Carrollton-Farmers Branch Independent School District

La Villita Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

Demographics

Demographics Summary

La Villita Elementary School opened in 2008 and was the twenty-seventh elementary school in the Carrollton-Farmers Branch Independent School District and the sixth school campus in the city of Irving. In 2008, the school served over 200 students and today we serve over 800 students in kindergarten through fifth grade. La Villita Elementary is one of 2 elementary campuses that offer a coding program for students in grades K-5. The La Villita community is growing as new housing developments and apartment complexes are being built in our attendance zone. La Villita Elementary is located at the entrance to the community and about 1/3 of our population is close enough to walk to school, while 2/3 of our student population will ride in a car, daycare van, or by school bus. La Villita is a high-performing campus and we are serving students who live outside our attendance zone and attend on a transfer. Our total enrollment this year is down from previous years as we were at 912 students. The campus currently is at capacity regarding classroom space and is continuing to grow. For the last 3 years (March 2020 to May 2020, August 2020-May 2021, and August 2021 to January 2022) we have had a majority of our students attending virtually. Starting in January 2022, we were no longer offering virtual instruction and students were either back on campus or parents decided to do homeschooling.

Student Information: The diverse population of our school represents cultures, religions, and languages from across the globe. Thirty different languages are spoken by the students of La Villita and we celebrate the diversity of our campus. The student population is 6.08% White, 17.4% African American, 15.6% Hispanic, 57.1% Asian, .7% Native American, .1 Pacific Islander, and 2.72 identify as Two or More Races. 48.6% of our students are female while 51.4% are males.

Additionally, the campus serves 25.6% economically disadvantaged students, 8.1% special education students, and 28.1% Limited English Proficient students. The most current data indicate the campus has a 28.8% mobility rate. which is higher than the district at 19.5% and the state at 16.6%.

Our 21-22 attendance rates per grade level include 91.2% for kindergarten, 92.2% for first grade, 93.8% for second grade, 93.0 % for third grade, 93.8% for fourth grade, and 93.2 % for fifth grade with an overall average of 92.7%. This is much lower than previous years when we were at 98.7% and 96.&%. COVID 19 and remote instruction has truly impacted our campus. Our 21-22 attendance rates per ethnicity include 90.36% African American, 90.56% Hispanic, 962.38 White, 94.06% Asian, 92.46% Native American and 87.54% Pacific Islander, and 92.77% of Two or More races.

Staff Information: La Villita Elementary employed 62 staff members; 49 are teachers, 6 are professional support, 3 are administrators, and 5 are instructional assistants. The ethnic breakdown of the staff is 3% African America, 22.7% are Hispanic, 62% are White, 8.3 % are Asian and 4% identify with Two or More races. Overall our staff has a varying level of professional experience: 4.1 (2 teachers) were new to teaching, 49.5% (24 teachers) have 1 to 5 years, 24.8% (12 teachers) have 6 to 10 years, 17.5% (9 teachers) have 11 to 20 and 4.1% (2 teachers) have 21 to 30 years of experience. We have 21.6 % of our teachers who have their master's degrees and 78.4% have their bachelor's. 100% of our teachers are certified!

Demographics Strengths

- The La Villita community is diverse as we have many languages and cultures represented in our school, all contributing to the overall experiences and opportunities for our students.
- Many families move into the area or transfer to our school because of our commitment to high academic expectations and the Command Coding Academy.
- 100% of our teachers are certified and 21.6% have their Master's degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of student absences are excessive and impact student achievement. **Root Cause:** The campus has not intentionally addressed parent concerns over the fear of COVID that has caused extended student absences.

Problem Statement 2 (Prioritized): There are many students needing Tier 2 and 3 intervention because they have below-level reading and math skills and missed adequate Tier 1 instruction. **Root Cause:** The staff is not strategically planning for virtual students' Tier 2 and Tier 3 interventions.

Problem Statement 3: The number of tardies across all grade levels are excessive and impact student achievement. **Root Cause:** The cumulative number of instructional minutes lost has not been emphasized and arriving at school on time has not been incentivized in the past few years.

Student Learning

Student Learning Summary

Reading													
	May 2022 STAAR Grade 3 Reading Preliminary					**2021 STAAR Data**				**Grade 3 MAP Spring 2022**			
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	134	14.2%	85.82%	65.67%	41.79%	22.00%	78.05%	43.90%	23.17%	23%	16%	29%	32%
Economic Disadvantage	24	41.67%	58.33%	25%	16.67%	36.00%	63.64%	31.82%	13.64%				
Asian	90	8	92.22%	75.56%	50%								
Black/African American	17	35.29	64.71%	17.65%	5.88%	36.00%	64.29%	21.43%	14.29%				
Hispanic	15		73.33%	53.33%	26.67%								
Two or More Races	3		66.67%	33.33%	33.33%								
White	9		88.89%	88.89%	55.56%								
Currently Emergent Bilingual	35		80%	62.86%	34.29%								
Special Ed Indicator	21		47.62%	23.81%	9.52%								
	May 2022 STAAR Grade 4 Reading Preliminary					**2021 STAAR Data**				**Grade 4 MAP Spring 2022**			
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	103	22.33	77.67%	55.34%	32.04%	31.00%	68.60%	45.35%	26.74%	25	22	28	26
Economic Disadvantage	27	48.42	51.85%	18.52%	7.41%	58.00%	42.31%	15.38%	11.54%				
American Indian/ Alaskan Native	1		100%	0%	0%								
Asian	56	10.71	89.29%	75%	51.79%								
Black/African American	18	33.33	66.67%	33.33%	5.56%	27.00%	73.33%	40%	20%				
Hispanic	18		66.67%	22.22%	5.56%								
Two or More Races	1		100%	100%	100%								
White	9		44.44%	44.44%	11.11%								

Reading													
Currently Emergent Bilingual	27		74.07%	51.85%	18.52%								
Special Ed Indicator	11		18.18%	18.18%	9.09%								

	May 2022 STAAR Grade 5 Reading Preliminary					2021 STAAR Data				Grade 5 MAP Spring 2022			
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	105	20	80%	60%	43.81%	24.00%	76%	51	39	25	22	24	29
Economic Disadvantage	33	42.42	57.58%	27.27%	21.21%	34.00%	66%	28	10				
Asian	50	6	94%	84%	64%								
Black/African American	21	33.33	66.67%	38.10%	33.33%	39.00%	61%	33	6				
Hispanic	20		55%	20%	10%								
Two or More Races	7		85.71%	71.43%	42.86%								
White	7		85.71%	57.14%	28.57%								
Currently Emergent Bilingual	19		68.42%	42.11%	21.05%								
Special Ed Indicator	15		73.33%	53.33%	26.67%								

MATH

	May 2022 STAAR Grade 3 Mathematics Preliminary					2021 3rd Grade STAAR Data				Grade 3 MAP Spring 2022			
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	134	11	88.81%	64.93%	41.04%		57.09%	24.91%	10.24%	17.00%	11.00%	35.00%	38.00%
Economic Disadvantage	24	46	54.17%	20.83%	12.50%		47.52%	16.54%	4.08%				
Asian	90	2	97.78%	80%	54.44%								
Black/African American	17	35	64.71%	17.65%	0%		35.95	11.57	2.07				
Hispanic	15		73.33%	33.33%	6.67%								

Reading												
Two or More Races	3		33.33%	33.33%	33.33%							
White	9		88.89%	66.67%	44.44%							
Currently Emergent Bilingual	35		97.14%	65.71%	31.43%							
Special Ed Indicator	21		47.62%	19.05%	0%							

	May 2022 STAAR Grade 4 Mathematics Preliminary					2021 4th Grade STAAR Data				Grade 4 MAP Spring 2022		
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	104	23	76.92%	51.92%	34.62%	44.00%	56.26%	30.17%	17.46%	29.00%	15.00%	22.00%	33.00%
Economic Disadvantage	27	56	44.44%	18.52%	3.70%	53.00%	47.19%	20.74%	9.99%				
American Indian/ Alaskan Native	1	0	100%	100%	0%								
Asian	57	5	94.74%	70.18%	56.14%								
Black/African American	18	56	44.44%	27.78%	0%	70%	30.46	11.92	6.62				
Hispanic	18		50%	22.22%	5.56%								
Two or More Races	1		100%	100%	100%								
White	9		77.78%	33.33%	22.22%								
Currently Emergent Bilingual	28		82.14%	46.43%	32.14%								
Special Ed Indicator	11		45.45%	18.18%	0%								

	May 2022 STAAR Grade 5 Mathematics Preliminary					2021 5th Grade STAAR Data				Grade 5 MAP Spring 2022		
	Total Students	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters	DNM	Approaches	Meets	Masters
La Villita Elementary	105	29	71.43%	52.38%	35.24%	35.00%	64.48%	36.64%	20.22%	33.00%	17.00%	22.00%	28.00%
Economic Disadvantage	33	64	36.36%	15.15%	3.03%	42.00%	57.51%	27.82%	12.36%				
Asian	50	6	94%	80%	62%								

Reading													
Black/African American	21	43	57.14%	33.33%	14.29%	56.00%	44.03%	16.04%	6.29%				
Hispanic	20		35%	10%	5%								
Two or More Races	7		71.43%	42.86%	28.57%								
White	7		57.14%	42.86%	0%								
Currently Emergent Bilingual	19		78.95%	47.37%	21.05%								
Special Ed Indicator	15		40%	26.67%	6.67%								

Upon analysis of Reading STAAR and MAP data, the following was revealed:

In 3rd grade, the Special Education, African American, and EcoDis subpopulations showed the highest % of students who did not meet standards. Sped SPED 52%, EcoDis 42% and AA 35%. EcoDis students were the only group who increased in % of DNM from 2021 to 2022 (resulting in lower approaches, meets, but a 3% increase in masters). The lowest % of does not meet was 8% for the Asian sub-population. Spring 2022 MAP scores showed 23% DNM for ALL students and STAAR scores showed 14.2% DNM for all students, showing quite a variance. In math SPED and EcoDis showed the greatest gaps with 46% DNM.

In 4th grade, the groups with the highest % of DNM are SPED 82%, EcoDis 48%, and African American 33%. African American sub-population was the only group to increase in percent f DNM from 2021 to 2022 from 27% to 33% (resulting in lower approaches, meets, and masters). Spring 2022 MAP indicated 25% DNM for all students and STAAR scores showed 22% confirming MAP is a close indicator of STAAR performance. In math, EcoDis and African-American students showed the greatest gaps in learning with both showing that 56% of students did not meet.

In 5th grade, EcoDis had by far the highest number of DNM (surpassing Special Education) with 42% DNM, SPED at 27%, and African American at 33%. The % of DNM increased for EcoDis from 2021 to 2022 from 34% DNM in 2021 to 42% DNM in 2022. Spring 2022 MAP indicated 25% DNM and STAAR scores showed a 20% DNM confirming that MAP is a comparable indicator of how students will perform on STAAR. In math, Eco Dis students showed an alarming result of 64% of students who DNM, surpassing all groups with the lowest % of students "passing STAAR".

Student Learning Strengths

After the return of 100% in-person instruction in January 2022, La Villita Students have made tremendous gains in standardized test scores. We have SEVERAL celebrations.

Celebration 1

EVERY grade level (3-5) in math and reading decreased % in the "Does Not Meet" category!!

Math STAAR from 2021 to 2022

3rd Grade   **43% to 11% DNM**

4th Grade   44% to 23% DNM

5th Grade   35% to 29% DNM

Reading STAAR from 2021 to 2022:

3rd Grade   **22% to 14% DNM**

4th Grade   44% to 23% DNM

5th Grade   35% to 29% DNM

Celebration 2

EVERY grade level in <u>math and reading</u> increased their percentile in the "Masters" category with a minimum of 4% increase. 3rd Grade math scores had the greatest increase from 10% Masters in 2021 to 41% Masters in 2022!

Celebration 3

Economically Disadvantage subpopulations made gains in 4th-grade reading.

Celebration 4

2021 3rd graders made exceptional gains in 2022. This cohort went from 10% mastered in 2021 to 35% in 2022. Same with 5th-grade math this cohort went from 17% mastered on Math STAAR 2021 to 35% mastered on math STAAR in 2022.

Grades K and 1 are using the Heggerty Phonics program which indicates students making progress in MAP scores and Fountas and Pinnell Assessment (F&P)

Students in grade 2 set MAP goals before MAP testing and have shown gains in overall scores.

As we enter the 2022-23 school year, we will collect and track student growth and learning data using the following resources:

- MAP Scores
- STAAR Spring 2022 Scores
- Fountas and Pinnell
- Istation

- DreamBox
- DCFA's
- Campus and District Assessments
- TELPAS
- Panorama Survey

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across all grade levels, African American Students scored lower on assessments than other ethnic sub populations **Root Cause:** Training/ Coaching is needed to support teachers in analyzing and creating a plan to address identified and targeted areas of need for this sub-pop.

Problem Statement 2 (Prioritized): Across all grade levels low SES students perform lower on assessments compared to other sub populations **Root Cause:** Teachers need training and coaching to analyze data and create targeted plans to pinpoint specific skills.

Problem Statement 3 (Prioritized): Decrease in 3rd Grade Reading "Meets and Masters:" percentile for African American subpopulation. **Root Cause:** Tier I instruction in reading and small group instruction needs to be targeted in order to make growth improvements.

Problem Statement 4 (Prioritized): There are many students needing Tier 2 and 3 intervention because they have below-level reading and math skills and missed adequate Tier 1 instruction. **Root Cause:** The staff is not strategically planning for virtual students' Tier 2 and Tier 3 interventions.

Problem Statement 5 (Prioritized): The number of student absences are excessive and impact student achievement. **Root Cause:** The campus has not intentionally addressed parent concerns over the fear of COVID that has caused extended student absences.

Problem Statement 6 (Prioritized): There is a need for teachers and staff to improve the PLC/DDI process and learn to utilize, analyze, and track data effectively. **Root Cause:** The PLC/DDI process is only in the infancy stages at the current time, because the teachers are in the second year of implementation and understanding.

Problem Statement 7 (Prioritized): Students in Grades K-2, are not showing the growth needed to be on level before entering 3rd grade. **Root Cause:** Training and coaching are needed to analyze and create targeted plans to improve Tier 1 instruction and scaffold instruction so students will have the foundational skills.

Problem Statement 8: Students in the hotels and apartments do not attend after-school tutoring. **Root Cause:** The campus has not planned tutoring for students whose parent's work schedule does not allow them to stay after school due to lack of transportation.

Problem Statement 9: The number of tardies across all grade levels are excessive and impact student achievement. **Root Cause:** The cumulative number of instructional minutes lost has not been emphasized and arriving at school on time has not been incentivized in the past few years.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Committees: The staff at La Villita has focused on learning and growing together as a Professional Learning Community. Professional Learning Time occurs every Tuesday, (31 total) during the teacher's planning period. Each team has developed a PLC agenda template reflecting their team norms. Each week notes are recorded in a Google folder that is accessible by all staff and coaches. We took steps toward Data-Driven Instruction(DDI) and we were able to develop plans using data and improve our next steps for instruction and identify students for small group instruction and tutoring. Teachers were able to study upcoming units with their math and language arts coaches and often created materials that could be used in their classrooms. The needs for each grade level were different, but the goal to maintain focus on instruction and continuous culture of improvement was accomplished. In 2021 and 2022, multiple staff members have attended professional development through Solution Tree and gained the skills and knowledge to train, guide, and take on leadership roles during Professional Learning Times and Data-Driven Instruction. We were able to designate a specific 30-minute block of time, occurring before "Specials" to implement Response to Intervention (RTI). The goal was to provide target instruction on skills and gaps that students had in reading and or math. During the 2022-23 school year, the campus will continue to look for ways to strengthen the data analysis implementation and MTSS implementation.

Personnel: This year, 2022-23, it has been difficult to find and even retain quality educators. Many educators are leaving because of the distance they have to travel, the price of gas, and the cost related to tolls. We recruit throughout the year and the candidates' are interviewed by team members and administrators. We attend Job Fairs and invite staff members to participate. We must plan ahead to see what the needs will be and what openings are available. Our goal is to retain our current staff by meeting and surveying their needs, having critical conversations with open forums for discussion, and encouraging staff to take leadership roles. New staff's assignments are based on experience, student teaching, where the teacher feels confident, and proximity to veteran teachers. New teachers are supported by mentors, team leaders, coaches, and during new teacher meetings.

Programs: La Villita is a Command Coding Academy. All students participate in coding activities using a curriculum that begins with block coding and progresses to text coding. Students use programs such as code.org, Scratch, LEGO WeDo robotics, BeeBots, and Minecraft. Students participate in the Sanford-Harmony social-emotional learning program, which focuses on building relationships with peers and problem-solving strategies. We also offer ESL, gifted and talented, speech therapy, dyslexia, and special education services.

Safety: Safety drills are held monthly. The staff has been issued security badges to gain entrance to the building and the office area. All doors stay locked and badges are worn daily as that is the only way teachers can access school areas.

School Processes & Programs Strengths

The staff met 31 times during the year for Professional Learning Time. The majority of the teachers see the value of meeting for PLC's. They stated that PLC time is keeping teachers accountable and allows them time to work with coaches to dive deeper into the curriculum.

Teachers use data to form small group instruction and tutoring groups.

RtI occurs weekly and at a set designated time for each grade level.

School staff is part of the interview process and supports new teachers throughout the year.

Devices are provided at a 1-to-1 ratio and the students participate in a coding activity weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for teachers and staff to improve the PLC/DDI process and learn to utilize, analyze, and track data effectively. **Root Cause:** The PLC/DDI process is only in the infancy stages at the current time, because the teachers are in the second year of implementation and understanding.

Problem Statement 2 (Prioritized): There are fewer teacher applicants that are available in our system that are highly qualified to tackle the instructional needs of our students. **Root Cause:** There is a lack of applicants who want to teach after the Pandemic and many want to teach closer to where they live.

Problem Statement 3 (Prioritized): Due to a large amount of glass throughout the building, safety drills need to occur frequently so staff automatically knows where to go during safety drills. **Root Cause:** There is an increase in gun violence occurring in schools as well as an increase in threatening weather.

Problem Statement 4: The number of tardies across all grade levels are excessive and impact student achievement. **Root Cause:** The cumulative number of instructional minutes lost has not been emphasized and arriving at school on time has not been incentivized in the past few years.

Perceptions

Perceptions Summary

<div align="center">Perceptions</div>

La Villita has a diverse and multi-ethnic campus of students and staff. There are over 800 students and 65 staff members. Our diversity is a snapshot of our community and we love that all students at La Villita are considered "family" members. There are 248 ELL students at La Villita, and the students speak over thirty different languages. The staff at La Villita is highly motivated to do what's best for students, and we strive to ensure that learning includes academic, behavioral, and social-emotional growth. La Villita staff and students embrace a growth mindset attitude towards learning. Mistakes are part of the learning process, and growth, not perfection is the goal and purpose of our instructional standards-based learning model.

Our campus promotes and focuses on viable, working teams with all stakeholders involved; parents, staff, and students working together to make the campus an ideal progressive learning institute. Our students embrace the "Leopard" way of life: Give 100%, try again and again until you learn how, show respect and kindness to everyone on campus, and practice giving back by volunteering. Our fifth-grade students volunteer time at recess to help kindergarten in special classes, serve as safety patrol, and assist new kindergarteners in class during the first month of school.

We have many challenges as the largest elementary school in Carrollton-Farmers Branch ISD, but our campus also has a family-oriented feeling. Our students celebrate the various ethnicities in their classes by tasting food, and observing cultural practices, clothing, and holidays that are different which gives students a glimpse into the lives of others.

La Villita has truly learned the practice of learning with and through others. We have a mobile student body with students leaving and arriving nearly every week of the school year. One of our staples is our "Power Hour" after school, which is the tutoring we provide for those students who fall in the gaps and need additional learning opportunities and instruction. The SNAP meetings and PLC work, are unified efforts to support student learning. Assessment, instruction, reteaching, and monitoring of students' progress are strategies and practices put in place to support students and staff as we become more proficient in teaching and learning. The PLC and PLT times are treasured times designated every Tuesday during the teacher's planning time. The Math and Reading Coaches, our SPED department, counselors, and Coding Coaches meet, support, and give expertise and refinement standards and expectations to the teachers. Data is shared and the teachers then determine how best to teach, reteach, assess, and review the data that is collected.

La Villita's parents truly support the school campus and cooperate as partners in their child's learning and academic growth. Prior to COVID, parents attended the back-to-school night, parent conferences, and school performances at such a high rate, that the campus had to have multiple nights available for these events so that all the parents who wanted to come could attend. Parents express support for the campus by providing transportation for after-school tutoring and tutoring attendance for all grades=291 students. They also supported the school's choir performances, and field trips, and came for their assigned day to eat lunch with their children. La Villita has loving, kind parents who donate

food and snacks for the teachers and staff throughout the year when asked. During the holiday seasons, La Villita's parents donated over 1500 packages of macaroni and cheese meals for local charities and families needing these items, as well as donating socks and underwear for many families in this area.

Many classes presented posters to both counselors for their additional work in the classroom with guidance lessons. Our counselors promoted "positive school behaviors," for seven weeks in the spring, and students who were selected in each category had their group picture taken when they exhibited a specific behavior learned that week; how to stay on task, how to follow directions, etc. Our counselors also help with training the staff on how to use the Sanford-Harmony program which prepares students for social-emotional growth and training. Teachers had lessons in their classes on empathy, cooperation, and effective communication. Students loved the lessons and learned skills that they will apply throughout their lives as they mature.

This year, La Villita's administrators practiced the Restorative Discipline model of discipline management. Many restorative meetings and conferences were held with students who had engaged in negative or socially inappropriate behaviors that caused a disruption in the learning environment in class, recess, and at lunchtime. These students responded well to this kind of reflective work, and the conversations that followed were honest, true, and often emotional engagements. Students felt that their voice was heard and administrators were able to reach students at a deeper level and connect with them on how the perceived behaviors caused difficulty for students and staff and how restitution could be made. Students were able to grow emotionally as shown by the number of students who were referred to the office this year (84 referrals) versus the number of students who were referred in the previous year (131 referrals). The staff embraced this change in discipline management, and parents were more accepting of disciplinary consequences when incidents were explained. The code of conduct violation data is listed below.

 Total Number of Code of Conduct Violation Reports=84

(Number of students at each grade level and their ethnicity)

Ethnicity	Kinder	1st	2nd	3rd	4th	5th
African-American	8	6	5	2	2	3
Hispanic	3	2	4	4	3	2
White	2	3	3	2	3	2
Asian	4	5	5	4	3	2

Each year La Villita has had staff members leave due to several reasons; The cost of driving long distances to school, the time it takes for the

trip, moving away (family relocation), retirement, and leaving the profession. The grade-level team leaders are charged with being the "go-to" person for new staff to assist them in planning, management, instructional best practices, and discipline management and procedures. The administrators meet with new teachers each semester to listen to their concerns and needs and provide support as needed. MAP testing, TELPAS, and STAAR administration assistance are provided specifically to new teachers to help the implementation and success in these critical areas. Coaches are assigned to new teachers to assist them with their curriculum needs, understanding the weekly/monthly UBD plans and essential standards, and implementing best practices in the classroom.

Perceptions Strengths

La Villita has a supportive, caring, and loving staff, who believes that all children can and do learn and that each child will make significant growth annually when teachers and staff engage in strategic instructional practices and data analysis with the implementation of research-based strategies.

La Villita is committed to the PLC practice, met 31 times this year, and will use data analysis and planning to support student learning, and provide a quality, effective education for all students.

Staff members consider La Villita a safe (79%), caring (93%), and collaborative (80%) learning environment where they have good parent communication and support (82%). (*Upbeat Survey-staff survey*)

Students consider that their classrooms are safe and orderly (78%), that there are good student-teacher relationships (80%) and that the quality of teaching is at a high level and the teacher's pedagogical expertise is excellent (83%) (*Panorama-Student Survey; 3rd-5th*)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase communication to parents and have them engaged in activities at school. **Root Cause:** COVID precautions have hindered parent attendance at school events and the school needs to utilize all media platforms to improve communication.

Problem Statement 2 (Prioritized): There is a need to focus on safety as only 79% of the staff and 78% of students feel safe at school. **Root Cause:** Due to the isolation during COVID, staff needs to strategically identify with behavior/emotional needs of our students to provide SEL lessons.

Problem Statement 3 (Prioritized): There is a need to focus and practice the strategies/methods of Restorative Disciple and Sanford Harmony to address the behavioral/emotional needs of our students. **Root Cause:** Due to the isolation during COVID, students need behavior and emotional support to have healthy relationships.

Problem Statement 4 (Prioritized): There is a need for teachers and staff to improve the PLC/DDI process and learn to utilize, analyze, and track data effectively. **Root Cause:** The PLC/DDI process is only in the infancy stages at the current time, because the teachers are in the second year of implementation and understanding.

Problem Statement 5: Students in the hotels and apartments do not attend after-school tutoring. **Root Cause:** The campus has not planned tutoring for students whose parent's work

schedule does not allow them to stay after school due to lack of transportation.

Problem Statement 6: The number of tardies across all grade levels are excessive and impact student achievement. **Root Cause:** The cumulative number of instructional minutes lost has not been emphasized and arriving at school on time has not been incentivized in the past few years.

Priority Problem Statements

Problem Statement 1: The number of student absences are excessive and impact student achievement.

Root Cause 1: The campus has not intentionally addressed parent concerns over the fear of COVID that has caused extended student absences.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: There are many students needing Tier 2 and 3 intervention because they have below-level reading and math skills and missed adequate Tier 1 instruction.

Root Cause 2: The staff is not strategically planning for virtual students' Tier 2 and Tier 3 interventions.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Across all grade levels, African American Students scored lower on assessments than other ethnic sub populations

Root Cause 3: Training/Coaching is needed to support teachers in analyzing and creating a plan to address identified and targeted areas of need for this sub-pop.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Across all grade levels low SES students perform lower on assessments compared to other sub populations

Root Cause 4: Teachers need training and coaching to analyze data and create targeted plans to pinpoint specific skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Decrease in 3rd Grade Reading "Meets and Masters:" percentile for African American subpopulation.

Root Cause 5: Tier I instruction in reading and small group instruction needs to be targeted in order to make growth improvements.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students in Grades K-2, are not showing the growth needed to be on level before entering 3rd grade.

Root Cause 6: Training and coaching are needed to analyze and create targeted plans to improve Tier 1 instruction and scaffold instruction so students will have the foundational skills.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There are fewer teacher applicants that are available in our system that are highly qualified to tackle the instructional needs of our students.

Root Cause 7: There is a lack of applicants who want to teach after the Pandemic and many want to teach closer to where they live.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Due to a large amount of glass throughout the building, safety drills need to occur frequently so staff automatically knows where to go during safety drills.

Root Cause 8: There is an increase in gun violence occurring in schools as well as an increase in threatening weather.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to focus on safety as only 79% of the staff and 78% of students feel safe at school.
Root Cause 9: Due to the isolation during COVID, staff needs to strategically identify with behavior/emotional needs of our students to provide SEL lessons.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to increase communication to parents and have them engaged in activities at school.
Root Cause 10: COVID precautions have hindered parent attendance at school events and the school needs to utilize all media platforms to improve communication.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to focus and practice the strategies/methods of Restorative Disciple and Sanford Harmony to address the behavioral/emotional needs of our students.
Root Cause 11: Due to the isolation during COVID, students need behavior and emotional support to have healthy relationships.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need for teachers and staff to improve the PLC/DDI process and learn to utilize, analyze, and track data effectively.
Root Cause 12: The PLC/DDI process is only in the infancy stages at the current time, because the teachers are in the second year of implementation and understanding.
Problem Statement 12 Areas: Student Learning - School Processes & Programs - Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the school year, we will increase the overall attendance rate for the 2022-23 school year by 10%.

Evaluation Data Sources: Weekly Attendance Reports
Six Weeks Attendance Report
Nine Weeks , Semester and Yearly Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize various celebrations to reward students who are at school daily and on time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increasing student attendance and arriving on time will lead to more instructional time in the classroom and student learning.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 5 **Funding Sources:** Incentives - 199 General Budget - $1,000	30%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: The number of student absences are excessive and impact student achievement. **Root Cause**: The campus has not intentionally addressed parent concerns over the fear of COVID that has caused extended student absences.
Student Learning
Problem Statement 5: The number of student absences are excessive and impact student achievement. **Root Cause**: The campus has not intentionally addressed parent concerns over the fear of COVID that has caused extended student absences.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Grade 3 Hispanic students will increase the number of students performing at AGL and Meets by an additional 10% in both math and reading MAP scores.

    Evaluation Data Sources: Winter MAP score.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Grade 4 AA students will increase the number of students performing at AGL and Meets by an additional 10% in both math and reading scores.

    Evaluation Data Sources: Winter MAP Data

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Grade 5 SPED students will increase the number of students performing at AGL and Meets by an additional 10% in both math and reading scores.

    Evaluation Data Sources: Winter MAP Data

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By the end of the school year, we will conduct 100% of the required security and safety drills established by the district.

    Evaluation Data Sources: Safety and Security Documentation Spreadsheet, Irving Fire and Police presence and documentation log, Faculty Agendas

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly required drills on the master calendar and conduct an after-action review with the staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve response time and the knowledge of what to do in an emergency. Decrease the apprehension of staff and students so they know what to do and where to go during an emergency.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administrators **Problem Statements:** School Processes & Programs 3 **Funding Sources:** La Villita Calendar, Irving Police and Fire Department calendars, CFBISD Security protocols prescence, - 199 General Budget - $0	20%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Due to a large amount of glass throughout the building, safety drills need to occur frequently so staff automatically knows where to go during safety drills. **Root Cause**: There is an increase in gun violence occurring in schools as well as an increase in threatening weather.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By September, 100% of La Villita's staff members and administration will have written safety expectations to maintain the safety of children, co-workers, and parents while on campus.

Evaluation Data Sources: Written safety expectations
Communication to Parents

Strategy 1 Details	Reviews			
Strategy 1: Write campus arrival and departure procedures for staff, students, and parents and share these procedures via ParentSquare messages and posts.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Written procedures will help everyone be on the same page and increase the efficiency of arrivals and departures. **Staff Responsible for Monitoring:** Administrators, Campus Safety Committee **Problem Statements:** Perceptions 2 **Funding Sources:** Arrival and departure Procedures, Parent Square - 199 General Budget - $0	30%	20%		

Strategy 2 Details	Reviews			
Strategy 2: Discuss, outline, and publish procedures for school visits (by the public), parent conferences, and training for field trip chaperones.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Published procedures will increase the knowledge of all stakeholders and help everyone feel safe. **Staff Responsible for Monitoring:** Administrators, Team Leaders, and the Campus Safety Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 2 **Funding Sources:** Written protocols, training sessions, - 199 General Budget - $0	30%	75%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to focus on safety as only 79% of the staff and 78% of students feel safe at school. **Root Cause**: Due to the isolation during COVID, staff needs to strategically identify with behavior/emotional needs of our students to provide SEL lessons.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, La Villita Elementary will increase the number of parent events by 10% so that families will be engaged with the school staff.

Evaluation Data Sources: Calendar of Events, Parent Attendance Sheets

Strategy 1 Details	Reviews			
Strategy 1: Schedule events each month such as Back to School, Curriculum Night, Concerts, Parent Conferences, Luncheons, Celebrations, Class Parties, Coding Showcase, Parent Training, and PTA events so families can attend. **Strategy's Expected Result/Impact:** Increase in parent engagement and knowledge of school expectations **Staff Responsible for Monitoring:** Administration and Teachers **Problem Statements:** Perceptions 1 **Funding Sources:** Handouts, Technology, Music, Props, Legos, Robots, - 199 General Budget - $500	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Publicize school events and expectations through our new school marquee, newsletters, Parent Square messages, Twitter, Instagram, and Facebook. **Strategy's Expected Result/Impact:** Increase knowledge of school events, expectations, and parent involvement. **Staff Responsible for Monitoring:** Administrators, Teachers **Problem Statements:** Perceptions 1 **Funding Sources:** Social Media Accounts, Marquee, Parent newsletters - 199 General Budget - $200	**Formative**			**Summative**
	Oct	Jan	Mar	June
	25%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
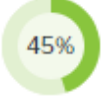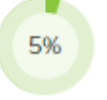
Goal 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase communication to parents and have them engaged in activities at school. **Root Cause**: COVID precautions have hindered parent attendance at school events and the school needs to utilize all media platforms to improve communication.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By the end of the school year, we will decrease the number of student referrals for discipline by 10% by establishing clear classroom procedures and expectations with an emphasis on providing emotional support.

> **Evaluation Data Sources:** Discipline Reports
> Classroom Visits

Strategy 1 Details	Reviews			
Strategy 1: Create a checklist to monitor school-wide routines and teach procedures for common areas and provide support to those having difficulty meeting expectations.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Both students and staff know and can follow the established routines and procedures so there is consistency with everyone. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 3 **Funding Sources:** Teach Like a Champion Book, Written Checklist, Behavior Plans, Small group Counseling - 199 General Budget - $500	40%	50%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide Restorative Discipline and Sanford Harmony training to the staff and teachers will utilize one Sanford Harmony lesson per week.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in positive student behavior and improvement in students' social/ emotional well-being. **Staff Responsible for Monitoring:** Administrators, Counselors **Problem Statements:** Perceptions 3 **Funding Sources:** Restorative Practice Book, Sanford Harmony Kit - 199 General Budget - $800	40%	45%	5%	

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 3: There is a need to focus and practice the strategies/methods of Restorative Disciple and Sanford Harmony to address the behavioral/emotional needs of our students. **Root Cause**: Due to the isolation during COVID, students need behavior and emotional support to have healthy relationships.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the school year, we will decrease the number of staff members who leave La Villita by 10%.

Evaluation Data Sources: Resignations
TEAMS Personnel Data

Strategy 1 Details	Reviews			
Strategy 1: Support new staff through staff development, mentors, coaches, counselors, and administrators to keep them informed of upcoming responsibilities in addition to their teaching.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By building positive and supportive relationships, the new staff members will have the ability to discuss their needs in a safe environment and have the resources and tools they need to be successful.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 2
Funding Sources: Professional Development, Mentors, Coaches, Written Expectations - 199 General Budget - $500
	20%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Increase recognition for staff/teachers during the year through staff meetings, PLC meetings, written notes, and shout-outs on social media.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By showing appreciation to the staff and recognizing their achievements, staff will want to remain in CFBISD and at La Villita.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
Problem Statements: School Processes & Programs 2
Funding Sources: Staff Morale Treats, Recognition Awards, Cards, Stationary, Social Media - 199 General Budget - $1,000
	15%	40%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There are fewer teacher applicants that are available in our system that are highly qualified to tackle the instructional needs of our students. **Root Cause**: There is a lack of applicants who want to teach after the Pandemic and many want to teach closer to where they live.

State Compensatory

Budget for La Villita Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

At this time, I have not been provided information regarding state compensatory funds.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Ashley Schingle	Teacher
Administrator	Dreama Mayfield	Principal
Classroom Teacher	Elizabeth Dreisbach	Special Education Teacher
Classroom Teacher	Kasey Aiken	Teacher
Administrator	Maxine Reed	Assistant Principal
Administrator	Roma Jain	Assistant Principal
Classroom Teacher	Sarah Rayas	Teacher
Classroom Teacher	Stephanie Ruiz	Teacher
Classroom Teacher	Valerie Duran	Teacher
Non-classroom Professional	Veronica Kraatz	Counselor
Non-classroom Professional	Amanda Vigil	Counselor
Parent	Disha Sharma	Parent
Parent	Shehnaz Nagpurwala	Parent
Parent	Ana Cortes	Parent
Community Representative	Bolade Griffin	Community Representative
Community Representative	Kyle Taylor	Community Representative
Community Representative	Telecia Childs	Community Representative

Campus Funding Summary

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$0.00
				Grand Total Spent	$0.00
				+/- Difference	$0.00