularly. **Root Cause:** A clear PLC process/system is lacking.

**Problem Statement 2 (Prioritized):** The campus has received a "C" rating for Closing the Gaps. **Root Cause:** There is a lack of differentiated instruction, proper student growth measurements, and actions taken based on data.

**Problem Statement 3 (Prioritized):** Students are not always engaged during instruction. **Root Cause:** Teachers do not always use best practices, to include differentiation, during instruction in the classroom.

# Perceptions

## Perceptions Summary

Voss Farms Elementary opened in the school year 2017-2018. The perception of the facility is high with innovative building designs, classroom size and space as well as shared common areas. Parent communication is a priority at Voss Farms Elementary. We utilize the Parent Square notification system to regularly inform our parents and families, in both English and Spanish, on activities taking place on campus. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year through Parent Square. Other applications such as Class Dojo, SeeSaw, Canvas, and Remind are also used to keep families connected. As far as staff, our Voss Farms family treats each other with respect and values each others' ideas and opinions. In line with our values, we also strive to teach our students the VFE core values of being Safe, Respectful, and Responsible. One approach utilized by our campus is the Restorative Discipline (RD) practice. This program trains both our students and teachers to more proactively deal with issues and includes weekly classroom circle discussions to help teach, encourage, and facilitate the RD way of responding to situations. In addition to RD, our teachers and students will continue to practice and implement the Effective Behavior Intervention Support (EBIS) systems and structures already in place, including the training of new faculty and staff to Voss Farms.

Since we are a Dual Language campus with a high number of Emergent Bilinguals (EBs) whose primary native language is Spanish, we intentionally plan activities that are culturally relevant for students such as cultural research projects and live performances, in addition translate all of our campus communication to our families into Spanish. Our goal is to teach all of our students about diversity and the importance of accepting and understanding other cultures. We strive to educate and include the parents of our EBs in our school as parent partners as equally as much as our non-EB parents.

## Perceptions Strengths

- \*\*All staff are ESL certified and nearly all staff are G/T certified to support the needs of these special populations.
- \*\*A common intervention time is provided for Kinder- 5th grade at-risk students who need intensive academic support.
- \*\*Academic literacy support for our teachers was provided by our literacy coach.
- \*\*Campus wellness programs and fitness grams are implemented and effective.
- \*\*Technology is made readily available to all staff members and training is provided to improve the instruction through the district's 1:1 iPad initiative.
- \*\*Students, teachers, and parents feel as though students truly like coming to school and learning at Voss Farms Elementary.
- \*\*Students, Teachers and Parents all indicate they feel the campus was clean, well kept and promoted learning.

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

**Problem Statement 1 (Prioritized):** The staff and parent survey indicated a concern for student behavior. **Root Cause:** There is a lack of behavior management systems.

**Problem Statement 2:** The staff and parent survey indicated a need of increased communication. **Root Cause:** There was a lack of timely and effective communication about school events, student progress, or important information.

# Priority Problem Statements

**Problem Statement 9:** Voss Farms attendance rate at the end of the 2021-2022 school year was 94.47% , with an overall goal of 97%.

**Root Cause 9:** There is a lack of urgency with attendance.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 2:** Sub populations generally score lower on the state assessments in comparison to the white population.

**Root Cause 2:** Effective and differentiated instructional practices and training are lacking.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** PLCs are not meeting regularly.

**Root Cause 1:** A clear PLC process/system is lacking.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 6:** The staff and parent survey indicated a concern for student behavior.

**Root Cause 6:** There is a lack of behavior management systems.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** Our economically disadvantaged students are lower performing than their academically advantaged peers.

**Root Cause 3:** Staff lacks experience utilizing effective instructional strategies with economically disadvantaged students.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 8:** 46% of 5th grade students performed at the meets standard on the 5th grade Science STAAR test.

**Root Cause 8:** Best practices for teaching science were not always observed.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 5:** The campus has received a "C" rating for Closing the Gaps.

**Root Cause 5:** There is a lack of differentiated instruction, proper student growth measurements, and actions taken based on data.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 4:** Students being served through special education supports continue to be outperformed by their peers.

**Root Cause 4:** The prior model of supports did not adequately meet the needs of the students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 7:** Students are not always engaged during instruction.

**Root Cause 7:** Teachers do not always use best practices, to include differentiation, during instruction in the classroom.

**Problem Statement 7 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student 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
- Male / Female performance, progress, 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 1:** Increase the percentage of students showing (a minimum) 1+ year(s), academic growth on MAPs assessment for grades K-5 (baseline set with 2022 BOY assessment).

**Evaluation Data Sources:** MAPs assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement targeted walkthroughs for Framing the Lesson aligned with the district rubric during Semester 1. <b>Strategy's Expected Result/Impact:</b> Continually increase fidelity to the Fundamental Five framework in order to increase the percentage of students showing a minimum of 1+ years growth on MAPs assessment for grades K-5. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement targeted walkthroughs for Recognizing and Reinforcing Effort aligned with the district rubric during Semester 2. <b>Strategy's Expected Result/Impact:</b> Continually increase fidelity to the fundamental Five framework in order to increase the percentage of students showing a minimum of 1+ years growth on MAPs assessment for grades K-5. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coach  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund	Formative		
	Nov	Feb	May



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Purposefully design the master schedule to ensure fidelity to district instructional minutes to include intervention time to support at-risk students. In addition, we will employ Intervention teachers and para-professionals to specifically support the effective instruction of identified EB students through direct instruction. <b>Strategy's Expected Result/Impact:</b> Fidelity to tiered instruction to increase the percentage of students showing a minimum of 1+ years academic growth according to MAP. <b>Staff Responsible for Monitoring:</b> Administration Teachers Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Intervention Teachers and paraprofessionals - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$273,022, Bilingual paraprofessionals and testing materials - 199-PIC 25, 35 State Bilingual/ESL - \$54,752	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide supplemental programs and experiences, such as field trips, in an effort to reduce the knowledge gap between subpopulations. <b>Strategy's Expected Result/Impact:</b> Providing students with real-world experiences will support their academic learning in the classroom and reduce gaps in achievement in subpopulations. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Field Trips - 281 - ESSER II Grant - \$1,000	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 2:** Increase the percentage of 3rd-5th students at STAAR Meets standard for Reading from 51% to 66% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR assessment

22-23 school year goal is 51% to 56%

K-2 mCLASS scores:

Kinder English from 54% to 59% on or above grade level.

Kinder Spanish from 63% to 68% on or above grade level.





1st grade English from 63% to 68% on or above grade level.

1st grade Spanish from 49% to 54% on or above grade level.

2nd grade English from 67% to 52% on or above grade level.

2nd grade Spanish from 48% to 53% on or above grade level.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review Fundamental 5 Lesson Plan Framework for alignment to TEKS. <b>Strategy's Expected Result/Impact:</b> Increase purposeful instruction that meets the rigor of the TEKS in order to increase students showing academic growth according to MAP. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish a weekly Instructional Leadership Team meeting to review classroom visits, lesson plans, and data to create and implement action plans for continuous growth, to include coaching support based on walk-through data. <b>Strategy's Expected Result/Impact:</b> A system for monitoring instruction will be developed in order to increase the percentage of	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





<p>students showing academic growth according to MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches</p> <p><b>Title I:</b> 2.4</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - 281 - ESSER II Grant - \$71,145</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 3:** Increase the percentage of 3rd-5th students at STAAR Meets standard for Math from 49% to 65% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR assessment  
22-23 school year goal is 49% to 54%

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review Fundamental 5 Lesson Plan Framework for alignment to TEKS. <b>Strategy's Expected Result/Impact:</b> Increase purposeful instruction that meets the rigor of the TEKS in order to increase students showing academic growth according to MAP. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish a weekly Instructional Leadership Team meeting to review classroom visits, lesson plans, and data to create and implement action plans for continuous growth. <b>Strategy's Expected Result/Impact:</b> A system for monitoring instruction will be developed in order to increase the percentage of students showing academic growth according to MAP. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 1:** Increase the percentage of 5th grade students on track for ACT/SAT college readiness.

**Evaluation Data Sources:** MAPs assessment

Math:

Increase the percentage of students on track for ACT college readiness from 37% to 42%.





Increase the percentage of students on track for SAT college readiness from 41% to 46%.

Reading:

Increase the percentage of students on track for ACT college readiness from 55% to 60%.

Increase the percentage of students on track for SAT college readiness from 70 to 75%.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a system of intervention based on MAPs assessments. <b>Strategy's Expected Result/Impact:</b> Targeted instruction based on student need in order to increase the percentage of 5th grade students on track for ACT/SAT college readiness. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





**Goal 3:** NBISD will develop well rounded students that are the best version of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 1:** Increase the number of students who respond to "everyone matters" on the annual student survey from 4.6 to 4.7 by 2023.

**Evaluation Data Sources:** Annual student survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement a campus data wall to review data and plan for next steps to increase student progress. <b>Strategy's Expected Result/Impact:</b> Increase student progress by focusing on individual student needs in order to increase the number of students responding to "everyone matters" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Instructional Coach Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a campus support team to review student data and implement action response based on academic and social emotional needs. <b>Strategy's Expected Result/Impact:</b> Increase student progress by focusing on individual student needs in order to increase the number of students responding to "everyone matters" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Interventionists Instructional Coach CIS personnel  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> CIS FTE - 281 - ESSER II Grant - \$43,784	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue morning meetings and ensure fidelity with assigned designees to participate. <b>Strategy's Expected Result/Impact:</b> Develop well-rounded students and increase the number of students responding to "everyone matters" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Counselors will continue to provide a student request QR code and a teacher request for student sessions based on needs. <b>Strategy's Expected Result/Impact:</b> Develop well-rounded students and increase the number of students responding to "everyone matters" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Develop and implement student clubs that meet once a month during the school day in every grade level. <b>Strategy's Expected Result/Impact:</b> Increase the number of students that participate in school clubs in order to increase the number of students responding to "everyone matters" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Support student growth and development through the Arts to encourage creativity, innovation, and self confidence - essential skills for the 21st Century workforce. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Art Teacher - 281 - ESSER II Grant - \$67,829	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 1:** Increase overall staff satisfaction scale score from 4.25 to 4.45.

**Evaluation Data Sources:** Annual staff survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and deploy a reflection Professional Development form after each Professional Development session. <b>Strategy's Expected Result/Impact:</b> Increased overall staff satisfaction score by listening and responding to teacher feedback and needs. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a plan for intentional staff recognition and acknowledgements. <b>Strategy's Expected Result/Impact:</b> At least 80% of teachers will receive acknowledgements weekly in order to increase overall staff satisfaction. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement 2 rounding sessions with each staff member in the fall and the spring. <b>Strategy's Expected Result/Impact:</b> Develop an action response plan to rounding sessions in order to increase overall staff satisfaction. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement team building during each campus PD session. <b>Strategy's Expected Result/Impact:</b> Establish a highly engaged staff with an increase in the overall staff satisfaction scale score. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> In an effort to recruit highly qualified Dual Language teachers, the district will provided stipends to eligible teachers. These teachers will receive ongoing support through District collaboratives for Dual Language Program teachers.  <b>Funding Sources:</b> Bilingual stipends - 199-PIC 25, 35 State Bilingual/ESL - \$47,064	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 2:** Increase fidelity to Fundamental 5 in classrooms.

Framing the Lesson from 68% to 77%

Power Zone from 82% to 91%





Critical Writing from 9% to 20%

FSGPT from 7% to 20%

Recognize and Reinforce from 55% to 65%

**Evaluation Data Sources:** Campus walkthrough forms

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Through a revised edition of the Fundamental Five book study, staff will review the Fundamental Five framework. <b>Strategy's Expected Result/Impact:</b> Sustain the Fundamental 5 as the primary instructional model for all campus teachers in order to increase fidelity to Fundamental 5 in classrooms. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coach  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Using the revised district walkthrough form, feedback on the Fundamental 5 implementation will occur at least 8 times a year for each teacher. <b>Strategy's Expected Result/Impact:</b> Increase teacher feedback for instruction and fidelity to Fundamental 5 in classrooms. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Establish weekly PLCs to increase student growth by reviewing best practices and student data. <b>Strategy's Expected Result/Impact:</b> Develop a community of professional learning within the campus in order to increase student growth and fidelity to Fundamental 5 in classrooms. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement and incentivize a technology badging system. <b>Strategy's Expected Result/Impact:</b> Increase professional learning within the campus in order to increase fidelity to Fundamental 5 in classrooms. <b>Staff Responsible for Monitoring:</b> District Technology and Curriculum Department Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

**Performance Objective 1:** Increase the score of students responding to "teachers, staff, administrators and counselors" take the time to listen, care and connect" on annual student survey from 4.2 to 4.3 scale score.

**Evaluation Data Sources:** Annual survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review the student survey with the staff and create and action response. <b>Strategy's Expected Result/Impact:</b> The action response plan will increase the number of students responding to "teachers, staff, administrators and counselors" take the time to listen, care and connect" on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Teachers Counselors  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Review weekly walkthroughs focusing on the Recognize and Reinforce element in Fundamental 5 and create an action response. <b>Strategy's Expected Result/Impact:</b> Increase fidelity to the Recognize and Reinforce element in Fundamental 5 in order to increase student recognition and positive responses on the annual student survey. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches  <b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents, and community members. (Strategic Goal 3.1)





**Performance Objective 1:** Increase the score of highly satisfied students, parents, and community members.

Students from 4.58 to 4.7

Parents from 4.12 to 4.3.

**Evaluation Data Sources:** Annual surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Disaggregate data from surveys and create an action plan. <b>Strategy's Expected Result/Impact:</b> Implement an action response in order to increase the percentage of highly satisfied students, parents, and community members. <b>Staff Responsible for Monitoring:</b> Administration Campus Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize ParentSquare with a weekly message from the principal to parents and every 3 weeks a parent newsletter from key personnel. Provide communication and school information in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Increase communication in order to increase the percentage of highly satisfied parents and community members. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Translation services - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$450	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase the number of community involvement opportunities on campus to include the number of Watch Dogs volunteers, PTA members, and family learning nights. <b>Strategy's Expected Result/Impact:</b> Increase community partnerships and the percentage of highly satisfied students, parents, and community members. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

# State Compensatory

## Budget for Voss Farms Elementary

**Total SCE Funds:** \$273,472.00

**Total FTEs Funded by SCE:** 4.9

### Brief Description of SCE Services and/or Programs

Utilize SCE funds to staff intervention teachers and paraprofessionals to work with our At-Risk students identified using the 15 point state criteria.

## Personnel for Voss Farms Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bernardis, J.	Paraprofessional	1
Brenda Dunn	ELA Intervention teacher	0.9
Erickson, D.	Instructional Paraprofesional	1
Rebeca Figueroa	BE Intervention teacher	1
Sue Hardaway	Math Intervention teacher	1



# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Intervention Teachers and paraprofessionals		\$273,022.00
6	1	2	Translation services		\$450.00
Sub-Total					\$273,472.00
Budgeted Fund Source Amount					\$273,472.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Bilingual paraprofessionals and testing materials		\$54,752.00
4	1	5	Bilingual stipends		\$47,064.00
Sub-Total					\$101,816.00
Budgeted Fund Source Amount					\$101,816.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Field Trips		\$1,000.00
1	2	2	Instructional Coach		\$71,145.00
3	1	2	CIS FTE		\$43,784.00
3	1	6	Art Teacher		\$67,829.00
Sub-Total					\$183,758.00
Budgeted Fund Source Amount					\$183,758.00
+/- Difference					\$0.00
Grand Total Budgeted					\$559,046.00
Grand Total Spent					\$559,046.00
+/- Difference					\$0.00

# Addendums

## VFE Family and Community Engagement 22-23

- PTA
- WatchDOGS
- Quarterly Awards Ceremonies
- Parent Conferences
- ParentSquare Communication
- Site Based Decision Making Committee
- Club Day Volunteers
- August 18: Meet the Teacher
- September 15: Open House
- September 29: Back to School Dance
- October 13: 4th & 5th Fine Arts Night
- October 24: Pumpkin Contest
- October 25: Family Learning Night (Math & Reading activities)
- October 27: Cafecito (Dual Language families)
- November 18: K-2 Career Day on Wheels
- December 8: 2nd & 3rd Fine Arts Night
- January 24: Family Learning Night (Math & Reading activities)
- February 16: Valentine's Dance
- March 2: Kinder & 1st Fine Arts Night
- April 14: 3-5 Career Day
- May 4: Fine Arts Night and Choir