Brownsville Independent School District

Villa Nueva Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 4, 2022

Mission Statement

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

Vision

All stakeholders will create a motivating positive and respectful environment, that will reinforce student success and create confident, successful students through high expectations for all.

Value Statement

Together We Create A Better Tomorrow

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Needs Assessment Overview Summary

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

The instructional staff at Villa Nueva Elementary consists of Melissa Gutierrez, Principal, Ernie Vela, Assistant Principal and Griselda Marchan, Dean of Instruction, 27 certified classroom teachers and 10 paraprofessionals. Support professional staff includes a school counselors, a physical education teacher, a music teacher, a school nurse, and a librarian.

The school consists of a three-year-old program, ECSE, Pre-Kindergarten through Fifth grade. The ethnic distribution of the Student population consists as follows: 99% Hispanic, 93% Economically Disadvantaged, 45% Limited English Proficient (Emergent Bilingual), 10% Special Ed

Our campus goals are extremely important to ensure the success of all of our students. Our goals include attaining a 85% in the Math and Reading sections of STAAR 3rd, 4th and 5th. Grades. An 85% in the Writing Section of STAAR for 4th grade and an 85% in the Science section for 5th grade. We also want our 4 the and 5th graders to show 100% growth in Math and Reading STAAR.

Our goal for the lower grades is to have 85% of our students achieving "developed" status on TPRI and Tejas Lee.

Our attendance goal is 98%

Villa Nueva's current enrollment is at 405. Villa Nueva serves a linguistically and diverse population. Services are offered to students in regular education, special education and bilingual programs. Within its educational program, Villa Nueva offers programs in visual arts, music, computer labs, library services, Gifted and talented and Dyslexia reading programs. At Villa Nueva, students are encouraged to participate in academic and extracurricular activities to help them become well rounded citizens. Students are encouraged to participate in activities such as U.I.L. competition, baking, typing, arts and craft, go-cart, book clubs, chess club, athletics, guitar and archery as well as the extended day program. Students also compete in District competitions such as Spelling Bee, and Chess. Villa Nueva shall continue with Science Fair and UIL competition once it is safe to resume these activities. Villa Nueva is currently the UIL District Champions for our Area!

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

In an effort to increase parental involvement we schedule activities throughout the year. We hosted virtual parent events, face-to-face parent meetings, Student Showcase, and a parent wreath making class.

Perfect Attendance, A & AB Honor Roll ribbons and certificates are presented by Mrs. Sanchez at the end of every six weeks. Trophies are given to students at the end of the year for A, A & B, Perfect attendance as well as extracurricular activities.

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

Demographics

Demographics Summary

The student population at Villa Nueva Elementary School is approximately _____ as of PEIMS Snapshot (October 28, 2022) and serves students in grades Pre-K3 through Fifth Grade. According to the 2021-2022 TAPR Report of our campus profile, student population includes: Hispanic 98.8%, White 0.9%, Asian 0%, African American 0%, Economically disadvantaged 92.9%, Emergent Bilinguals 47.9%, At-Risk 73.3%, Migrant 2.1%, Gifted and Talented 4.7%, Special Education 13.4%. Attendance Percentage for the 2020-2021 school year was 98.9% for all students and 98.8% for at-risk students. Currently, the average class size is 22:1 for K-4th grade and 27:1 for PK & 5th grade.

Demographics Strengths

- Administrative and Teacher support.
- Emergent Bilingual student placement into the Bilingual Program within the 20 day period
- Using Bilingual Funds for Emergent Bilinguals students to target English Language Proficiency
- Stage 0 in the PBMAS (Performance-Based Monitoring Analysis System) Report of Bilingual
- TIER II Interventions for At-Risk, Emergent Bilinguals , Economically Disadvantaged and Migrant students
- State Compensatory funding for At-Risk Students to fund tutorials that target students' academic needs in the content areas
- RTI plans are updated every six weeks.
- Teacher monitoring and tracking of student progress

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase our daily attendance average to meet the 97.5% district requirement. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports

Need Statement 2 (Prioritized): Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful. **Data Analysis/Root Cause:** Teachers need to provide students the right tools to help them succeed.

Need Statement 3 (Prioritized): Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause:** Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2021-2022 STAAR all subjects combined results.

Student Learning

Student Learning Summary

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

STAAR Spring 2021 (TARP 2020-2021 Report)

3rd Grade	Mathematics				Reading/ELA						
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters			
Villa Nueva Elementary	47	27%	4%	0%	47	49%	11%	2%			
At Risk	38	13%	0%	0%	38	34%	0%	0%			
Economic Disadvantage	39	27%	5%	0%	39	46%	10%	2%			
Gifted Talented	5	60%	40%	0%	5	80%	60%	20%			
Currently Emergent Bilingual	21	28%	6%	0%	21	47%	9%	3%			
Section 504	7	29%	0%	0%	7	43%	0%	0%			
Special Ed Indicator	9	40%	0%	0%	9	20%	0%	0%			

4th Grade	Mathematics				Reading/ELA				Writing		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Villa Nueva Elementary	66	35%	11%	0%	66	41%	27%	5%	54	31%	12%
At Risk	63	33%	10%	0%	63	40%	24%	3%	52	27%	8%
Economic Disadvantage	53	33%	9%	0%	53	40%	24%	3%	44	28%	9%
Gifted Talented	5	60%	20%	0%	5	80%	60%	20%	4	50%	50%
Currently Emergent Bilingual	33	33%	9%	0%	33	36%	24%	7%	27	25%	6%
Section 504	8	25%	13%	0%	8	50%	25%	0%	5	0%	0%
Special Ed Indicator	14	8%	0%	0%	14	8%	0%	0%	12	0%	0%

STAAR Spring 2021 (TARP 2020-2021 Report)

5th Grade	Mathematics				Reading/ELA				Science		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Villa Nueva Elementary	57	53%	33%	11%	56	70%	39%	26%	56	50%	17%
At Risk	36	33%	11%	3%	35	54%	26%	11%	35	34%	9%
Economic Disadvantage	39	49%	27%	8%	38	71%	38%	23%	38	44%	15%
Gifted Talented	6	100%	100%	50%	6	83%	83%	67%	6	100%	17%
Currently Emergent Bilingual	16	46%	27%	5%	16	68%	41%	22%	16	46%	14%
Section 504	3	100%	67%	0%	3	100%	67%	33%	3	67%	0%
Special Ed Indicator	10	25%	0%	0%	9	14%	0%	0%	9	0%	0%

Kinder - 5th Grade Students	Reading/ELA													Writing Pro
		Yearly Progress Indicator				Listening Proficiency Rating				Speaking Proficiency Rating				
	Total Students	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning
Villa Nueva Elementary	164	74%	24%	2%	1%	13%	29%	32%	27%	19%	46%	24%	12%	10%
Economic Disadvantage	144	72%	26%	2%	0%	11%	28%	32%	28%	17%	47%	24%	13%	10%
Special Ed Indicator	35	80%	17%	3%	0%	14%	37%	37%	11%	20%	57%	17%	6%	11%

Student Learning Strengths

- Tutorial and Extended Day Enrichment program offered to help close the performance gaps between Special Education, Bilingual, and At-Risk students in the areas of Reading and Writing at all grade levels
- Vast opportunities for students to participate in Extra-Curricular Activities such as Chess, UIL, Science Fair, Spelling Bee, Coding Club, Volleyball, Running club, and Basketball.
- ACE Program offered after school and summer school: Arts and Crafts, Race Car, Book Club, Typing, Baking, Chess, Archery
- PK3 and PK4 programs are offered all-day
- Student/Teacher ratio
- UIL 2nd Place

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause:** According the 2021-2022 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2021-2022 EOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 2 (Prioritized): Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Need Statement 3 (Prioritized): Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies. **Data Analysis/Root Cause:** To motivate students to continue learning and encourage them to strive for success.

Need Statement 4 (Prioritized): Need to continue offering Extended Day Enrichment Program classes for all students. **Data Analysis/Root Cause:** Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.

Need Statement 5 (Prioritized): Need to continue offering afterschool and Saturday tutorials, targeted small group instruction, and/or RtI Instruction to all students with learning gaps in ELAR and Math. **Data Analysis/Root Cause:** The 2021-2022 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade students: STAAR Mathematics _____ and STAAR Reading_____ due to learning gaps created from distance learning due to COVID-19.

School Processes & Programs

School Processes & Programs Summary

In an effort to include all stakeholders for Villa Nueva Elementary, there are weekly parent meetings, weekly grade-level meetings, and an SBDM committee that meets at least once a month. These groups which integrate all levels of individuals from all aspects of the community including data from state assessments and from the campus needs assessment surveys help determine the needs of the campus. These decision-making groups use data to help decide what needs are being met and what is still necessary.

Weekly grade-level curriculum meetings are held. Teachers implement the district's curriculum and supplement it with additional resources addressing state assessment expectations. Weekly assessments, campus, and district benchmarks are used to measure student achievements. We analyze TPRI/Tejas Lee, TELPAS, and STAAR data to plan for instruction. We also conduct data analysis of Progress Monitoring in order to provide students with the instruction necessary during In-house and after-school tutorials for At-Risk students. Instruction is based on the TEKS in order to prepare our students for State Assessments. Teachers are monitored with weekly classroom observations. Master Schedule in place maximizing the time for student instruction.

Using data from state assessments, benchmarks, and report cards, it was determined that a robust intervention for ELA be implemented using both textual and digital methods. The textual implementation of said interventions included district-purchased textbook adoptions, Writing Academy Training, Think Up by Mentoring Minds, and also a commitment to the consistent use of the Accelerated Reading program to create an opportunity for the students to read on topics of self-interest. All these interventions were done following the new and revised English Language Arts Texas Essential Knowledge and Skills criteria mandated by the state.

Using data from state assessments, benchmarks, and report cards, it was determined that a robust intervention for Mathematics be implemented using both textual and digital formats and increased teacher professional development to ensure teacher growth. The textual implementation of said interventions included the district purchase textbook adoption and the Sharon Wells Math Program. The digital implementation of Imagine Math, Education Galaxy, and Prodigy was used to increase student outcomes when being measured through state assessment, benchmarks and six weeks report cards.

Due to a lack of reliable data to measure student outcomes in science, it was pertinent that the campus implements interventions within other content areas to help supplement the fifth-grade science curriculum. This fifth-grade need put the campus in a position to look at software that could not only be used for science but also as a means to supplement our 2nd thru 5th grade ELA. The software in question was called Summit K-12 and it was used as a means to provide informational reading material to said grade levels.

Villa Nueva Elementary made it a point to integrate social studies lessons throughout its curriculum to ensure a constant flow of social studies topics. Materials used to implement this curriculum included but was not limited to the district purchased Pearson textbook, Social Studies Weekly newspapers, Brain Pop, and other digital formats.

We have a Cart with tablets available on a daily basis for our Pre Kinder and Kinder students. We have three Computer Carts available for our fifth-grade classrooms. Third thru fifth-grade students use Education Galaxy, Imagine Math, Summit K-12, and Lexia Core. Kinder to Second-grade students use Brain Pop, Imagine Math, Education Galaxy, and Lexia Core on a regular basis. Each fifth-grade student has his own laptop computer. Eduphoria, Aware, Tango Trends are available for testing and data analysis.

School Processes & Programs Strengths

- Certified Teachers with bilingual certificates and continued essential professional development.
- After school tutorial programs for At-Risk students & Extended Day Program
- Weekly Grade Level curriculum planning & Data Analysis

- Monthly Faculty Meetings for Professional Development
- Monthly SBDM Meetings in which SBDM members actively participate the campus making decisions
- Every classroom is equipped with the essential technology equipment to provide students with the most current information.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, interactive panels, printers, cameras) and purchase of software and any other peripherals   **Data Analysis/Root Cause:** Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2 (Prioritized): Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals.   **Data Analysis/Root Cause:** Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2022 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

Need Statement 3 (Prioritized): Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods.   **Data Analysis/Root Cause:** Closing the curriculum gaps between grade-levels.

Perceptions

Perceptions Summary

At Villa Nueva, administrators and teachers analyze the school culture and climate to ensure that our students are provided with a structured and disciplined environment. The environment includes respect for all including faculty and staff along with our students and parents. In an effort to ensure continued support, administration makes it a point to have an open door policy and give individuals an opportunity to provide informal commentary, suggestions, and ideas under consideration for any decisions being made on campus. For a more formal setting, SBDM meetings are held on a monthly basis. Members are asked to bring up issues and concerns, in order to maintain a clean, safe, and disciplined environment. Campus safety issues, policies, and procedures are addressed in order to create a plan to improve issues that affect School Culture and Climate.

We encourage parents and the community to be involved in students' education. Parents are always welcomed at Villa Nueva Elementary, where we communicate with them in their native language. Parents have easy access to administrators. We offer the 3yr old program and there is a positive environment in every classroom. Parents were given a survey, answers were analyzed and discussed to promote parental involvement for the 2021-2022 school year. SBDM uses parent input from the survey to determine campus needs to increase attendance rates, parental involvement, parent and community member volunteer opportunities

Perceptions Strengths

- Weekly Grade Level Meeting
- Monthly Faculty Meetings
- SBDM Meetings
- Campus Teacher Appreciation
- Weekly Parental Involvement meetings.
- Nurse on staff to help students and provide a presentation on personal hygiene.
- Promote school uniforms.
- Parents are invited to award ceremonies every six weeks
- Communication with parents in their native language.
- All day PK3 & PK4 program.
- Keep parents informed of upcoming events.
- Parents work on instructional materials for teachers

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning. **Data Analysis/Root Cause:** Address COVID-19 needs & concerns. According to the 2021-2022 Parent

Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

Need Statement 2 (Prioritized): Need to have a plan to decrease discipline and bullying incidents and a campus plan for emergencies to ensure the safety, security, and well-being of the faculty, staff, and students.   **Data Analysis/Root Cause:** Based on the number of eSchool Disciplinary reports, counselor student log, and the rise of violent incidents across the county

Need Statement 3 (Prioritized): Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture.   **Data Analysis/Root Cause:** Address COVID-19 health concerns. The number of maintenance work orders completed by campus.

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.   **Data Analysis/Root Cause:** Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

Need Statement 5 (Prioritized): Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers.   **Data Analysis/Root Cause:** Staff recognition needs to increase based on the 2021-2022 CNA Staff Survey "Additional Comments".

Priority Need Statements

Need Statement 1: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups.

Data Analysis/Root Cause 1: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2021-2022 STAAR all subjects combined results.

Need Statement 1 Areas: Demographics

Need Statement 2: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, interactive panels, printers, cameras) and purchase of software and any other peripherals

Data Analysis/Root Cause 2: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.

Need Statement 2 Areas: School Processes & Programs

Need Statement 3: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 3: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Need Statement 3 Areas: Student Learning

Need Statement 4: Need to continue offering Extended Day Enrichment Program classes for all students.

Data Analysis/Root Cause 4: Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need to continue offering afterschool and Saturday tutorials, targeted small group instruction, and/or RtI Instruction to all students with learning gaps in ELAR and Math.

Data Analysis/Root Cause 5: The 2021-2022 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade students: STAAR Mathematics _____ and STAAR Reading_____ due to learning gaps created from distance learning due to COVID-19.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to increase our daily attendance average to meet the 97.5% district requirement.

Data Analysis/Root Cause 6: Students are not meeting district attendance goals as per PEIMS attendance reports

Need Statement 6 Areas: Demographics

Need Statement 7: Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals.

Data Analysis/Root Cause 7: Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2022 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

Need Statement 7 Areas: School Processes & Programs

Need Statement 8: Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture.

Data Analysis/Root Cause 8: Address COVID-19 health concerns. The number of maintenance work orders completed by campus.

Need Statement 8 Areas: Perceptions

Need Statement 9: Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning.

Data Analysis/Root Cause 9: Address COVID-19 needs & concerns. According to the 2021-2022 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

Need Statement 9 Areas: Perceptions

Need Statement 10: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 10: Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

Need Statement 10 Areas: Perceptions

Need Statement 11: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students.

Data Analysis/Root Cause 11: According the 2021-2022 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2021-2022 EOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

Need Statement 11 Areas: Student Learning

Need Statement 12: Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful.

Data Analysis/Root Cause 12: Teachers need to provide students the right tools to help them succeed.

Need Statement 12 Areas: Demographics

Need Statement 13: Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods.

Data Analysis/Root Cause 13: Closing the curriculum gaps between grade-levels.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts,

celebrations and ceremonies.

Data Analysis/Root Cause 14: To motivate students to continue learning and encourage them to strive for success.

Need Statement 14 Areas: Student Learning

Need Statement 15: Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers.

Data Analysis/Root Cause 15: Staff recognition needs to increase based on the 2021-2022 CNA Staff Survey "Additional Comments".

Need Statement 15 Areas: Perceptions

Need Statement 16: Need to have a plan to decrease discipline and bullying incidents and a campus plan for emergencies to ensure the safety, security, and well-being of the faculty, staff, and students.

Data Analysis/Root Cause 16: Based on the number of eSchool Disciplinary reports, counselor student log, and the rise of violent incidents across the county

Need Statement 16 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
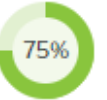
Goals

Revised/Approved: October 4, 2022

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

Performance Objective 1: Villa Nueva student performance for all students, all grades, and all subjects will exceed 2022 STAAR Approaches, Meets and STAAR Masters Grade Level performance in reading, mathematics, and science by 5 percentage points.

El desempeno de los estudiantes de Villa Nueva para todos los estudiantes, todos los grados y todas las materias superara el desempeno de 2021 STAAR Approaches, Meets y STAAR Master Grade Level en lectura, matematicas y ciencias en 5 puntos porcentuales.

   HB3 Goal

   Evaluation Data Sources: 2022-2023 STAAR performance reports.

Strategy 1 Details	Reviews			
Strategy 1: Improve instruction for all students by providing teachers co-planning with Special Ed, Dyslexia, and Special Program departments have weekly grade-level curriculum meetings as well as vertical and horizontal planning. Mejorar la instruccion para todos los estudiantes proporcionando a los maestros la planificacion conjunta con los departamentos de Educacion Especial, Dislexia y Programas Especiales tener reuniones semanales de curriculo de nivel de grado, asi como planificacion vertical y horizontal.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% **Staff Responsible for Monitoring:** PK-5th teachers Special Ed. Dyslexia Bilingual Lead Teacher Campus Administration **Population:** Title I, Migrant, Emergent Bilingual, Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 1 **Funding Sources:** Substitutes - 211 Title I-A - 211-11-6112-18-117-Y-30-AYP-Y - $500, Social Security/Medicare - Substitutes - 211 Title I-A - 211-11-6141-18-117-Y-30-AYP-Y - $8	30%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Lead teachers and Administrators will attend district Professional Development on data analysis and will provide turnaround training for campus staff in order to monitor and adjust instruction (e.g. Writable, mClass, Discovery Education, etc...)	**Oct**	**Jan**	**Mar**	**May**
Los maestros principales y los administradores asistiran al desarrollo profesional del distrito sobre el analisis de datos y brindaran capacitacion integral para el personal del campus a fin de monitorear y ajustar la instruccion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign-in sheets Summative: STAAR , LION,TPRI/Tejas Lee, TELPAS, IOWA, mCLass **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS **- Start Date:** July 1, 2022 - **End Date:** June 2, 2023	35%	65%	85%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Use research-based instructional resources during regular instruction as well as in-house and after-school tutorials to ensure that all students are prepared to meet the demands of district benchmarks and state assessments in the areas of Language Arts, Math, and Science.	**Oct**	**Jan**	**Mar**	**May**

Strategy 3: Use research-based instructional resources during regular instruction as well as in-house and after-school tutorials to ensure that all students are prepared to meet the demands of district benchmarks and state assessments in the areas of Language Arts, Math, and Science. Will purchase supplies and classroom reading materials for students. Writeable 3rd-5th, Imagine Math License, Stemscopes Grade 5 Online, Nearpod, Imagine Learning Literacy & Language; Summit K-12 Science; Lone Star Learning, Teacher Synergy (TPT), Cytek Media & Lead4Ward TEK Field Guides. Substitutes will be utilized during STAAR testing to give students the best possible environment for testing. SE Reading teacher will integrate the use of Lexia into the daily instruction. Elementary Science Lab improvement to close learning gaps.

Utilizar recursos de instruccion basados   en investigaciones durante la instruccion regular, asi como tutorias internas y despues de la escuela para asegurar que todos los estudiantes esten preparados para cumplir con las demandas de los puntos de referencia del distrito y las evaluaciones estatales en las areas de Artes del Lenguaje, Matematicas y Ciencias. Comprara suministros y materiales de lectura para el aula para los estudiantes. Licencia de Imagine Math, Stemscopes Grado 5 en linea, Nearpod, Imagine Learning Literacy & Language; Cumbre de Ciencias K-12; Lone Star Learning, Teacher Synergy (TPT), Cytek Media y Lead4Ward TEK Field Guides. Se utilizaran sustitutos durante las pruebas STAAR para brindarles a los estudiantes el mejor entorno posible para las pruebas. El maestro de lectura SE integrara el uso de Lexia en la instruccion diaria.

Formative review markers: Oct 35%, Jan 50%, Mar 90%

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations

Summative: Increase number of students meeting the phase II passing standard by 5%

Staff Responsible for Monitoring: Administration
Classroom Teachers

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Curriculum
 - **Population:** All Students. At-Risk, Emergent Bilinguals , Non-LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023

Need Statements: Demographics 2 - Student Learning 1

Funding Sources: Classroom Reading Materials - 211 Title I-A - 211-11-6329-00-11-Y-30-0F2-Y - $1,000, General Supplies - 211 Title I-A - 211-11-6399-00-117-Y-30-0F2-Y - $768, General Supplies-Science Lab - 281 ESSER II Grant Funds - 281-11-639900-117-Y-24-0CG-2 - $22,643, FURNITURE-SCIENCE LAB - 281 ESSER II Grant Funds - 281-11-6399-45-117-Y-24-0CG-2 - $41,410, TECHNOLOGY SCIENCE LAB - 281 ESSER II Grant Funds - 281-11-6398-62-117-Y-24-0CG-2 - $10,347, TECHNOLOGY INSTILLATION-SCIENCE LAB - 281 ESSER II Grant Funds - 281-11-6299-00-117-Y-24-0CG-2 - $600

Strategy 4 Details				Reviews			
Strategy 4: ELAR: Literacy strategies: Fluency, Comprehension, and Academic Vocabulary Focus on instructional routines using Reading Readiness (PK/K), Esperanza and Language Enrichment (1st/2nd) to ensure students are developed and successful at EOY on CPalls and TPRI/Tejas Lee.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
ELAR: Estrategias de alfabetizacion: Fluidez, Comprension y Vocabulario Academico Enfoquese en las rutinas de instruccion utilizando Preparacion para la Lectura (PK/K), Esperanza y Enriquecimiento del Lenguaje (1deg/2deg) para garantizar que los estudiantes se desarrollen y tengan exito en EOY en CPalls y TPRI/Tejas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Evidence of BISD initiatives, Reading Fluency Charts, District Frameworks, Lesson Plans, and use of strategies Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY, Checkpoints and TPRI/TJL progress monitoring and results, mCLass, TELPAS and STAAR results, **Staff Responsible for Monitoring:** Administration Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023				30%	50%	100%	

Strategy 5 Details				Reviews			
Strategy 5: ELAR/Writing: *All 1st -5th Grade students will write in their content area journals and weekly compositions across the curriculum in order to improve their writing skills. *Teachers will keep a writing portfolio of students' compositions and submit one monthly sample to Administration for review. *Daily Oral Language will be used to edit for grammar and conventions.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
ELAR/Escritura: *Todos los estudiantes de 1.o a 5.o grado escribiran en sus diarios de area de contenido y composiciones semanales en todo el plan de estudios para mejorar las habilidades de escritura. *Los maestros mantendran un portafolio de escritura de las composiciones de los estudiantes y enviaran una muestra mensual a la Administracion para su revision. *El lenguaje oral diario se utilizara para corregir la gramatica y las convenciones. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Lesson Plans, and use of strategies Evidence of use of the strategies in the Writing Academy. Summative: Increase Writing STAAR Results bu 5% **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023				30%	50%	90%	

Strategy 6 Details	Reviews			

Strategy 6: Continue to implement an inquiry-centered math curriculum in order to increase students' knowledge on grade level and address critical thinking skills.
Continuar implementando el plan de estudios de matematicas centrado en la investigacion para aumentar el conocimiento de los estudiantes a nivel de grado y abordar las habilidades de pensamiento critico.
 	
  Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, Lesson Plans, District Framework
  Summative: Math STAAR Results, 5% Progress Reports, Report Card Grades, PBMas
  Staff Responsible for Monitoring: Administration, Classroom Teachers
 	
  TEA Priorities:
  Build a foundation of reading and math
   - **Population:** All Students-AR, Emergent Bilinguals , Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023
	Formative			Summative

	Oct	Jan	Mar	May
	30%	50%	95%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need to continuously identify, monitor and assess students to ensure continuous support and provide supplies that are necessary for students to be academically successful. **Data Analysis/Root Cause**: Teachers need to provide students the right tools to help them succeed.
Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2021-2022 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2021-2022 EOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

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

Performance Objective 2: Villa Nueva early childhood (PK-2nd) performance will increase by 3 percentage points over end-of-year 2021-2022 results.

El rendimiento de la primera infancia de Villa Nueva aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2021-2022.

HB3 Goal

Evaluation Data Sources: Formative: TPRI/Tejas Lee, Fluency reports, Checkpoints, Three Cheers PM
Summary: End Of Year TPRI, Tejas Lee, and EOY CPALLS results.

Strategy 1 Details	Reviews			
Strategy 1: Three-Year-Old Program (PK-3) in an effort to promote early literacy Highly Qualified Teachers and Para-professionals to support small group instruction. Research-Based Professional Development, Supplies, Materials, Equipment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Programa para ninos de tres anos (PK-3) en un esfuerzo por promover la alfabetizacion temprana Maestros y paraprofesionales altamente calificados para apoyar la instruccion en grupos pequenos. Desarrollo profesional basado en la investigacion, suministros, materiales, equipo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation, lesson Plans Summative: Progress Reports, Pre-test **Staff Responsible for Monitoring:** Federal Programs, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Population:** PK-3 Year Old Program Students, Teachers, Para-Professionals - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Demographics 3 **Funding Sources:** PK3 Stipends - 211 Title I-A - 211-11-6117-00-117-Y-30-3YR-Y - $1,200, Social Security / Medicare - 211 Title I-A - 211-11-6141-00-117-Y-30-3YR-Y - $17, Unemployment Compensation - 211 Title I-A - 211-11-6145-00-117-30-3YR-Y - $1, Teacher Retirement Care/TRS Care - 211 Title I-A - 211-11-6146-00-117-Y-30-3YR-Y - $114, Employee Benefits - 211 Title I-A - 211-11-6149-00-117-Y-30-3YR-Y - $18	40%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: A full day PK3 & PK4 program will be provided to qualified students in order to better prepare at-risk students academically. Pre Kinder round-up session in August. Se proporcionara un programa de PK3 y PK4 de dia completo a los estudiantes calificados para preparar mejor academicamente a los estudiantes en riesgo. Sesion de redondeo de Pre Kinder en agosto.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance reports, classroom observations, student progress reports, Three Cheers PM Summative: EOY CPALLS **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education **Population:** AR, and Emergent Bilingual, students who meet the Pre-K criteria - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	35%	65%	95%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative results: sign-ins sheets, agendas Summative Impact: improved implementation and engagement of parents with BISD Pre-K program **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** Pre-kindergarten Staff and Parents - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	100%	100%	100%	

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2021-2022 STAAR all subjects combined results.

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

Performance Objective 3: 80% of Villa Nueva students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.
El 80% de los estudiantes de la escuela Villa Nueva estaran a nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Cumple para todas las evaluaciones
STAAR.

> **Evaluation Data Sources:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports.
> Progress evaluation based on District Benchmarks and other assessments.

Strategy 1 Details	Reviews			
Strategy 1: Priority for Service (PFS) migrant students will get supplemental support services to ensure that the requirements for NCLB Section 1304(d) are met *They will receive interventions as needed, the opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies and clothing to ensure academic success. *They will have to opportunity to attend summer school if needed for promotion or participate in the Migrant summer school enrichment program. Priority for Service (PFS) migrant students will get supplemental support services to ensure that the requirements for NCLB Section 1304(d) are met *They will receive interventions as needed, the opportunity for Tutorials and Extended Day as well as providing them with the necessary supplies and clothing to ensure academic success. *They will have to opportunity to attend summer school if needed for promotion or participate in the Migrant summer school enrichment program. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Report, Services to PFS migrant students (priority) and Completed PFS Reports Eligibility List, Migrant survey Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Project Smart Student List and participation **Staff Responsible for Monitoring:** Administration, Teachers with Migrant students. **TEA Priorities:** Build a foundation of reading and math - **Population:** PFS/Migrant Students - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	35%	55%	90%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions with an increased awareness of migrant student needs. A los maestros se les proporcionara la informacion adecuada sobre migrantes de manera oportuna para brindar intervenciones apropiadas con una mayor conciencia de las necesidades de los estudiantes migrantes.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring results, Attendance Reports, 3wk progress reports Summative: Report Cards, State Assessment Results **Staff Responsible for Monitoring:** Campus Administration, **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** Campus Administration, Faculty and Staff - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	40%	60%	95%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy. Los padres de estudiantes migrantes recibiran informacion sobre como acceder a recursos y estrategias en las areas de lectura y matematicas para apoyar academicamente a sus hijos de manera mas efectiva, especialmente en alfabetizacion.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results, Increased Promotion Rate **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** PFS and Migrant Student and Parents - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	35%	55%	95%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers and staff will complete the annual CNA survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results. Los maestros y el personal completaran la encuesta anual CNA para evaluar la efectividad del Programa de Educacion Migrante. Se haran los ajustes apropiados para servir mejor a los estudiantes migrantes en funcion de los resultados.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results, Increased Promotion Rate **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** PFS and Migrant Student and Parents - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	N/A	N/A	100%	

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

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

Performance Objective 4: Villa Nueva Elementary will Increase the number of students in co-curricular and extra-curricular activities by 5% above the 2021 - 2022 participation.

    Evaluation Data Sources: Campus, District, Regional, and State competition participation.

Strategy 1 Details		Reviews		
Strategy 1: Students will be given the opportunity to participate in Chess, UIL, DI, and Brainsville. A consultant will be brought to help students with Chess strategies in order to make students successful. Los estudiantes tendran la oportunidad de participar en ajedrez, UIL, DI y Brainsville. Se traera un consultor para ayudar a los estudiantes con las estrategias de ajedrez para que los estudiantes tengan exito.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative: Student Participation
    Summative: Performance ratings
    Staff Responsible for Monitoring: UIL Coordinator & Coach, Club Sponsors, Administration, Advanced Academics Lead Teacher
 	
    Population: 4th & 5th grade students - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023
	35%	70%	100%	

Strategy 2 Details		Reviews		
Strategy 2: PK- 5th-grade students will attend music classes weekly. Theater Arts curriculum will be implemented in the classroom. 5th-grade students will participate in the Honors Choir. Los estudiantes de PK- 5to grado asistiran a clases de musica semanalmente. El plan de estudios de Artes Teatrales se implementara en el salon de clases. Los estudiantes de 5to grado participaran en el Coro de Honores.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative: Master schedule, eSchool roster,
    Summative: event participation rosters
    Staff Responsible for Monitoring: Data Entry Clerk, Dean of Instruction and Principal
 	
    Population: Emergent Bilinguals ,MI, SE GT, DYS, AR, TI - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Science Fair Sponsors will attend training in order to promote student participation in the campus, district, regional, state, and international level Science Fair competition. Los patrocinadores de la Feria de Ciencias asistiran a capacitaciones para promover la participacion de los estudiantes en la competencia de la Feria de Ciencias a nivel del campus, distrito, regional, estatal e internacional. **Milestone's/Strategy's Expected Results/Impact:** Formative: number of entries Summative: event attemdance/participation roster **Staff Responsible for Monitoring:** 3rd-5th grade teachers, Campus Science Coordinator and campus administration **Population:** 3rd - 5th grade students - **Start Date:** July 1, 2022 - **End Date:** December 23, 2022	Formative			Summative
	Oct	Jan	Mar	May
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Students participate in Campus Spelling Bee. A representative and alternate are prepared to compete in the annual BISD Spelling Bee in February. Los estudiantes participan en el concurso de ortografia del campus. Un representante y un suplente estan preparados para competir en el concurso anual de ortografia de BISD en febrero. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Spelling Participation roster, practice attendance roster Summative: District Spelling participation roster **Staff Responsible for Monitoring:** Campus Spelling Sponsor Dean of Instruction **Population:** 3rd- 5th grade students - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	Formative			Summative
	Oct	Jan	Mar	May
	35%	60%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Students will receive awards for participation and recognition at district, state and regional competitions. Los estudiantes recibiran premios por su participacion y reconocimiento en competencias distritales, estatales y regionales. **Milestone's/Strategy's Expected Results/Impact:** Formative: Participation rosters Summative: Report Card Grades, Students Work, increase participation in DI, Chess, UIL activities **Staff Responsible for Monitoring:** Club Sponsors, counselor, and administration **Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	Formative			Summative
	Oct	Jan	Mar	May
	N/A	40%	90%	

Strategy 6 Details	**Reviews**			
Strategy 6: Students will participate in coding club and receive coding instruction to learn to code and focus on the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.	**Formative**			**Summative**
Los estudiantes participaran en el club de codificacion y recibiran instruccion de codificacion para aprender a codificar y enfocarse en los siguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Club sign-in sheets, Projects, Competitions Summative: EOY data for student participation in the competition. Student rosters for participation **Staff Responsible for Monitoring:** Club Code Sponsor and Administration **Population:** Population: Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	35%	70%	95%	

Strategy 7 Details	**Reviews**			
Strategy 7: Students will attend educational field trips to enhance classroom instruction. Students will be provided transportation for extra- and co-curricular events.	**Formative**			**Summative**
Los estudiantes asistiran a excursiones educativas para mejorar la instruccion en el salon de clases. Los estudiantes recibiran transporte para eventos extracurriculares y cocurriculares.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: worksheet activity, roster Summative: Fieldtrip form **Staff Responsible for Monitoring:** Teachers, Secretary and Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023 **Need Statements:** Student Learning 3 **Funding Sources:** STUDENT TRANSPORTATION - 199 Local funds - 199-11-6494-00-117-Y-11-000-Y - $1,890	N/A	40%	95%	

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Gifted and Talented(GT) learners will be clustered and serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem-solving, and decision-making skills appropriate for gifted learning. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually.	**Oct**	**Jan**	**Mar**	**May**
Los estudiantes dotados y talentosos (GT) seran agrupados y atendidos a traves del programa GALAXY (GT) para desarrollar sus habilidades de pensamiento critico y creativo, resolucion de problemas y toma de decisiones apropiadas para el aprendizaje de superdotados. Los maestros GT deben tener desarrollo profesional que incluya 30 horas GT Core antes de su asignacion de clase GT y un minimo de 6 horas GT continuas anualmente. **Milestone's/Strategy's Expected Results/Impact:** Formative: class roster, teacher transcript Summative: Student SPR's **Staff Responsible for Monitoring:** Data Entry Clerk Dean of Instruction Principal **ESF Levers:** Lever 5: Effective Instruction - **Population:** GT students, Teachers - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	35%	65%	100%	

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

Performance Objective 4 Need Statements:

Student Learning
Need Statement 3: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies.   **Data Analysis/Root Cause**: To motivate students to continue learning and encourage them to strive for success.

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Villa Nueva will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.
Villa Nueva implementara planes de ahorro energetico; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

    Evaluation Data Sources: New Energy Plan adopted by the district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			

Strategy 1: Villa Nueva will purposely promote energy-saving activities on the campus to support the implementation of the district's energy savings plan.
Villa Nueva promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.
    Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to the prior year.
    Formative: Monthly comparison
    Summative Annual comparison
    Staff Responsible for Monitoring: Administration, All Teachers/Staff, Custodial Staff
 	
    Population: All Faculty and Staff - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	40%	70%	90%	

Strategy 2 Details	Reviews			

Strategy 2: Villa Nueva Elementary will implement a systematic approach to prioritize and request renovation, upgrade, and improvement to facilities based on the safety and needs of the campus.
 	
La escuela primaria Villa Nueva implementara un enfoque sistematico para priorizar y solicitar la renovacion, actualizacion y mejora de las instalaciones en funcion de la seguridad y las necesidades del plantel.
    Milestone's/Strategy's Expected Results/Impact: Campus Surveys
    Formative: Surveys
    Summative: Evaluation and analysis of survey data
    Staff Responsible for Monitoring: Administration, All Teachers/Staff, Custodial Staff
 	
    ESF Levers:
    Lever 3: Positive School Culture
 - **Population:** All campus facilities - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023
    Need Statements: Perceptions 3
    Funding Sources: STUDENT FURNITURE - 199 Local funds - 199-11-6399-45-117-Y-11-000-Y - $1,000
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	45%	70%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Villa Nueva will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Villa Nueva se mantendra limpia y en buen estado para garantizar que los estudiantes reciban un entorno seguro y disciplinado que conduzca al aprendizaje de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily maintenance of Campus, Administrative inspections Summative: Well-maintained campus, Head Custodian reports **Staff Responsible for Monitoring:** Administration, All Teachers/Staff and Custodial Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Custodial Staff, All Students and Staff, All campus facilities - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023 **Need Statements:** Perceptions 3 **Funding Sources:** UTIL-SEWER - 199 Local funds - 199-23-6259-00-117-Y-99-000-Y - $237, CUSTODIAL OVERTIME - 199 Local funds - 199-51-6121-47-117-Y-99-000-Y - $200, CUSTODIAL MAINTENANCE SUPPLIES - 199 Local funds - 199-51-6315-00-117-Y-99-000-Y - $5,400, CUSTODIAL EQUIPMENT UNDER 5,000 - 199 Local funds - 19-51-6398-00-117-Y-99-000-Y - $250	65%	85%	90%	

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

Performance Objective 1 Need Statements:

Perceptions
Need Statement 3: Need to continue general campus upkeep including but not limited to daily sanitizing of facility to ensure cleanliness. Upkeep will also include replacing student and faculty furniture.   **Data Analysis/Root Cause**: Address COVID-19 health concerns. The number of maintenance work orders completed by campus.

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

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

Villa Nueva garantizara el uso eficaz y eficiente del 100 % de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.
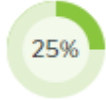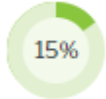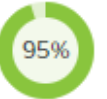
Strategy 1 Details	Reviews			
Strategy 1: The campus will use 100% of available budgeted funds based on the needs assessment.	**Formative**			**Summative**
La escuela utilizara el 100 % de los fondos presupuestados disponibles segun la evaluacion de necesidades.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Funding Reports will indicate all funds are expended based on prioritized need. Formative: Monthly expenditures compared to CIP Summative: end of the year expenditure reports. **Staff Responsible for Monitoring:** Campus Administration SBDM **Population:** Campus Stakeholders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	20%	60%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 2: Villa Nueva will create and provide faculty and staff recognition and activities to improve campus morale/climate and support the retention of teachers and principals.
Villa Nueva creara y brindara reconocimiento y actividades al cuerpo docente y al personal para mejorar la moral/clima de la escuela y apoyar la retencion de maestros y directores.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details				Reviews			
Strategy 1: Stipends will be paid as a strategy to attract high-quality teachers to high needs schools.				**Formative**			**Summative**
Los estipendios se pagaran como una estrategia para atraer maestros de alta calidad a las escuelas de alta necesidad.				**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walkthroughs, student performance on campus assessments Summative: TTESS, Student Performance on state assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - **Population:** All Teachers - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023				25%	45%	95%	

Strategy 2 Details				Reviews			
Strategy 2: Teachers incentives will be purchased to improve campus morale/climate and support the retention of teachers.				**Formative**			**Summative**
Se compraran incentivos para maestros para mejorar la moral/clima de la escuela y apoyar la retencion de maestros				**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - **Population:** All Teachers - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023 **Need Statements:** Perceptions 5 **Funding Sources:** TEACHER RECOGNITIONS AND INCENTIVES - 199 Local funds - 199-23-6498-00-117-Y-99-000-Y - $1,500				15%	55%	95%	

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

Performance Objective 2 Need Statements:

Perceptions
Need Statement 5: Need to provide stipends and campus recognition activities for faculty and staff to increase the morale and reduce the turnover of highly qualified teachers. **Data Analysis/Root Cause**: Staff recognition needs to increase based on the 2021-2022 CNA Staff Survey "Additional Comments".

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Villa Nueva will provide the BISD Public Information Office with feature articles, student recognition, co-/extra-curricular activities, and parent/community events.
Villa Nueva proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/ extracurriculares y eventos para padres/comunidad.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote current accomplishments weekly through the campus website and district website/ media venues. La escuela promovera semanalmente los logros actuales a traves del sitio web de la escuela y el sitio web/medios de comunicacion del distrito. **Milestone's/Strategy's Expected Results/Impact:** Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. **Staff Responsible for Monitoring:** Campus Administration Campus Point of Contact **Population:** Campus stake holders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	60%	65%	95%	
Strategy 2 Details	Reviews			
Strategy 2: The campus will designate a PIO contact to provide feature articles, current students/parents staff recognition, co-/extra curricular activities, and parent/community events. La escuela designara un contacto de PIO para proporcionar articulos destacados, reconocimiento actual del personal de estudiantes/padres, actividades cocurriculares/extracurriculares y eventos para padres/comunidad. **Milestone's/Strategy's Expected Results/Impact:** Awareness of events at Villa Nueva Elementary. Formative: Website Summative: listing of submissions to the Public Relations Office. **Staff Responsible for Monitoring:** Campus Administration Campus Point of Contact **Population:** Campus Stake Holders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	30%	55%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Villa Nueva will update websites at least monthly including showcasing student and community activities. Villa Nueva actualizara los sitios web mensualmente, incluida la exhibicion de actividades estudiantiles y comunitarias.	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: Checklist of events and compliance postings Summative: Clearance **Staff Responsible for Monitoring:** Campus Administration Website Designer **Population:** Campus Stake Holders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	65%	85%	95%	
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Villa Nueva will follow the District of Innovation school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.
Villa Nueva seguira el calendario escolar del Distrito de Innovacion para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: The campus administration will promote our District of Innovation Plan through our School website, Social Media, and monthly newsletters.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Parent Engagement Activities, Counseling Activities, and Presentations, Student, Parent, and Staff Accomplishments, Parent Monthly Newsletter Summative Impact: Campus website, presentations, and showcases **Staff Responsible for Monitoring:** Administration Lead Teachers Counselors **Population:** Campus Stakeholders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: The campus will set up a schoolwide vote for the 2022 - 2023 Calendar based on multiple options provided by the district.	**Formative**			**Summative**
La escuela establecera una votacion en toda la escuela para el Calendario 2022 - 2023 en funcion de las multiples opciones proporcionadas por el distrito.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Calendar Options Summative: Voting outcomes **Staff Responsible for Monitoring:** Administration and SBDM **Population:** All Campus Stakeholders - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	N/A	100%	100%	

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

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

Performance Objective 1: At Villa Nueva Elementary Disciplinary placements for in-school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% over 2021-2022 rates and will not be disproportionate for any population.
En la Escuela Primaria Villa Nueva, las colocaciones disciplinarias para suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5% con respecto a las tasas de 2021-2022 y no sera desproporcionado para ninguna poblacion.

> **Evaluation Data Sources:** ISS/OSS reports disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
Strategy 1: Provide students with the Student Code of Conduct (SCC) to Promote awareness and notification for students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Proporcionar a los estudiantes el Codigo de Conducta Estudiantil (SCC) para promover el conocimiento y la notificacion de los estudiantes, los padres, el personal y la comunidad a traves de la distribucion escolar del SCC y el sitio web del distrito para garantizar que los padres esten informados sobre los procedimientos disciplinarios. **Milestone's/Strategy's Expected Results/Impact:** Sign In sheets, Signed SCC Acknowledgement Form, Discipline Referrals **Staff Responsible for Monitoring:** Teachers, Parent Liaison, Administration **Population:** All students - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	85%	90%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Villa Nueva Elementary will provide professional development for all staff on our school-wide discipline plan. The plan will be enforced by having uniform school rules enforced on a daily basis. Dress Code: All students will follow the dress code to ensure student safety.	**Oct**	**Jan**	**Mar**	**May**
La escuela primaria Villa Nueva proporcionara desarrollo profesional para todo el personal en nuestro plan de disciplina para toda la escuela. El plan se hara cumplir haciendo cumplir las reglas escolares uniformes a diario. Codigo de vestimenta: Todos los estudiantes seguiran el codigo de vestimenta para garantizar la seguridad de los estudiantes.	100%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheet, agenda, transcript
Summative: EOY eSchool discipline report

Staff Responsible for Monitoring: Administration, All Faculty and Staff

ESF Levers:
Lever 1: Strong School Leadership and Planning
 - **Population:** Pre K - 5th grade students TI, Emergent Bilinguals , AR, SE, GT, MI - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023

Need Statements: Student Learning 1

Funding Sources: OVERTIME FOR OFFICE STAFF FOR STUDENT SAFETY - 199 Local funds - 199-11-6121-51-117-Y-11-000-Y - $40, OVERTIME FOR PARA PROFESSIONAL STAFF FOR STUDENT SAFETY - 199 Local funds - 199-23-6121-51-117-Y-11-000-Y - $150

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Villa Nueva elementary will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Oct**	**Jan**	**Mar**	**May**
La escuela primaria Villa Nueva proporcionara a todos los maestros nuevos capacitacion y actualizacion para todos los profesores sobre el uso del software del distrito al comienzo del ano escolar para documentar la disciplina y como preparar y monitorear los planes de RtI de comportamiento.	100%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative: counselor logs, presentation schedules
Summative: PEIMS Discipline Reports

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Population: All faculty and staff, Pre K - 5th grade students TI, Emergent Bilinguals AR, SE, GT, MI - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023

Strategy 4 Details	Reviews			
Strategy 4: The campus will follow the district policy in regards to STUDENT WELFARE FREEDOM FROM BULLYING (FFI LOCAL). La escuela seguira la politica del distrito con respecto al BIENESTAR DEL ESTUDIANTE LIBRE DE INTIMIDACION (FFI LOCAL).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. **Staff Responsible for Monitoring:** Administration, Counselor **ESF Levers:** Lever 3: Positive School Culture - **Population:** All students - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023	100%	100%	100%	
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2021-2022 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2021-2022 EOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).

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

Performance Objective 2: Villa Nueva Elementary will refine and implement safety plans to ensure students are safe in the event of a crisis.

    Evaluation Data Sources: Updated safety plan checklist, campus safety plans.

Strategy 1 Details	Reviews			
Strategy 1: Maintain an Emergency Operations Plan. The plan must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. All staff and visitors must display their identification while on campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Mantener un Plan de Operaciones de Emergencia. El plan debe ser revisado y actualizado anualmente por el comite de seguridad y proteccion de la escuela. Los simulacros de seguridad deben practicarse segun el Departamento de Policia de BISD. Brindar capacitacion a los estudiantes, el personal y los padres en las areas de seguridad escolar y manejo de emergencias. Todo el personal y los visitantes deben mostrar su identificacion mientras esten en la escuela.
 	
    Milestone's/Strategy's Expected Results/Impact: Yearly report to Main office safety coordinator/BISD police. Safety Meeting Sign-In Sheets,
 	
    Staff Responsible for Monitoring: Administration, Crisis Management Team, BISD Police & Security Service Department
 	
    Population: All students TI, Emergent Bilingual, AR, SE, GT, MI - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023
	75%	90%	95%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Onsite police officer on Campus throughout the school year. Campus Officer and the counselor will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures.	**Oct**	**Jan**	**Mar**	**May**
	60%	85%	95%	

Oficial de policia en el lugar de la escuela durante todo el ano escolar. El oficial de la escuela y el consejero abordaran las tendencias actuales y la resolucion de conflictos a traves de presentaciones con los estudiantes, los padres, el cuerpo docente y el personal de la escuela sobre: conciencia de pandillas, intimidacion/acoso, violencia entre parejas, agresion fisica/verbal no deseada, acoso sexual, seguridad en Internet, drogas , Concientizacion sobre el alcohol y el tabaco, Seguridad con las armas, Absentismo escolar, Plan de operaciones de emergencia (EOP)-Procedimientos de seguridad

Milestone's/Strategy's Expected Results/Impact: Security Officers a work schedule assignments
Counselor Logs, Discipline Reports, Referral Forms

Staff Responsible for Monitoring: Administration, Counselor, BISD Police, and Security Services

Population: All students TI, Emergent Bilingual, AR, SE, GT, MI - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Villa Nueva Elementary will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan. La escuela primaria Villa Nueva proporcionara capacitacion en evaluacion de amenazas y realizara simulacros de seguridad que incluyen evacuacion, encierro, encierro suave y refugio en el lugar segun el plan del distrito.	**Oct**	**Jan**	**Mar**	**May**
	55%	70%	95%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Practice drill reports
Summative Impact:
100% of all required practice drills were completed

Staff Responsible for Monitoring: Campus Administration, Security Guard, Office Staff

Population: All students and staff - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Villa Nueva Counselors will implement a comprehensive counseling program under TAC 11.252 (a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety- related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.	**Oct**	**Jan**	**Mar**	**May**
	60%	85%	95%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/incidents compared to prior school year				
Staff Responsible for Monitoring: Campus Administration Director for Guidance & Counseling Director for Security Services				
Population: All Students, Counselors, Campus staff, and parents/guardians - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023				
Need Statements: Perceptions 1, 2				
Funding Sources: COUNSELING DEPT GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-117-Y-99-000-Y - $150, COUNSELING DEPT SUPPLIES - 199 Local funds - 199-31-6399-00-117-Y-99-32-Y - $50				

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

Performance Objective 2 Need Statements:

Perceptions
Need Statement 1: Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/ materials students need to continue their distance learning.   **Data Analysis/Root Cause**: Address COVID-19 needs & concerns. According to the 2021-2022 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.
Need Statement 2: Need to have a plan to decrease discipline and bullying incidents and a campus plan for emergencies to ensure the safety, security, and well-being of the faculty, staff, and students.   **Data Analysis/Root Cause**: Based on the number of eSchool Disciplinary reports, counselor student log, and the rise of violent incidents across the county

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: Villa Nueva Elementary will be a 5% increase of parents involved in campus/district parental involvement activities from 2021-2022 to 2022-2023.
La escuela primaria Villa Nueva tendra un aumento del 5% de padres involucrados en actividades de participacion de padres en el campus/distrito de 2021-2022 a 2022-2023.

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Villa Nueva Elementary will continue to fund a Parent Liaison for the purpose of providing weekly meetings at flexible times to educate parents with current information and expectations that will impact their children's academic and attendance needs. Flexible meetings will also be offered to Build Capacity for our parents so that they are aware of the Special Education process, School safety, and procedures, and technology.	**Oct**	**Jan**	**Mar**	**May**
	20%	50%	70%	

Strategy 1: Villa Nueva Elementary will continue to fund a Parent Liaison for the purpose of providing weekly meetings at flexible times to educate parents with current information and expectations that will impact their children's academic and attendance needs. Flexible meetings will also be offered to Build Capacity for our parents so that they are aware of the Special Education process, School safety, and procedures, and technology.

The parent liaison will conduct the following annual Title I-A required activities:
*Provide and disseminate the Parental Involvement Policy and the School-Parent-Compact that delineates how parents will be actively involved at the district/campus level.
*Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.
*Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.
*Post PFE Policy and S-P-S Compact on the schools' website

La escuela primaria Villa Nueva continuara financiando un enlace de padres con el fin de proporcionar reuniones semanales en horarios flexibles para educar a los padres con informacion y expectativas actuales que afectaran las necesidades academicas y de asistencia de sus hijos. Tambien se ofreceran reuniones flexibles para desarrollar la capacidad de nuestros padres para que esten al tanto del proceso de educacion especial, la seguridad y los procedimientos escolares y la tecnologia.
El enlace de padres llevara a cabo las siguientes actividades anuales requeridas por el Titulo I-A:
*Proporcionar y difundir la Politica de participacion de los padres y el Pacto entre la escuela y los padres que describe como los padres participaran activamente a nivel del distrito/campus.
*Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I.
*Conducir una Encuesta de Padres Titulo I anual para evaluar la efectividad de los Programas de Participacion de Padres del Distrito/Campus.
* Publicar la Politica de PFE y el Pacto S-P-S en el sitio web de las escuelas

Milestone's/Strategy's Expected Results/Impact: Formative: Agendas & sign-in sheets
Summative: Title I-A Compliance Checklist
EOY Program Student and Parent Survey

Staff Responsible for Monitoring: Administration, School Secretary

Title I:
4.2
 - **Population:** Parents/guardians - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023

Need Statements: Perceptions 4

Funding Sources: Refreshments - 211 Title I-A - 211-61-6499-53-117-Y-30-0F2-Y - $900, General Supplies - 211 Title I-A - 211-61-6399-00-117-Y-30-0F2-Y - $656, TONER FOR PRINTER - 211 Title I-A - 211-61-6399-65-117-Y-30-0F2-Y - $244

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Community volunteers will be invited to our school to read to our students to continue building strong community partners. One or two businesses will be asked to adopt our school, and the school will have a working relationship with them.	**Oct**	**Jan**	**Mar**	**May**
Los voluntarios de la comunidad seran invitados a nuestra escuela para leerles a nuestros estudiantes y continuar construyendo socios comunitarios fuertes. Se le pedira a uno o dos negocios que adopten nuestra escuela, y la escuela tendra una relacion de trabajo con ellos. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas & sign-in sheets Summative: Title I-A Compliance Checklist STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Librarian, Parent Liaison, Counselor **Population:** Parents, Community Members - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	20%	50%	95%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Villa Nueva Elementary will recognize parent volunteers and businesses for student support and increase parent participation.	**Oct**	**Jan**	**Mar**	**May**
La escuela primaria Villa Nueva reconocera a los padres voluntarios ya las empresas por el apoyo a los estudiantes y aumentara la participacion de los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitors Log Summative: EOY Survey Results Title I-A Compliance **Staff Responsible for Monitoring:** Parent Liaison Administration **Population:** Parents/Guardians - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	10%	50%	100%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: (1) Campus Improvement Plan, (2) Parent/Family Engagement Policy, (3) School-Parent-Student Compact, (4) LPAC, (5) SBDM	**Oct**	**Jan**	**Mar**	**May**
Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: (1) el Plan de mejora de la escuela, (2) Politica de participacion de padres y familias, (3) Acuerdo entre escuela, padres y estudiantes, (4) LPAC, (5) SBDM **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in Sheets, Agendas, Minutes of Meetings Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist **Staff Responsible for Monitoring:** Administration, Parent Liaison **Title I:** 4.1 - **Population:** Parents/guardians - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	15%	50%	100%	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Villa Nueva will host student presentations during various holidays to celebrate and invite parents and the community to visit and be a part of the school activities.	**Oct**	**Jan**	**Mar**	**May**
Villa Nueva realizara presentaciones estudiantiles durante varios dias festivos para celebrar e invitar a los padres y la comunidad a visitar y ser parte de las actividades escolares. *Fall Carnival-student dances *Spanish Heritage Month *Christmas Concert *Mothers Day *Fathers Day Dance **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitor's Log, Event Flyers, Pictures Summative: Student and Parent Survey (CNA Survey) **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Mothers/guardians - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	65%	85%	95%	

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Villa Nueva will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and will post them on the school websites in English and Spanish. The Policy and the Compact will be reviewed and revised as needed annually by the SBDM Committee	**Oct**	**Jan**	**Mar**	**May**
to ensure they both outline how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. Elementary campuses will conduct a parent/teacher conference to review the S-P-S Compact. Villa Nueva desarrollara y difundira la Politica de participacion de padres y familias y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y los publicara en los sitios web de la escuela en ingles y espanol. La Politica y el Pacto seran revisados y revisados segun sea necesario anualmente por el Comite SBDM. Para garantizar que ambos describan como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el rendimiento de los estudiantes y de que manera la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar los altos estandares del Estado. Las escuelas primarias llevaran a cabo una conferencia de padres y maestros para revisar el S-P-S Compact. **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed Parental Involvement Policies, Campuses S-P-S Compacts Reports, School Websites, Flyers, Meeting Agendas Summative: Parent Evaluations, 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact **Population:** Parent - **Start Date:** August 10, 2022 - **End Date:** June 2, 2023	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: All plans and documents that need to be disseminated to parents and the general public will be translated to their native language.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	N/A	N/A	N/A	
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 1 Need Statements:

Perceptions
Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.   **Data Analysis/Root Cause**: Based on parents conference attendance, parent meeting attendance and volunteer rosters our parental involvement has decreased from year to year.

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

Performance Objective 1: At Villa Nueva Elementary academic related professional development will improve teacher effectiveness in providing student-centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

En la escuela primaria Villa Nueva, el desarrollo profesional academico relacionado mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion como se evidencia. por observaciones en el aula.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers, counselors, and administrators will attend district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing Math, Science, and Technology research-based reform strategies and best practices that support explicit instruction, lesson design, and classroom organization to improve student learning and academic performance. Supplies and materials will be bought. Conference Fees will be paid Los maestros, consejeros y administradores asistiran a conferencias y desarrollo profesional del distrito y fuera del distrito para adquirir las ultimas y mas actualizadas estrategias de reforma y las mejores practicas de Lectura, Escritura, Matematicas, Ciencias y Tecnologia basadas en la investigacion que apoyan la instruccion explicita, diseno de lecciones y organizacion del aula para mejorar el aprendizaje y el rendimiento academico de los estudiantes. Se compraran suministros y materiales. Las tarifas de la conferencia se pagaran	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	25%	50%	90%	
Milestone's/Strategy's Expected Results/Impact: Formative: BISD Instructional Feedback form, Sign in sheets, Agendas, TLI class visitations, certificates of completion, Professional Leaves, Summative: Benchmarks & STAAR **Staff Responsible for Monitoring:** Campus Administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Teachers and Administration - **Start Date:** July 1, 2022 - **End Date:** May 31, 2023 **Need Statements:** School Processes & Programs 2 **Funding Sources:** PROFESSIONAL DEVELOPMENT / CONSULTANTS - 281 ESSER II Grant Funds - 281-13-6298-00-117-Y-24-OCG-2 - $4,192, SUBSTITUTES AND FRINGES - 199 Local funds - $484				

Strategy 2 Details	Reviews			
Strategy 2: Lead teachers will attend district Professional Development on data analysis and will provide turn around training for campus staff in order to monitor and adjust instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign in sheets, Training Worksheets Summative: STAAR, TPRI/Tejas Lee, TELPAS, IOWA **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math - **Population:** Lead Teachers - **Start Date:** July 1, 2022 - **End Date:** May 31, 2023	35%	60%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive Professional Development on eSchool ensure proper grading procedures are followed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports Summative: Report cards **Staff Responsible for Monitoring:** Assistant Principal **Population:** Teachers - **Start Date:** July 1, 2022 - **End Date:** May 31, 2023	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Monthly faculty meetings and weekly planning meetings will be held to review instruction success and strategies. Weekly tests, checkpoints, and benchmark data will be used to measure student success. Teachers will develop & plan strategies to ensure students master the skills taught. Teachers will have one day of planning to share, plan and prepare lesson strategies that support our Emergent Bilingual, RTI, and SE students in closing the gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets, Agendas, Checkpoints, Weekly test Summative: Walkthroughs, STAAR, TELPAS, TPRI/Tejas LEE, CPALLS Results, Lesson Plans, PBMas, Progress Reports **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Teachers - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	30%	65%	90%	

Strategy 5 Details	Reviews			
Strategy 5: All teachers will complete the BISD requirements of a minimum of 12 hours of Technology, 12 hours of Bilingual Professional Development, and all teachers with GT teachers a minimum of 6 hours of GT ongoing training.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in sheets				

Summative: STAAR, TPRI/Tejas Lee, TELPAS, IOWA
Staff Responsible for Monitoring: Administration, Teachers

Population: Teachers - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023

80%	95%	90%

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

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 2: Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals. **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2022 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

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

Performance Objective 2: All Villa Nueva staff will participate in required initial and on-going training's related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for district and campus staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: To increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support (Policy FFBA) Villa Nueva staff will complete the following professional development: trauma-informed care training from a state-approved program, MTSS to include social-emotional learning, child sexual abuse, sex trafficking and other maltreatment of children, Safe and Supportive Schools Behavioral Threat Assessment Team	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Training Records; attendance rosters Summative: End of Year Reports **Staff Responsible for Monitoring:** Dean of Instruction **Population:** All faculty and staff - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)

   Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva will increase the accessibility for all students in technology-based instruction across all subject areas by providing new software and platforms including Microsoft, Google, and Apple, and hardware at the campuses for computer/ technology-enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship in all content areas. Software that will be purchased/renewed includes but is not limited to: Lexia, Imagine Literacy, Imagine Math, Brain Pop, Star fall, HATCH, Education Galaxy, LoneStar, STEMSCOPES, Nearpod, Flocabulary, Screencastify, Kahoot! & Summit K-12 Licenses, Teacher synergy to be used in classrooms and at home by students to improve student achievement in the content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	100%	100%	100%	
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly usage reports, class schedule Summative: Overall usage report, EOY Scores **Staff Responsible for Monitoring:** Classroom Teachers, Dean of Instruction **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Demographics 3 **Funding Sources:** Software Licenses - 211 Title I-A - 211-11-6299-62-117-Y-30-0F2-Y - $5,500				

Strategy 2 Details	Reviews			
Strategy 2: Villa Nueva understands the impact of reading library books on improving students' overall reading performance; therefore, will continue to use the Accelerated Reader software program. Student average scores, points, and proficiency will be monitored by the librarian and classroom teachers. The librarian will host six weeks events as an incentive to recognize students literary academic progress as displayed on AR Progress Bulletin Board. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports, Bulletin Board Point Challenge Display, TPRI/Tejas LEE BOY, MOY Reports, Summative: TPRI/Tejas Lee EOY Reports, TELPAS Reading Results, STAAR Reading Results **Staff Responsible for Monitoring:** Administration Media Specialist Library Aide **Population:** All students - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 2 **Funding Sources:** SOFTWARE - 199 Local funds - 199-12-6395-62-117-Y-99-000-Y - $528	Formative			Summative
	Oct	Jan	Mar	May
	75%	90%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Villa Nueva teachers will post and share lesson plans on the district purchase software Forethought. Lesson plans will be reviewed biweekly by the campus administration. Lessons plans will be available for district administrators and program specialists to view when needed. **Milestone's/Strategy's Expected Results/Impact:** Daily lesson plans on Forethought by teacher **Staff Responsible for Monitoring:** Campus Administrators **Population:** Teachers - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
	100%	100%	100%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase the passing rate of our sub-population on campus, district and state assessments. Therefore, the campus will invest in purchasing instructional online software programs that provide foundational skills as well as rigorous learning and provide substitutes to create small targeted intervention groups. **Data Analysis/Root Cause**: Interventions for our sub-population group are not adequate to achieve over 70% passing rate according to the 2021-2022 STAAR all subjects combined results.

Student Learning
Need Statement 2: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2021-2022, leveraging human capital in personalized learning. Future Ready Use of Space and Time

    Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva Elementary will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. Each classroom will be equipped with document cameras, projectors, laptops/tablets, power carts, touch screen panels and TV to integrate technology with instruction. 3rd -5th Grade classroom are equipped with All in Learning clicker system. Cloud based service will be purchased to use in conjunction with the clicker system. Desktop computers , laptops, printers, and iPads will also be purchased for administrative needs to support instruction for administrators.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	60%	85%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative: Usage reports
Summative: EOY Scores
    Staff Responsible for Monitoring: Campus technology committees
Campus SBDM
 	
    Population: ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023
    Need Statements: School Processes & Programs 1
    Funding Sources: EQUIPMENT UNDER 5000 FOR ADMINISTRATION - 199 Local funds - 199-23-6398-00-117-Y-99-000-Y - $1,016				

Strategy 2 Details	Reviews			
Strategy 2: Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility/modifications needs of students. Equipment needs but not limited to: Document cameras, Student response systems, Computer labs Interactive tablets, Ipads, Laptops, printers and ink, White Board Converters and need cables.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Usage reports Summative: EOY Scores **Staff Responsible for Monitoring:** Administration, Teachers **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 2 - School Processes & Programs 3 **Funding Sources:** TONER FOR PRINTERS - 166 State Special Ed. - 166-11-6399-61-117-Y-23-000-Y - $1,110	60%	90%	95%	

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).
School Processes & Programs
Need Statement 1: Need to increase availability of quality technology for students, teachers and administrators, by purchasing more electronic devices (e.g. tablets, Chromebooks, laptops, desktops), providing teachers with the technology necessary to implement the districts curriculum (e.g. document cameras, projectors, TV's, interactive panels, printers, cameras) and purchase of software and any other peripherals **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning and meet district and campus initiative of one to one device.
Need Statement 3: Need to provide general education teachers with vertical and horizontal planning time once every six weeks to prepare lessons and improve teaching methods. **Data Analysis/Root Cause**: Closing the curriculum gaps between grade-levels.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Technology support will be available to all teachers/students experiencing technology network connectivity issues. To speed the process faculty and staff will report technology issues on a school-created spreadsheet, and the TST will follow up. If the technology/connectivity issue can not be resolved, then a work order will be submitted to technology services to address the issues and maintain connectivity and ensure student continuation of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Daily connectivity to educational online programs being used by students and teachers various devices **Staff Responsible for Monitoring:** Technology Support Teacher, School Administrators **Population:** All Student - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva will review and update policies and procedures to guide students, staff, parents, and the community to ensure safety, privacy, and security. All staff will complete training on internet safety practices.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: training attendance, Proposed policy and guideline revisions, Survey Reports Summative: Security reports, Updated Policies **Staff Responsible for Monitoring:** Campus Administration, TST, Classroom Teacher **Population:** All students and programs - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	40%	75%	95%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva Elementary will train parents on the use of the district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Parent Meetings agenda and sign-in sheets Summative: Software usage report **Staff Responsible for Monitoring:** Campus TST, Parent Liaison, Dean of Instruction **Population:** Parents/Guardians - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	50%	75%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva teachers and administration will participate in a minimum of 12 hours of technology professional development annually to maintain and keep updated on changing technology that will be utilized daily in the classroom.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher transcripts Summative: 100% of VNE teachers will obtain 12+ Technology PD hrs **Staff Responsible for Monitoring:** Campus TST, Dean of Instruction **Population:** Certified Staff - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	65%	85%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva will use district available platforms, Seesaw (PK-2nd), and Google (3rd - 5th) platforms to post assignments and to enhance technology and classroom instruction. Students will access these platforms and other district purchased online software programs through Clever.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Google and Seesaw class roster and assignments, software usage reports Summative: Software Monitoring Reports **Staff Responsible for Monitoring:** Campus Administration, TST **Population:** All Students - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

    Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva will participate in the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: EOY Surveys **Staff Responsible for Monitoring:** Campus TST and Administrators	N/A	N/A	N/A	
Population: Students, Parents, Faculty and Staff - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Villa Nueva Elementary will increase the overall district attendance rate to 96.5% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

La escuela primaria Villa Nueva aumentara la tasa de asistencia general del distrito al 96.5 % con un objetivo del 97.5 % para las escuelas primarias y mejorara la tasa de asistencia de los estudiantes en riesgo en un 10 % con respecto a la asistencia del ano anterior.

   Evaluation Data Sources: Villa Nueva Elementary attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: PEIMS supervisor and attendance clerk will attend training to effectively monitor student attendance. To improve student attendance and support student achievement campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Home visits will occur as needed to distribute information.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Six weeks Attendance Report, Phone Master Daily Log Summative: EOY Attendance Report **Staff Responsible for Monitoring:** Principal, PEIMS Supervisor, Attendance Clerk and Parent Liaison **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Demographics 1 **Funding Sources:** Attendance - Parent Liaison Travel (GAS Mileage) - 211 Title I-A - 211-61-6411-00-117-Y-30-0F2-Y - $900	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Students will receive recognition for perfect attendance or A & B Honor Roll. Classes with perfect attendance for the entire week will be rewarded with popcorn bags for each class student. At the end of every six weeks and at the End of Year Awards Ceremony students will be recognized and presented with ribbons, medals, and trophies for their accomplishments in order to encourage them to attend school and do their best. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six weeks attendance report six weeks report cards Summative: EOY Attendance, EOY Report Cards **Staff Responsible for Monitoring:** Teachers Administration **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 3 **Funding Sources:** AWARDS - 199 Local funds - 199-11-6498-00-117-Y-11-000-Y - $4,500	**Oct**	**Jan**	**Mar**	**May**
	40%	60%	95%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase our daily attendance average to meet the 97.5% district requirement.   **Data Analysis/Root Cause**: Students are not meeting district attendance goals as per PEIMS attendance reports
Student Learning
Need Statement 3: Need to continue recognizing and rewarding student accomplishments by purchasing and providing the students with certificates, trophies, prizes, shirts, celebrations and ceremonies.   **Data Analysis/Root Cause**: To motivate students to continue learning and encourage them to strive for success.

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

Performance Objective 2: Villa Nueva Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

La escuela primaria Villa Nueva desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 %.
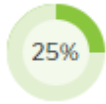
Evaluation Data Sources: DBM Fall/Spring Results and 2022-2023 STAAR Results.

Strategy 1 Details	Reviews			
Strategy 1: Villa Nueva will offer Jump STAART a 2 week summer program for incoming 1st - 5th grade bilingual and at-risk students. Jump STAART focuses on developing math skills, oral language, readiness, and literacy skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: attendance sheets, class roster, classroom observations, student progress reports Summative: STAAR, TPRI/Tejas Lee, TELPAS, IOWA **Staff Responsible for Monitoring:** Principal, Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI Emergent Bilinguals SE AR DYS - **Start Date:** July 21, 2022 - **End Date:** August 5, 2022	25%	60%	100%	
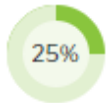
Strategy 2 Details	Reviews			
Strategy 2: Progress Monitoring Assessment results and academic progress will be used to provide instructional support and intervention support for students who are below grade level to ensure successful grade-level completion and promotion. Materials needed Duplicating paper and Printed materials from the media center.	Formative			Summative
	Oct	Jan	Mar	May
Los resultados de la Evaluacion de Supervision del Progreso y el progreso academico se utilizaran para proporcionar apoyo instructivo y apoyo de intervencion para los estudiantes que estan por debajo del nivel de grado para garantizar la finalizacion y promocion exitosas del nivel de grado. Materiales necesarios Copia de papel y materiales impresos del centro de medios. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% in STAAR, TPRI/Tejas Lee, TELPAS, IOWA **Staff Responsible for Monitoring:** All Teachers Campus Administration **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	25%	55%	95%	

Strategy 3 Details	**Reviews**			
	Formative			**Summative**
Strategy 3: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Instructional materials & supplies will be purchased. Instructional materials will be sent to the media center for reproduction.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial Attendance report, tutorial lesson plans, classroom observations, benchmark scores, student progress reports. Summative: STAAR **Staff Responsible for Monitoring:** Principals, Dean of Instruction **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 2, 4, 5 **Funding Sources:** Media Center - 211 Title I-A - 211-11-6399-16-117-Y-30-0F2-Y - $500, Copy Paper - 211 Title I-A - 211-11-6396-00-117-Y-30-0F2-Y - $2,300, SSI TUTORIALS-EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-117-Y-24-SSI-Y - $4,340, MEDIA CENTER - 162 State Compensatory - 162-11-6399-16-117-Y-30-000-Y - $1,000, COPY PAPER - 162 State Compensatory - 162-11-6396-00-117-Y-30-000-Y - $844, Professional Extra Duty Pay - 162 State Compensatory - 162-11-66118-00-117-Y-30-000-Y - $3,972, SUPPLEMENTAL DUTY PAY AND FRINGES - 281 ESSER II Grant Funds - 281-13-6118-00-117-Y-24-OCG-2 - $35,633, TRANSPORTATION - 281 ESSER II Grant Funds - 281-13-6494-00-117-Y-24-OCG-2 - $10,800	100%	100%	100%	

Strategy 4 Details	**Reviews**			
	Formative			**Summative**
Strategy 4: Data entry clerk will pick up and drop off student records at the BISD Records Department office to ensure student information is obtained by our campus and the receiving campus. In continuation of student records and pertaining information, the LPAC Committee will Identify Bilingual students to ensure proper placement and services are provided to close the educational gap. Filing Cabinets will be bought for safe record-keeping. Educational resources will be bought.	**Oct**	**Jan**	**Mar**	**May**
El empleado de entrada de datos recogera y dejara los registros de los estudiantes en la oficina del Departamento de Registros de BISD para garantizar que nuestro campus y el campus receptor obtengan la informacion del estudiante. Continuando con los registros de los estudiantes y la informacion pertinente, el Comite LPAC identificara a los estudiantes bilingues para garantizar la ubicacion adecuada y se brinden los servicios para cerrar la brecha educativa. Se compraran archivadores para el mantenimiento seguro de registros. Se compraran recursos educativos. **Milestone's/Strategy's Expected Results/Impact:** Formative: LPAC Minutes, BOY check from teachers, Summative: STAAR, EOY completion from teachers **Staff Responsible for Monitoring:** LPAC Committee Asst Principal **Population:** At-Risk students, Emergent Bilinguals , PD/ESL - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	30%	65%	95%	

Strategy 5 Details	Reviews			
Strategy 5: The Dean of Instruction will provide research-based professional development opportunities for teachers in order to maintain highly qualified personnel that will increase At-Risk student achievement. El Decano de Instruccion brindara oportunidades de desarrollo profesional basadas en la investigacion para los maestros a fin de mantener personal altamente calificado que aumentara el rendimiento de los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores. Summative: STAAR **Staff Responsible for Monitoring:** Principal Administrator for State Compensatory Education **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 20, 2023 **Need Statements:** School Processes & Programs 2 **Funding Sources:** General Supplies for Dean - PD - 211 Title I-A - 211-13-6399-65-117-Y-30-0F2-Y - $652	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	15%	40%	85%	

Strategy 6 Details	Reviews			
Strategy 6: Instructional materials & supplies will be purchased for small groups and centers in order to target At-Risk students and ensure student success. Materials and supplies will be purchased for administrators to ensure a quality learning and teaching environment for teachers and students. Se compraran materiales y suministros de instruccion para grupos pequenos y centros con el fin de enfocarse en los estudiantes en riesgo y garantizar el exito de los estudiantes. Se compraran materiales y suministros para que los administradores garanticen un entorno de aprendizaje y ensenanza de calidad para maestros y estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, classroom observations, benchmark scores, TPRI/ Tejas Lee, CPALLS &student progress reports. Summative: STAAR **Staff Responsible for Monitoring:** Campus Administration and Classroom teachers **Title I:** 2.6 - **Population:** ALL Students TI MI Emergent Bilinguals SE AR DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 2 **Funding Sources:** GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-117-Y-11-000-Y - $500, Professional Development - General Supplies - 211 Title I-A - 211-13-6399-00-117-Y-30-0F2-Y - $500, GENERAL SUPPLIES FOR ECSE - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0P4-Y - $1,484, GENERAL SUPPLIES FOR RESOURCE AND INCLUSION - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0P3-Y - $409	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	30%	60%	100%	

Strategy 7 Details	Reviews			

Strategy 7: Data Analysis Meeting will be held after BOY, MOY, and EOY in order to guide instruction according to students needs. TSLP resource website access is available.
 	
La reunion de analisis de datos se llevara a cabo despues de BOY, MOY y EOY para guiar la instruccion de acuerdo con las necesidades de los estudiantes. Acceso al sitio web de recursos de TSLP disponible.
    Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session, Evaluation report, ERO session attendance report, lesson plans, classroom observations, student progress reports, benchmark scores.
    Summative: State Assessments TELPAS, STAAR, TPRI/Tejas LEE Results
    Staff Responsible for Monitoring: Lead Teachers, Principal, Dean of Instruction, Assistant Principal
 	
    Population: ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023
	Formative			**Summative**

	Oct	Jan	Mar	May
	20%	55%	100%	

Strategy 8 Details	Reviews			

Strategy 8: TLI Sustainability, Explicit Instruction (Routines/Strategies, Fluency Routine). As well as academic vocabulary.
 	
Sustentabilidad TLI, Instruccion Explicita (Rutinas/Estrategias, Rutina de Fluidez). Asi como el vocabulario academico.
    Milestone's/Strategy's Expected Results/Impact: Formative: Data Walls, lesson plans, classroom observations, fluency folder, student progress reports, benchmark scores.
    Summative: State Assessments TELPAS, STAAR, TPRI/Tejas LEE EOY Results
    Staff Responsible for Monitoring: Lead Teachers, Principal, Dean of Instruction, Assistant Principal
 	
    Population: ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023
    Need Statements: Student Learning 2
    Funding Sources: Administrative General Supplies - 211 Title I-A - 211-23-6399-00-117-Y-30-0F2-Y - $300
	Formative			**Summative**

	Oct	Jan	Mar	May
	25%	50%	90%	

Strategy 9 Details	Reviews			

Strategy 9: 5th-grade students will visit Stillman Middle School to prepare them for the transition into Middle School.
 	
Los estudiantes de 5o grado visitaran la escuela Intermedia Stillman para prepararlos para la transicion a la escuela Intermedia.
    Milestone's/Strategy's Expected Results/Impact: Formative Permission slips
    Summative: Student Rosters.
    Staff Responsible for Monitoring: Principal, Counselor, Dean of Instruction, 5th-grade teachers
 	
    Population: ALL 5th grade Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** March 1, 2023 - **End Date:** June 2, 2023
	Formative			**Summative**

	Oct	Jan	Mar	May
	N/A	N/A	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Students in grades 1 - 5 are encouraged to participate in the Accelerated Reader Program. All participants will be recognized and provided with incentives. Special recognition for the Millionaire's club. By increasing participation, we will increase student fluency. Se alienta a los estudiantes en los grados 1 a 5 a participar en el Programa de Lector Acelerado. Todos los participantes seran reconocidos y provistos de incentivos. Reconocimiento especial para el club de los Millonarios. Al aumentar la participacion, aumentaremos la fluidez de los estudiantes.	Oct	Jan	Mar	May
	100%	100%	100%	
Milestone's/Strategy's Expected Results/Impact: Formative: Six Weeks AR Reports, Reading RC Grades, Reading Benchmarks Summative: EOY AR Report, State Assessments TELPAS, STAAR, TPRI/Tejas LEE EOY Results **Staff Responsible for Monitoring:** Librarian, Administration, Classroom Teachers **Population:** ALL 1st- 5th grade Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Student Learning 1 **Funding Sources:** AR LIBRARY BOOKS - 199 Local funds - 199-12-6329-00-117-Y-99-000-Y - $300, READING MATERIALS - 162 State Compensatory - 162-11-6329-00-117-Y-30-000-Y - $1,934, CLASS SETS-AR BOOKS - 281 ESSER II Grant Funds - 281-12-6329-00-117-Y-99-0CG-2 - $2,400				

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Implement intervention through the Response to Intervention (RtI) 3 Tier Model students will be referred for after-school tutorials in order to support student academic growth and success in all content areas. Implementar la intervencion a traves del modelo de 3 niveles de Respuesta a la Intervencion (RtI). Los estudiantes seran referidos a tutorias despues de la escuela para apoyar el crecimiento academico y el exito de los estudiantes en todas las areas de contenido.	Oct	Jan	Mar	May
	35%	55%	90%	
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations Summative: Increase number of students meeting the phase II passing standard by 5% STAAR, TPRI/Tejas Lee, TELPAS, IOWA **Staff Responsible for Monitoring:** Campus Administration. All Teachers **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy - Population:** All Students-AR, Emergent Bilingual, Non Emergent Bilinguals , 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023				

Strategy 12 Details	Reviews			
Strategy 12: ELAR: *ESL instruction to support Bilingual students' transition into English by increasing oral language skills to help develop listening, speaking, reading, and writing proficiency * Keep parental denials at a minimum. *LPAC Committee meets to Identify and assess the language proficiency and assessment of Emergent Bilingual. ELAR: *Instruccion de ESL para apoyar la transicion de los estudiantes bilingues al ingles mediante el aumento de las habilidades del lenguaje oral para ayudar a desarrollar la capacidad de escuchar, hablar, leer y escribir * Mantener las negativas de los padres al minimo. *El comite LPAC se reune para identificar, evaluar el dominio del idioma y la evaluacion de los bilingue emergente.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, classroom observations Summative: Increase the number of students meeting the phase II passing standard by 5% in STAAR, TPRI/Tejas Lee, TELPAS, IOWA **Staff Responsible for Monitoring:** Administration, Classroom Teachers **Population:** Title I, Migrant, Emergent Bilinguals , Special Ed, At-Risk, GT, Dyslexia, ALL STUDENTS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023	25%	55%	85%	

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Teachers & Administrators will attend District and out-of-district conferences focused on improving literacy for all students. **Data Analysis/Root Cause**: According the 2021-2022 STAAR performance report, the campus has a shortfall of more than 60% of students meeting grade level expectations for Reading. The 2021-2022 EOY TPRI/Tejas Lee results indicate less than 70% of students are developed in foundational skills (e.g. fluency, graphophonemic knowledge, vocabulary).
Need Statement 2: Need to purchase and provide general and supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: To create campus/district assessments, campus literacy initiative workbooks, replace consumable workbooks, have rigorous resources that are aligned with State requirements (TEKS).
Need Statement 4: Need to continue offering Extended Day Enrichment Program classes for all students. **Data Analysis/Root Cause**: Students have the opportunity to continue their learning through enriched lessons, use of content specific online software and homework assistance.
Need Statement 5: Need to continue offering afterschool and Saturday tutorials, targeted small group instruction, and/or RtI Instruction to all students with learning gaps in ELAR and Math. **Data Analysis/Root Cause**: The 2021-2022 STAAR Results showed we had the following passing "Approaches" percentages for 3rd-5th grade students: STAAR Mathematics _____ and STAAR Reading_____ due to learning gaps created from distance learning due to COVID-19.
School Processes & Programs
Need Statement 2: Need to provide more professional development opportunities in the area of integration of technology for teachers and paraprofessionals. **Data Analysis/Root Cause**: Meet the COVID-19 need of possible distance learning and/or blended learning. Also, the Spring 2022 Teacher CNA survey indicates 58% of teachers believe they need more professional development in technology.

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

Performance Objective 3: Villa Nueva Elementary will implement a sustainable coordinated school health system that provides wellness tools and resources which promote long-term development through student attendance and the success of the whole student.

La escuela primaria Villa Nueva implementara un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito del estudiante en su totalidad.

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

Strategy 1 Details	Reviews			

Strategy 1: The nurse will be on staff to assist in the planning and execution of the overall health program on campus in an effort to improve overall student health and increase student academic performance. The nurse will conduct COVID-19 test for students and staff as needed. In addition, the safety and discipline of the student will also be addressed.
 	
La enfermera estara en el personal para ayudar en la planificacion y ejecucion del programa de salud general en el campus en un esfuerzo por mejorar la salud general de los estudiantes y aumentar el rendimiento academico de los estudiantes. La enfermera realizara la prueba COVID-19 para los estudiantes y el personal segun sea necesario. Ademas, tambien se abordara la seguridad y la disciplina del estudiante.
    Milestone's/Strategy's Expected Results/Impact: Formative: nurse time and effort reports
    Summative: Yearly report to Health Services
    Staff Responsible for Monitoring: Nurse, Health Services, Campus Administration
 	
    Population: ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023
    Need Statements: Perceptions 1
    Funding Sources: NURSE SUPPLIES - 199 Local funds - 199-33-6399-00-117-Y-99-000-Y - $300, Gloves - 166 State Special Ed. - 166-11-6399-00-117-Y-23-0B0-Y - $291
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	35%	60%	90%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: To promote physically healthy students and ensure physical fitness: students in grades Pre K-5 will be provided with physical activity in physical education for at least 30 minutes a day or a minimum of 135 minutes a week. Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530 will be used).	**Oct**	**Jan**	**Mar**	**May**
Para promover la salud fisica de los estudiantes y garantizar la aptitud fisica: los estudiantes en los grados Pre K-5 recibiran actividad fisica en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana. Enfoque coordinado para la salud infantil (CATCH) y otros indicadores recomendados por el Comite asesor de salud escolar (SHAC). (Cumplimiento: se utilizara el Proyecto de Ley 530 del Senado).	25%	55%	95%	
Milestone's/Strategy's Expected Results/Impact: Formative: Physical Activities, Classroom Observations, PD evaluations, Workshop Agendas/Sign-in sheets Summative: Fitness Assessment Data, Health School, Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community, Physical Fitness Activity participation **Staff Responsible for Monitoring:** Administration, Physical Education Teachers **Population:** ALL Students TI MI Emergent Bilinguals SE AR GT DYS - **Start Date:** July 1, 2022 - **End Date:** June 2, 2023 **Need Statements:** Perceptions 1 **Funding Sources:** PHYSICAL EDUCATION GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-117-Y-11-000-Y - $300				

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

Performance Objective 3 Need Statements:

Perceptions
Need Statement 1: Need to continue procedures and activities that maintain and/or improve the students' overall physical and mental well being and also provide the resources/materials students need to continue their distance learning. **Data Analysis/Root Cause**: Address COVID-19 needs & concerns. According to the 2021-2022 Parent Campus Needs Assessment (CNA) Survey several parents responded that they would like for the campus to offer more sport programs.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. In an effort to collect data from all stakeholders in a continuous process of modifying a campus improvement plan, several opportunities are presented throughout the academic year. Such instances include survey opportunities during parental involvement meetings, Open House, award ceremonies, and school festivities. The SBDM meets quarterly and during these meetings, progress monitoring, assessment data, usage report, and other data sources (refer to data documentation section) are used to review existing strengths and needs to determine any changes in these areas.

On May 13, 2022, the CNA results were received from BISD Assessment Dept.

On May17, 2022, the CNA results were shared with staff members via Microsoft One Drive.

On May 24, 2022, the committee members met and reviewed the plan, re-ranked needs, and determined priority areas

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations for the 2022-2023 school year. Campus SBDM members, parents, and the local community meet quarterly to review and revise the Campus Improvement Plan. On May 24, 2022, the CIP was reviewed for effectiveness, and input was collected from each SBDM Committee member. A complete list of the SBDM members is included as part of this plan.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by campus administrators based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds, and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2022-2023 was approved by the SBDM members on May 24, 2022.

The CIP was monitored through four formative review dates:

 October 31, 2022

January 31, 2023

March 31, 2023

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

Parents have access to the Camps Improvement Plan through the Villa Nueva Website. They are invited to review and revise the plan. The Campus Plan is written in English, goals 1, 6, and 9 include Spanish translation for the objectives and strategies, and all other parts are translated into Spanish upon request. The campus is seeking a feasible process for getting the plan completely translated.

2.4: Opportunities for all children to meet State standards

The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; Activities 1.1.2 (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; Activity 3.1.1 (3) include strategies for meeting the educational needs of historically under served populations; Activities 3.1.1, 3.1.2 (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; Activity3.1.2 (5) address how the school will determine if such needs have been met;Activity 3.1.2 and (6) are consistent with and are designed to implement the State and local improvements plans.

Data will be analyzed after every assessment to ensure that instruction is individualized. Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. An RTI plan will be developed for struggling students to ensure that their needs are being met. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TPRI/Tejas Lee, mClass, Checkpoints, and Benchmark assessment, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Students not mastering the objectives will be provided additional assistance in the after-school tutorial program and/or enrichment courses based on his/her individual

2.5: Increased learning time and well-rounded education

Villa Nueva Elementary strives to maximize instruction time by developing a master schedule that fits the needs of all grade levels and hosting school functions during non-instructional hours. Students are constantly learning all the core subject areas with a rigorous and engaging curriculum. Our Extended Day classes offer rigorous lessons in the areas of Literacy, ELA, Math, and Science. With accompanying extracurricular activities, students are provided with a well-rounded education. The CIP contains goals and strategies in all content areas that focus on strengthening the academic program. The following extracurricular activities promote academic, social, and emotional development: Choir, UIL, Chess, Coding, Battle of the Books Club, Track and Field, Running Club, AR, Arts and Crafts Club, Race Car, Morning Yoga Classes, Archery Club, Typing Club, and Baking Club.

2.6: Address needs of all students, particularly at-risk

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. The campus will also continue to provide the state-mandated State Compensatory Education Program through campus as well as District funded initiatives. During the Spring semester, at-risk students will attend tutorial classes twice a week. At-risk students will also receive in-house tutoring throughout the 2022-2023 school year, instructional materials, software, and supplemental instructional services via State Compensatory Education funded personnel. The main strategies for struggling students are found in Goal 9. These include extended learning time, additional activities for retention, dropout prevention, etc. Refer to selected strategies for key strategies.

3.1: Annually evaluate the schoolwide plan

At Villa Nueva Elementary the Parent and Family Engagement Policy was developed in collaboration between SBDM campus representatives and parents/guardians of participating children. On Thursday, April 15, 2021, parents met with the DPAC parent representative and the district parent trainer to review and revise the School Compact and the Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/campus level. The PFE and School Parent-Student Compact were shared with the Campus SBDM members via email on March 20, 2021, to review. The Campus SBDM Committee met on May 24, 2021, to revise and approve the PFE Policy and School-Parent-Student Compact. The policy and the compact are distributed at the beginning of the 2021-2022 school year, to all parents in English and/or Spanish and are also available to the local community to view on our campus website. Updates if necessary are made periodically to the policy to meet the overall changing needs.

Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement.

PFE Policy and School-Parent-Student Compact Approved: May 24, 2022.

PFE Policy and School-Parent-Student Compact Distribution Date: August 16, 2022.

4.1: Develop and distribute Parent and Family Engagement Policy

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

The parent involvement meetings scheduled are based on the needs of the campus. Flexible Parent & Family Engagement meetings are offered in English and Spanish and are held Thursday mornings (9:30 a.m.) and afternoons (1:30 p.m.). Topics addressed include the following: parent volunteer process, improving student fluency, activities for developing comprehension, reviewing State Assessment results, technology use, health tips, etc...

Title I-A meetings were held for parents

Title I-A meeting held on August 11, 2022, for Teachers during the 2022-2023 Campus Staff Development.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5.1: Determine which students will be served by following local policy

n/a

Title I Personnel

Name	Position	Program	FTE
Florinda Correa	Teacher Aide	Title 1-A	1
Monica Quintero	Parent Liaison	Title 1-A	1
Vacancy	Library Aide	Title 1-A	.5

2022-2023 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Gutierrez	Principal
Classroom Teacher	Cecilia Guillen Y1	Sp Ed
Non-classroom Professional	Ernie Vela Y2	Asst Principal
Classroom Teacher	Sonia Martinez Y1	Second grade
Classroom Teacher	Rose Ruiz Y2	Second Grade
Classroom Teacher	Briza De la Cruz Y2	Fifth Grade
Classroom Teacher	Laura Vasquez Y2	Kinder
Meeting Participant	Alma Rubio	Area Administrator
District-level Professional	Anibal Villarreal Y1	District Rep
Business Representative	Louis Cueva Y1	Business Representative
Business Representative	Bertha De La Garza Y1	Business Representative
Parent	Rick Sanchez Y2	Parent
Community Representative	Dr. Jonathan Guist Y1	Community Representative
Parent	Evangelina Juarez Y1	Parent
Paraprofessional	Cecilia Garcia Y2	Paraprofessional
Classroom Teacher	Nora Figueroa Y2	First Grade
Classroom Teacher	Cynthia Perez Y2	Pre-K 4
Classroom Teacher	Lidia Guajardo Y1	Fourth Grade
Parent	Felisha Tapia	Parent
Community Representative	Mayte Guist Y1	Community Representative

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	7	STUDENT TRANSPORTATION	199-11-6494-00-117-Y-11-000-Y	$1,890.00
2	1	2	STUDENT FURNITURE	199-11-6399-45-117-Y-11-000-Y	$1,000.00
2	1	3	CUSTODIAL EQUIPMENT UNDER 5,000	19-51-6398-00-117-Y-99-000-Y	$250.00
2	1	3	CUSTODIAL MAINTENANCE SUPPLIES	199-51-6315-00-117-Y-99-000-Y	$5,400.00
2	1	3	CUSTODIAL OVERTIME	199-51-6121-47-117-Y-99-000-Y	$200.00
2	1	3	UTIL-SEWER	199-23-6259-00-117-Y-99-000-Y	$237.00
3	2	2	TEACHER RECOGNITIONS AND INCENTIVES	199-23-6498-00-117-Y-99-000-Y	$1,500.00
5	1	2	OVERTIME FOR OFFICE STAFF FOR STUDENT SAFETY	199-11-6121-51-117-Y-11-000-Y	$40.00
5	1	2	OVERTIME FOR PARA PROFESSIONAL STAFF FOR STUDENT SAFETY	199-23-6121-51-117-Y-11-000-Y	$150.00
5	2	4	COUNSELING DEPT GENERAL SUPPLIES	199-31-6399-00-117-Y-99-000-Y	$150.00
5	2	4	COUNSELING DEPT SUPPLIES	199-31-6399-00-117-Y-99-32-Y	$50.00
7	1	1	SUBSTITUTES AND FRINGES		$484.00
8	1	2	SOFTWARE	199-12-6395-62-117-Y-99-000-Y	$528.00
8	2	1	EQUIPMENT UNDER 5000 FOR ADMINISTRATION	199-23-6398-00-117-Y-99-000-Y	$1,016.00
9	1	2	AWARDS	199-11-6498-00-117-Y-11-000-Y	$4,500.00
9	2	6	GENERAL SUPPLIES	199-11-6399-00-117-Y-11-000-Y	$500.00
9	2	10	AR LIBRARY BOOKS	199-12-6329-00-117-Y-99-000-Y	$300.00
9	3	1	NURSE SUPPLIES	199-33-6399-00-117-Y-99-000-Y	$300.00
9	3	2	PHYSICAL EDUCATION GENERAL SUPPLIES	199-11-6399-51-117-Y-11-000-Y	$300.00
				Sub-Total	$18,795.00
				Budgeted Fund Source Amount	$18,795.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	3	SSI TUTORIALS-EXTRA DUTY PAY	162-11-6118-00-117-Y-24-SSI-Y	$4,340.00
9	2	3	MEDIA CENTER	162-11-6399-16-117-Y-30-000-Y	$1,000.00
9	2	3	COPY PAPER	162-11-6396-00-117-Y-30-000-Y	$844.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	Professional Extra Duty Pay	162-11-66118-00-117-Y-30-000-Y	$3,972.00
9	2	10	READING MATERIALS	162-11-6329-00-117-Y-30-000-Y	$1,934.00
				Sub-Total	$12,090.00
				Budgeted Fund Source Amount	$12,090.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	2	TONER FOR PRINTERS	166-11-6399-61-117-Y-23-000-Y	$1,110.00
9	2	6	GENERAL SUPPLIES FOR RESOURCE AND INCLUSION	166-11-6399-00-117-Y-23-0P3-Y	$409.00
9	2	6	GENERAL SUPPLIES FOR ECSE	166-11-6399-00-117-Y-23-0P4-Y	$1,484.00
9	3	1	Gloves	166-11-6399-00-117-Y-23-0B0-Y	$291.00
				Sub-Total	$3,294.00
				Budgeted Fund Source Amount	$3,294.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Social Security/Medicare - Substitutes	211-11-6141-18-117-Y-30-AYP-Y	$8.00
1	1	1	Substitutes	211-11-6112-18-117-Y-30-AYP-Y	$500.00
1	1	3	General Supplies	211-11-6399-00-117-Y-30-0F2-Y	$768.00
1	1	3	Classroom Reading Materials	211-11-6329-00-11-Y-30-0F2-Y	$1,000.00
1	2	1	Employee Benefits	211-11-6149-00-117-Y-30-3YR-Y	$18.00
1	2	1	Social Security /Medicare	211-11-6141-00-117-Y-30-3YR-Y	$17.00
1	2	1	Teacher Retirement Care/TRS Care	211-11-6146-00-117-Y-30-3YR-Y	$114.00
1	2	1	PK3 Stipends	211-11-6117-00-117-Y-30-3YR-Y	$1,200.00
1	2	1	Unemployment Compensation	211-11-6145-00-117-30-3YR-Y	$1.00
6	1	1	Refreshments	211-61-6499-53-117-Y-30-0F2-Y	$900.00
6	1	1	TONER FOR PRINTER	211-61-6399-65-117-Y-30-0F2-Y	$244.00
6	1	1	General Supplies	211-61-6399-00-117-Y-30-0F2-Y	$656.00
8	1	1	Software Licenses	211-11-6299-62-117-Y-30-0F2-Y	$5,500.00
9	1	1	Attendance - Parent Liaison Travel (GAS Mileage)	211-61-6411-00-117-Y-30-0F2-Y	$900.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	Media Center	211-11-6399-16-117-Y-30-0F2-Y	$500.00
9	2	3	Copy Paper	211-11-6396-00-117-Y-30-0F2-Y	$2,300.00
9	2	5	General Supplies for Dean - PD	211-13-6399-65-117-Y-30-0F2-Y	$652.00
9	2	6	Professional Development - General Supplies	211-13-6399-00-117-Y-30-0F2-Y	$500.00
9	2	8	Administrative General Supplies	211-23-6399-00-117-Y-30-0F2-Y	$300.00
				Sub-Total	$16,078.00
				Budgeted Fund Source Amount	$16,078.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	TECHNOLOGY SCIENCE LAB	281-11-6398-62-117-Y-24-0CG-2	$10,347.00
1	1	3	TECHNOLOGY INSTILLATION-SCIENCE LAB	281-11-6299-00-117-Y-24-0CG-2	$600.00
1	1	3	FURNITURE-SCIENCE LAB	281-11-6399-45-117-Y-24-0CG-2	$41,410.00
1	1	3	General Supplies-Science Lab	281-11-639900-117-Y-24-0CG-2	$22,643.00
7	1	1	PROFESSIONAL DEVELOPMENT / CONSULTANTS	281-13-6298-00-117-Y-24-OCG-2	$4,192.00
9	2	3	SUPPLEMENTAL DUTY PAY AND FRINGES	281-13-6118-00-117-Y-24-OCG-2	$35,633.00
9	2	3	TRANSPORTATION	281-13-6494-00-117-Y-24-OCG-2	$10,800.00
9	2	10	CLASS SETS-AR BOOKS	281-12-6329-00-117-Y-99-0CG-2	$2,400.00
				Sub-Total	$128,025.00
				Budgeted Fund Source Amount	$128,025.00
				+/- Difference	$0.00
				Grand Total Budgeted	$178,282.00
				Grand Total Spent	$178,282.00
				+/- Difference	$0.00

Addendums

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or
                             more students directed at another student that exploits an im-
                             balance of power and involves engaging in written or verbal
                             expression, expression through electronic means, or physical
                             conduct that satisfies the applicability requirements below and
                             that:

                             a. Has the effect or will have the effect of physically harm-
                                 ing a student, damaging a student's property, or placing
                                 a student in reasonable fear of harm to the student's
                                 person or of damage to the student's property;

                             b. Is sufficiently severe, persistent, or pervasive enough
                                 that the action or threat creates an intimidating, threaten-
                                 ing, or abusive educational environment for a student;

                             c. Materially and substantially disrupts the educational pro-
                                 cess or the orderly operation of a classroom or school;
                                 or

                             d. Infringes on the rights of the victim at school; and

                         2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any
                         electronic communication device, including through the use of a
                         cellular or other type of telephone, a computer, a camera, electron-
                         ic mail, instant messaging, text messaging, a social media applica-
                         tion, an Internet website, or any other Internet-based communica-
                         tion tool.

Applicability   These provisions apply to:

                         1. Bullying that occurs on or is delivered to school property or to
                             the site of a school-sponsored or school-related activity on or
                             off school property;

                         2. Bullying that occurs on a publicly or privately owned school
                             bus or vehicle being used for transportation of students to or
                             from school or a school-sponsored or school-related activity;
                             and

                         3. Cyberbullying that occurs off school property or outside of a
                             school-sponsored or school-related activity if the cyberbully-
                             ing:

                             a. Interferes with a student's educational opportunities; or

b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	54%	**49%**	-	48%	-	-	-	-	*	20%	*	53%	33%	46%	47%
	2019	76%	80%	**63%**	-	62%	*	-	-	-	-	0%	-	60%	*	60%	59%
At Meets Grade Level or Above	2021	39%	21%	**11%**	-	11%	-	-	-	-	*	0%	*	11%	11%	10%	9%
	2019	45%	46%	**27%**	-	26%	*	-	-	-	-	0%	-	27%	*	26%	19%
At Masters Grade Level	2021	19%	7%	**2%**	-	2%	-	-	-	-	*	0%	*	0%	11%	2%	3%
	2019	27%	26%	**20%**	-	20%	*	-	-	-	-	0%	-	21%	*	17%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	40%	**27%**	-	27%	-	-	-	-	*	40%	*	28%	22%	27%	28%
	2019	79%	85%	**71%**	-	70%	*	-	-	-	-	0%	-	71%	*	68%	68%
At Meets Grade Level or Above	2021	31%	13%	**4%**	-	5%	-	-	-	-	*	0%	*	3%	11%	5%	6%
	2019	49%	56%	**27%**	-	28%	*	-	-	-	-	0%	-	29%	*	23%	19%
At Masters Grade Level	2021	14%	4%	**0%**	-	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	25%	27%	**12%**	-	12%	*	-	-	-	-	0%	-	13%	*	13%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	**41%**	-	41%	-	-	-	-	-	8%	*	44%	*	40%	36%
	2019	75%	83%	**77%**	-	76%	-	-	-	-	*	13%	*	76%	86%	76%	74%
At Meets Grade Level or Above	2021	36%	27%	**27%**	-	27%	-	-	-	-	-	0%	*	29%	*	24%	24%
	2019	44%	51%	**42%**	-	43%	-	-	-	-	*	0%	*	45%	14%	43%	40%
At Masters Grade Level	2021	17%	10%	**5%**	-	5%	-	-	-	-	-	0%	*	5%	*	3%	7%
	2019	22%	23%	**16%**	-	17%	-	-	-	-	*	0%	*	17%	14%	14%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	40%	**35%**	-	35%	-	-	-	-	-	8%	*	37%	*	33%	33%
	2019	75%	82%	**62%**	-	63%	-	-	-	-	*	13%	*	62%	57%	62%	60%
At Meets Grade Level or Above	2021	36%	17%	**11%**	-	11%	-	-	-	-	-	0%	*	12%	*	9%	9%
	2019	48%	53%	**30%**	-	31%	-	-	-	-	*	0%	*	32%	14%	30%	28%
At Masters Grade Level	2021	21%	8%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2019	28%	30%	**18%**	-	18%	-	-	-	-	*	0%	*	18%	14%	16%	13%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	42%	**31%**	-	31%	-	-	-	-	-	0%	*	34%	*	28%	25%
	2019	67%	78%	**64%**	-	65%	-	-	-	-	*	13%	*	67%	43%	65%	57%
At Meets Grade Level or Above	2021	27%	18%	**12%**	-	12%	-	-	-	-	-	0%	*	13%	*	9%	6%
	2019	35%	44%	**38%**	-	39%	-	-	-	-	*	0%	*	41%	14%	37%	30%
At Masters Grade Level	2021	8%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2019	11%	14%	**10%**	-	10%	-	-	-	-	*	0%	*	11%	0%	10%	6%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	71%	**70%**	-	70%	-	-	-	-	-	14%	-	67%	88%	71%	68%
	2019	86%	91%	**89%**	-	88%	*	-	-	-	-	43%	*	91%	60%	86%	88%
At Meets Grade Level or Above	2021	46%	39%	**39%**	-	39%	-	-	-	-	-	0%	-	43%	13%	38%	41%
	2019	54%	56%	**39%**	-	39%	*	-	-	-	-	14%	*	40%	20%	36%	35%
At Masters Grade Level	2021	30%	24%	**26%**	-	26%	-	-	-	-	-	0%	-	28%	13%	23%	22%
	2019	29%	28%	**23%**	-	23%	*	-	-	-	-	14%	*	23%	20%	20%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	59%	**53%**	-	53%	-	-	-	-	-	25%	-	52%	56%	49%	46%
	2019	90%	96%	**93%**	-	93%	*	-	-	-	-	71%	*	94%	80%	91%	92%
At Meets Grade Level or Above	2021	44%	32%	**33%**	-	33%	-	-	-	-	-	0%	-	35%	22%	27%	27%
	2019	58%	70%	**40%**	-	39%	*	-	-	-	-	0%	*	42%	20%	38%	42%
At Masters Grade Level	2021	25%	14%	**11%**	-	11%	-	-	-	-	-	0%	-	11%	11%	8%	5%
	2019	36%	46%	**30%**	-	30%	*	-	-	-	-	0%	*	32%	0%	27%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	**50%**	-	50%	-	-	-	-	-	0%	-	54%	25%	44%	46%
	2019	75%	84%	**71%**	-	71%	*	-	-	-	-	14%	*	72%	60%	66%	69%
At Meets Grade Level or Above	2021	31%	17%	**17%**	-	17%	-	-	-	-	-	0%	-	17%	13%	15%	14%
	2019	49%	60%	**30%**	-	30%	-	-	-	-	-	0%	*	32%	0%	25%	27%
At Masters Grade Level	2021	13%	6%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	0%	0%
	2019	24%	28%	**4%**	-	4%	*	-	-	-	-	0%	*	5%	0%	2%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**45%**	-	45%	-	-	-	-	*	12%	57%	46%	35%	42%	41%
	2019	78%	81%	**74%**	-	74%	100%	-	-	-	*	20%	83%	75%	67%	72%	69%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	**20%**	-	20%	-	-	-	-	*	0%	43%	21%	11%	17%	17%
	2019	50%	52%	**35%**	-	35%	40%	-	-	-	*	2%	17%	37%	14%	33%	30%
At Masters Grade Level	2021	18%	11%	**6%**	-	6%	-	-	-	-	*	0%	0%	6%	5%	5%	5%
	2019	24%	23%	**17%**	-	17%	0%	-	-	-	*	2%	17%	17%	7%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**53%**	-	53%	-	-	-	-	*	12%	*	54%	48%	52%	49%
	2019	75%	76%	**77%**	-	77%	*	-	-	-	*	18%	*	77%	80%	75%	73%
At Meets Grade Level or Above	2021	45%	38%	**27%**	-	27%	-	-	-	-	*	0%	*	29%	10%	24%	25%
	2019	48%	47%	**37%**	-	37%	*	-	-	-	*	5%	*	39%	20%	36%	32%
At Masters Grade Level	2021	18%	12%	**11%**	-	11%	-	-	-	-	*	0%	*	11%	10%	10%	11%
	2019	21%	18%	**20%**	-	20%	*	-	-	-	*	5%	*	20%	13%	17%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**39%**	-	39%	-	-	-	-	*	19%	*	40%	32%	36%	36%
	2019	82%	86%	**75%**	-	75%	*	-	-	-	*	27%	*	76%	67%	73%	70%
At Meets Grade Level or Above	2021	37%	21%	**17%**	-	17%	-	-	-	-	*	0%	*	17%	14%	14%	14%
	2019	52%	57%	**33%**	-	33%	*	-	-	-	*	0%	*	35%	13%	31%	28%
At Masters Grade Level	2021	18%	7%	**4%**	-	4%	-	-	-	-	*	0%	*	4%	5%	3%	2%
	2019	26%	31%	**21%**	-	21%	*	-	-	-	*	0%	*	22%	7%	19%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	**31%**	-	31%	-	-	-	-	-	0%	*	34%	*	28%	25%
	2019	68%	76%	**64%**	-	65%	-	-	-	-	*	13%	*	67%	43%	65%	57%
At Meets Grade Level or Above	2021	30%	23%	**12%**	-	12%	-	-	-	-	-	0%	*	13%	*	9%	6%
	2019	38%	44%	**38%**	-	39%	-	-	-	-	*	0%	*	41%	14%	37%	30%
At Masters Grade Level	2021	9%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2019	14%	15%	**10%**	-	10%	-	-	-	-	*	0%	*	11%	0%	10%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**50%**	-	50%	-	-	-	-	-	0%	-	54%	25%	44%	46%
	2019	81%	84%	**71%**	-	71%	*	-	-	-	-	14%	*	72%	60%	66%	69%
At Meets Grade Level or Above	2021	44%	31%	**17%**	-	17%	-	-	-	-	-	0%	-	17%	13%	15%	14%
	2019	54%	55%	**30%**	-	30%	*	-	-	-	-	0%	*	32%	0%	25%	27%
At Masters Grade Level	2021	20%	10%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	0%	0%
	2019	25%	21%	**4%**	-	4%	*	-	-	-	-	0%	*	5%	0%	2%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
Grade 4 ELA/Reading	2019	61	69	**63**	-	63	-	-	-	-	*	38	*	62	71	58	65
	2018	63	65	**46**	-	46	-	-	-	-	-	17	*	48	25	48	39
Grade 4 Mathematics	2019	65	64	**54**	-	55	-	-	-	-	*	50	*	55	50	55	58
	2018	65	66	**48**	-	48	-	-	-	-	-	17	*	51	25	49	53
Grade 5 ELA/Reading	2019	81	78	**75**	-	75	-	-	-	-	-	86	*	75	*	76	86
	2018	80	81	**70**	-	70	-	-	-	-	-	70	-	73	50	72	62
Grade 5 Mathematics	2019	83	88	**83**	-	83	-	-	-	-	-	100	*	84	*	81	82
	2018	81	87	**90**	-	90	-	-	-	-	-	100	-	92	75	90	93
All Grades Both Subjects	2019	69	69	**68**	-	68	-	-	-	-	*	67	*	69	60	66	69
	2018	69	71	**63**	-	63	-	-	-	-	-	59	*	66	45	65	63
All Grades ELA/Reading	2019	68	67	**68**	-	69	-	-	-	-	*	60	*	68	70	66	73
	2018	69	69	**58**	-	58	-	-	-	-	-	50	*	60	39	60	51
All Grades Mathematics	2019	70	71	**68**	-	68	-	-	-	-	*	73	*	69	50	67	66
	2018	70	72	**69**	-	69	-	-	-	-	-	69	*	71	50	70	74

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	**45%**	19%	19%	-	-	-	-	-	-	-	-	*	53%	19%	69%
	2019	78%	81%	**74%**	61%	61%	-	-	-		64%	-	64%		63%		62%	
At Meets Grade Level or Above	2021	41%	31%	**20%**	5%	5%	-	-	-	-	-	-	-	-	*	26%	5%	33%
	2019	50%	52%	**35%**	17%	17%	-	-	-		39%	-	39%		38%		21%	
At Masters Grade Level	2021	18%	11%	**6%**	0%	0%	-	-	-	-	-	-	-	-	*	9%	0%	10%
	2019	24%	23%	**17%**	6%	6%	-	-	-		6%	-	6%		38%		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	**53%**	27%	27%	-	-	-	-	-	-	-	-	*	63%	27%	78%
	2019	75%	76%	**77%**	65%	65%	-	-	-		82%	-	82%		*		68%	
At Meets Grade Level or Above	2021	45%	38%	**27%**	8%	8%	-	-	-	-	-	-	-	-	*	29%	8%	48%
	2019	48%	47%	**37%**	17%	17%	-	-	-		55%	-	55%		*		24%	
At Masters Grade Level	2021	18%	12%	**11%**	0%	0%	-	-	-	-	-	-	-	-	*	13%	0%	24%
	2019	21%	18%	**20%**	5%	5%	-	-	-		18%	-	18%		*		9%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	51%	**39%**	16%	16%	-	-	-	-	-	-	-	-	*	45%	16%	62%
	2019	82%	86%	**75%**	63%	63%	-	-	-		55%	-	55%		*		62%	
At Meets Grade Level or Above	2021	37%	21%	**17%**	3%	3%	-	-	-	-	-	-	-	-	*	22%	3%	28%
	2019	52%	57%	**33%**	17%	17%	-	-	-		27%	-	27%		*		19%	
At Masters Grade Level	2021	18%	7%	**4%**	0%	0%	-	-	-	-	-	-	-	-	*	8%	0%	4%
	2019	26%	31%	**21%**	10%	10%	-	-	-		0%	-	0%		*		9%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	**31%**	8%	8%	-	-	-	-	-	-	-	-	-	47%	8%	58%
	2019	68%	76%	**64%**	50%	50%	-	-	-		55%	-	55%		*		50%	
At Meets Grade Level or Above	2021	30%	23%	**12%**	0%	0%	-	-	-	-	-	-	-	-	-	27%	0%	17%
	2019	38%	44%	**38%**	19%	19%	-	-	-		36%	-	36%		*		24%	
At Masters Grade Level	2021	9%	5%	**0%**	0%	0%	-	-	-	-	-	-	-	-	-	0%	0%	0%
	2019	14%	15%	**10%**	0%	0%	-	-	-		0%	-	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	**50%**	14%	14%	-	-	-	-	-	-	-	-	*	59%	13%	68%
	2019	81%	84%	**71%**	57%	57%	-	-	-		-	-	-		*		60%	
At Meets Grade Level or Above	2021	44%	31%	**17%**	7%	7%	-	-	-	-	-	-	-	-	*	24%	7%	18%
	2019	54%	55%	**30%**	14%	14%	-	-	-		-	-	-		*		13%	
At Masters Grade Level	2021	20%	10%	**2%**	0%	0%	-	-	-	-	-	-	-	-	*	6%	0%	0%
	2019	25%	21%	**4%**	0%	0%	-	-	-		-	-	-		*		0%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

  Blank cell indicates there are no data available in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**90%**	-	90%	-	-	-	-	*	87%	88%	90%	89%	89%	93%
Included in Accountability	83%	67%	**86%**	-	86%	-	-	-	-	*	82%	88%	88%	77%	86%	88%
Not Included in Accountability: Mobile	3%	1%	**3%**	-	3%	-	-	-	-	*	4%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	*	1%	0%	0%	3%	1%	1%
Not Tested	12%	29%	**10%**	-	10%	-	-	-	-	*	13%	13%	10%	11%	11%	7%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	29%	**10%**	-	10%	-	-	-	-	*	13%	13%	10%	11%	11%	7%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	96%	63%	-	-	-	*	100%	100%	98%	75%	95%	95%
Not Included in Accountability: Mobile	4%	2%	**4%**	-	3%	38%	-	-	-	*	0%	0%	2%	18%	4%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	*	0%	0%	0%	7%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	**98.9%**	-	98.9%	*	-	-	-	*	98.3%	98.8%	98.8%
2018-19	95.4%	95.0%	**95.5%**	-	95.5%	96.2%	-	-	-	*	93.7%	95.3%	95.5%
Chronic Absenteeism													
2019-20	6.7%	7.6%	**3.5%**	-	3.6%	*	-	-	-	*	3.8%	3.7%	3.6%
2018-19	11.4%	13.8%	**7.5%**	-	7.7%	0.0%	-	-	-	*	13.3%	8.2%	4.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
VILLA NUEVA EL (031901117) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	8.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	2,626	360,220
By Ethnicity:				
African American	-	-	2	44,729
Hispanic	-	-	2,610	184,060
White	-	-	9	105,215
American Indian	-	-	0	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	21	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	100	49,535
Foundation H.S. Program (Endorsement)	-	-	48	15,689
Foundation H.S. Program (DLA)	-	-	2,455	292,532
Special Education Graduates	-	-	277	29,018
Economically Disadvantaged Graduates	-	-	2,241	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	366	29,639
At-Risk Graduates	-	-	1,525	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

| | Membership | | | Enrollment | | | |
| | Campus | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	424	100.0%	40,737	5,359,040	425	100.0%	40,765	5,371,586
Students by Grade:								
Early Childhood Education	4	0.9%	0.0%	0.3%	5	1.2%	0.1%	0.4%
Pre-Kindergarten	59	13.9%	6.6%	3.7%	59	13.9%	6.6%	3.7%
Pre-Kindergarten: 3-year Old	21	5.0%	2.0%	0.5%				
Pre-Kindergarten: 4-year Old	38	9.0%	4.6%	3.2%				
Kindergarten	64	15.1%	6.1%	6.7%	64	15.1%	6.1%	6.7%
Grade 1	51	12.0%	6.3%	7.1%	51	12.0%	6.3%	7.1%
Grade 2	63	14.9%	6.4%	7.1%	63	14.8%	6.4%	7.1%
Grade 3	55	13.0%	6.6%	7.1%	55	12.9%	6.6%	7.1%
Grade 4	70	16.5%	6.9%	7.2%	70	16.5%	6.9%	7.2%
Grade 5	58	13.7%	6.9%	7.4%	58	13.6%	6.9%	7.4%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	7.3%	7.9%	0	0.0%	7.3%	7.9%
Grade 9	0	0.0%	8.3%	8.1%	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.7%	0	0.0%	0.1%	12.7%
Hispanic	419	98.8%	98.5%	52.9%	420	98.8%	98.5%	52.9%
White	4	0.9%	1.1%	26.5%	4	0.9%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.7%	0	0.0%	0.2%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.0%	2.7%	1	0.2%	0.0%	2.7%
Sex:								
Female	199	46.9%	49.0%	48.9%	199	46.8%	49.0%	48.9%
Male	225	53.1%	51.0%	51.1%	226	53.2%	51.0%	51.1%
Economically Disadvantaged	394	92.9%	89.2%	60.3%	394	92.7%	89.2%	60.2%
Non-Educationally Disadvantaged	30	7.1%	10.8%	39.7%	31	7.3%	10.8%	39.8%
Section 504 Students	19	4.5%	9.2%	7.2%	19	4.5%	9.1%	7.2%
EB Students/EL	203	47.9%	35.7%	20.7%	203	47.8%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.8%	1.2%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	18	4.2%	6.5%	4.5%	18	4.2%	6.5%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	14	3.3%	1.5%	1.1%	14	3.3%	1.5%	1.1%
Immigrant	2	0.5%	1.0%	2.0%	2	0.5%	1.0%	2.0%
Migrant	9	2.1%	1.1%	0.3%	9	2.1%	1.1%	0.3%
Title I	407	96.0%	99.0%	64.5%	408	96.0%	99.0%	64.5%
Military Connected	2	0.5%	0.5%	2.7%	2	0.5%	0.5%	2.7%
At-Risk	311	73.3%	69.9%	49.2%	311	73.2%	69.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	202	47.6%	35.2%	21.0%	202	47.5%	35.2%	20.9%
Gifted and Talented Education	20	4.7%	11.4%	8.3%	20	4.7%	11.4%	8.3%
Special Education	57	13.4%	14.4%	11.1%	58	13.6%	14.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	28.1%	54.6%	42.5%				
Students with Physical Disabilities	16	28.1%	12.0%	21.3%				
Students with Autism	**	**	11.7%	14.1%				
Students with Behavioral Disabilities	13	22.8%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	42	12.1%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	42	12.1%	11.7%	7.1%				
White	0	0.0%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	8	14.5%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	21	12.4%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	39	12.4%	12.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	28	7.6%	11.3%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.2%	1.2%	1.4%	0.0%	1.4%	4.8%
Grade 1	5.5%	3.7%	1.9%	8.3%	4.7%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	1.4%	1.4%
Grade 3	1.8%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.3%	0.0%	0.4%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.2%	0.3%
Grade 6	-	0.8%	0.2%	-	0.2%	0.3%
Grade 7	-	1.2%	0.3%	-	0.5%	0.3%
Grade 8	-	1.0%	0.2%	-	0.5%	0.4%
Grade 9	-	3.4%	4.7%	-	8.5%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.8	18.4	17.7
Grade 1	15.1	16.3	18.0
Grade 2	18.6	18.0	18.0
Grade 3	16.7	18.7	18.2
Grade 4	12.8	20.8	18.3
Grade 5	14.8	21.1	19.8
Grade 6	-	23.3	19.4
Secondary:			
English/Language Arts	-	17.0	15.7
Foreign Languages	-	19.8	17.8
Mathematics	-	19.5	16.9
Science	-	20.4	17.9
Social Studies	-	20.1	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	48.1	100.0%	100.0%	100.0%
Professional Staff:	36.9	76.8%	56.9%	64.3%
Teachers	29.6	61.6%	43.9%	49.6%
Professional Support	4.3	8.9%	9.9%	10.6%
Campus Administration (School Leadership)	3.0	6.2%	2.8%	3.0%
Educational Aides:	11.2	23.2%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	58.0	4,290.0
Part-time Librarians	1.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	148.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,126.0
Total Minority Staff:	42.3	88.0%	94.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.1%
Hispanic	24.5	82.6%	91.4%	28.4%
White	5.1	17.4%	7.9%	56.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.5	11.8%	31.1%	23.8%
Females	26.1	88.2%	68.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	27.3	92.0%	79.9%	73.0%
Masters	2.4	8.0%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.9%	6.7%
1-5 Years Experience	3.0	10.1%	11.7%	27.8%
6-10 Years Experience	6.0	20.3%	17.5%	20.3%
11-20 Years Experience	14.4	48.5%	41.6%	29.1%
21-30 Years Experience	6.1	20.6%	21.9%	13.0%
Over 30 Years Experience	?	0.5%	5.5%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.3	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	10.2	6.4
Average Years Experience of Principals with District	5.0	9.6	5.5
Average Years Experience of Assistant Principals	9.0	9.9	5.5
Average Years Experience of Assistant Principals with District	9.0	9.8	4.8
Average Years Experience of Teachers:	15.3	15.5	11.2
Average Years Experience of Teachers with District:	14.8	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,963	$50,849
1-5 Years Experience	$49,296	$52,972	$53,288
6-10 Years Experience	$53,271	$54,209	$56,282
11-20 Years Experience	$56,938	$59,076	$59,900
21-30 Years Experience	$64,035	$66,110	$64,637
Over 30 Years Experience	$74,396	$72,850	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$56,970	$59,653	$57,641
Professional Support	$65,046	$74,973	$68,030
Campus Administration (School Leadership)	$84,743	$96,265	$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	3.9%	2.6%	6.2%
Career and Technical Education	0.0	0.0%	5.8%	5.1%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted and Talented Education	1.1	3.7%	0.6%	1.8%
Regular Education	24.2	81.8%	78.3%	71.0%
Special Education	3.1	10.6%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

-   Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **VILLA NUEVA EL**

Campus Number: **031901117**

2019 Accountability Rating: **C**

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District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**63%**	-	62%	*	-	-	-	-	0%	-	60%	*	60%	59%
	2018	77%	80%	**71%**	-	71%	-	-	-	-	*	33%	*	71%	67%	70%	60%
At Meets Grade Level or Above	2019	45%	46%	**27%**	-	26%	*	-	-	-	-	0%	-	27%	*	26%	19%
	2018	43%	42%	**32%**	-	32%	-	-	-	-	*	0%	*	33%	17%	30%	23%
At Masters Grade Level	2019	27%	26%	**20%**	-	20%	*	-	-	-	-	0%	-	21%	*	17%	16%
	2018	25%	22%	**18%**	-	19%	-	-	-	-	*	0%	*	19%	17%	17%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**71%**	-	70%	*	-	-	-	-	0%	-	71%	*	68%	68%
	2018	78%	86%	**75%**	-	76%	-	-	-	-	*	33%	*	74%	83%	75%	74%
At Meets Grade Level or Above	2019	49%	56%	**27%**	-	28%	*	-	-	-	-	0%	-	29%	*	23%	19%
	2018	47%	54%	**38%**	-	39%	-	-	-	-	*	0%	*	40%	17%	37%	36%
At Masters Grade Level	2019	25%	27%	**12%**	-	12%	*	-	-	-	-	0%	-	13%	*	13%	8%
	2018	23%	27%	**16%**	-	16%	-	-	-	-	*	0%	*	16%	17%	15%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**77%**	-	76%	-	-	-	-	*	13%	*	76%	86%	76%	74%
	2018	73%	79%	**71%**	-	71%	-	-	-	-	-	29%	*	78%	22%	69%	70%
At Meets Grade Level or Above	2019	44%	51%	**42%**	-	43%	-	-	-	-	*	0%	*	45%	14%	43%	40%
	2018	46%	49%	**41%**	-	41%	-	-	-	-	-	14%	*	47%	0%	40%	30%
At Masters Grade Level	2019	22%	23%	**16%**	-	17%	-	-	-	-	*	0%	*	17%	14%	14%	17%
	2018	24%	23%	**15%**	-	15%	-	-	-	-	-	0%	*	17%	0%	14%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**62%**	-	63%	-	-	-	-	*	13%	*	62%	57%	62%	60%
	2018	78%	86%	**70%**	-	70%	-	-	-	-	-	0%	*	77%	22%	69%	73%
At Meets Grade Level or Above	2019	48%	53%	**30%**	-	31%	-	-	-	-	*	0%	*	32%	14%	30%	28%
	2018	49%	56%	**42%**	-	42%	-	-	-	-	-	0%	*	47%	11%	45%	45%
At Masters Grade Level	2019	28%	30%	**18%**	-	18%	-	-	-	-	*	0%	*	18%	14%	16%	13%
	2018	27%	30%	**21%**	-	21%	-	-	-	-	-	0%	*	23%	0%	22%	21%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**64%**	-	65%	-	-	-	-	*	13%	*	67%	43%	65%	57%
	2018	63%	74%	**53%**	-	53%	-	-	-	-	-	0%	*	56%	33%	54%	48%
At Meets Grade Level or Above	2019	35%	44%	**38%**	-	39%	-	-	-	-	*	0%	*	41%	14%	37%	30%
	2018	39%	48%	**32%**	-	32%	-	-	-	-	-	0%	*	34%	11%	31%	30%
At Masters Grade Level	2019	11%	14%	**10%**	-	10%	-	-	-	-	*	0%	*	11%	0%	10%	6%
	2018	11%	14%	**12%**	-	12%	-	-	-	-	-	0%	*	14%	0%	12%	12%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**89%**	-	88%	*	-	-	-	-	43%	*	91%	60%	86%	88%
	2018	84%	90%	**79%**	-	79%	-	-	-	-	*	20%	-	78%	89%	78%	74%
At Meets Grade Level or Above	2019	54%	56%	**39%**	-	39%	*	-	-	-	-	14%	*	40%	20%	36%	35%
	2018	54%	59%	**40%**	-	39%	-	-	-	-	*	10%	-	41%	33%	42%	36%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

Total Students: 472

Grade Span: EE - 05

School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**23%**	-	23%	*	-	-	-	-	14%	*	23%	20%	20%	12%
	2018	26%	28%	**15%**	-	15%	-	-	-	-	*	10%	-	17%	0%	16%	10%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**93%**	-	93%	*	-	-	-	-	71%	*	94%	80%	91%	92%
	2018	91%	97%	**96%**	-	96%	-	-	-	-	*	70%	-	95%	100%	96%	95%
At Meets Grade Level or Above	2019	58%	70%	**40%**	-	39%	*	-	-	-	-	0%	*	42%	20%	38%	42%
	2018	58%	74%	**61%**	-	61%	-	-	-	-	*	20%	-	60%	67%	61%	59%
At Masters Grade Level	2019	36%	46%	**30%**	-	30%	*	-	-	-	-	0%	*	32%	0%	27%	27%
	2018	30%	43%	**32%**	-	31%	-	-	-	-	*	0%	-	33%	22%	32%	28%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**71%**	-	71%	*	-	-	-	-	14%	*	72%	60%	66%	69%
	2018	76%	85%	**71%**	-	70%	-	-	-	-	*	30%	-	68%	89%	70%	64%
At Meets Grade Level or Above	2019	49%	60%	**30%**	-	30%	*	-	-	-	-	0%	*	32%	0%	25%	27%
	2018	41%	51%	**36%**	-	35%	-	-	-	-	*	10%	-	32%	67%	35%	31%
At Masters Grade Level	2019	24%	28%	**4%**	-	4%	*	-	-	-	-	0%	*	5%	0%	2%	0%
	2018	17%	20%	**6%**	-	4%	-	-	-	-	*	0%	-	5%	11%	6%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**74%**	-	74%	100%	-	-	-	*	20%	83%	75%	67%	72%	69%
	2018	77%	78%	**73%**	-	73%	-	-	-	-	80%	29%	64%	75%	62%	73%	70%
At Meets Grade Level or Above	2019	50%	52%	**35%**	-	35%	40%	-	-	-	*	2%	17%	37%	14%	33%	30%
	2018	48%	49%	**40%**	-	40%	-	-	-	-	60%	8%	45%	42%	29%	40%	36%
At Masters Grade Level	2019	24%	23%	**17%**	-	17%	0%	-	-	-	*	2%	17%	17%	7%	15%	12%
	2018	22%	21%	**17%**	-	17%	-	-	-	-	40%	2%	18%	18%	8%	17%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**77%**	-	77%	*	-	-	-	*	18%	*	77%	80%	75%	73%
	2018	74%	74%	**74%**	-	74%	-	-	-	-	*	26%	60%	76%	58%	73%	67%
At Meets Grade Level or Above	2019	48%	47%	**37%**	-	37%	*	-	-	-	*	5%	*	39%	20%	36%	32%
	2018	46%	44%	**38%**	-	37%	-	-	-	-	*	9%	40%	40%	17%	37%	29%
At Masters Grade Level	2019	21%	18%	**20%**	-	20%	*	-	-	-	*	5%	*	20%	13%	17%	15%
	2018	19%	17%	**16%**	-	16%	-	-	-	-	*	4%	0%	18%	4%	16%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**75%**	-	75%	*	-	-	-	*	27%	*	76%	67%	73%	70%
	2018	81%	85%	**80%**	-	80%	-	-	-	-	*	39%	60%	82%	67%	80%	81%
At Meets Grade Level or Above	2019	52%	57%	**33%**	-	33%	*	-	-	-	*	0%	*	35%	13%	31%	28%
	2018	50%	55%	**47%**	-	47%	-	-	-	-	*	9%	60%	49%	33%	47%	46%
At Masters Grade Level	2019	26%	31%	**21%**	-	21%	*	-	-	-	*	0%	*	22%	7%	19%	15%
	2018	24%	28%	**23%**	-	22%	-	-	-	-	*	0%	40%	24%	13%	23%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**64%**	-	65%	-	-	-	-	*	13%	*	67%	43%	65%	57%
	2018	66%	71%	**53%**	-	53%	-	-	-	-	-	0%	*	56%	33%	54%	48%
At Meets Grade Level or Above	2019	38%	44%	**38%**	-	39%	-	-	-	-	*	0%	*	41%	14%	37%	30%
	2018	41%	45%	**32%**	-	32%	-	-	-	-	-	0%	*	34%	11%	31%	30%
At Masters Grade Level	2019	14%	15%	**10%**	-	10%	-	-	-	-	*	0%	*	11%	0%	10%	6%
	2018	13%	13%	**12%**	-	12%	-	-	-	-	-	0%	*	14%	0%	12%	12%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**71%**	-	71%	*	-	-	-	-	14%	*	72%	60%	66%	69%
	2018	80%	82%	**71%**	-	70%	-	-	-	-	*	30%	-	68%	89%	70%	64%
At Meets Grade Level or Above	2019	54%	55%	**30%**	-	30%	*	-	-	-	-	0%	*	32%	0%	25%	27%
	2018	51%	51%	**36%**	-	35%	-	-	-	-	*	10%	-	32%	67%	35%	31%
At Masters Grade Level	2019	25%	21%	**4%**	-	4%	*	-	-	-	-	0%	*	5%	0%	2%	0%
	2018	23%	19%	**6%**	-	4%	-	-	-	-	*	0%	-	5%	11%	6%	3%

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**63**	-	63	-	-	-	-	*	38	*	62	71	58	65
	2018	63	65	**46**	-	46	-	-	-	-	-	17	*	48	25	48	39
Grade 4 Mathematics	2019	65	64	**54**	-	55	-	-	-	-	*	50	*	55	50	55	58
	2018	65	66	**48**	-	48	-	-	-	-	-	17	*	51	25	49	53
Grade 5 ELA/Reading	2019	81	78	**75**	-	75	-	-	-	-	-	86	*	75	*	76	86
	2018	80	81	**70**	-	70	-	-	-	-	-	70	-	73	50	72	62
Grade 5 Mathematics	2019	83	88	**83**	-	83	-	-	-	-	-	100	*	84	*	81	82
	2018	81	87	**90**	-	90	-	-	-	-	-	100	-	92	75	90	93
All Grades Both Subjects	2019	69	69	**68**	-	68	-	-	-	-	*	67	*	69	60	66	69
	2018	69	71	**63**	-	63	-	-	-	-	-	59	*	66	45	65	63
All Grades ELA/Reading	2019	68	67	**68**	-	69	-	-	-	-	*	60	*	68	70	66	73
	2018	69	69	**58**	-	58	-	-	-	-	-	50	*	60	39	60	51
All Grades Mathematics	2019	70	71	**68**	-	68	-	-	-	-	*	73	*	69	50	67	66
	2018	70	72	**69**	-	69	-	-	-	-	-	69	*	71	50	70	74

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**44%**	-	44%	-	-	-	-	-	10%	41%	45%
	2018	38%	44%	**36%**	-	36%	-	-	-	-	-	*	36%	41%
Mathematics	2019	45%	57%	**44%**	-	45%	-	-	-	-	*	46%	45%	47%
	2018	47%	57%	**52%**	-	52%	-	-	-	-	-	43%	52%	67%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**80%**	-	81%	*	-	-	-	-	29%	77%	69%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**20%**	-	19%	*	-	-	-	-	71%	23%	31%
STAAR Cumulative Met Standard														
	2019	86%	91%	**89%**	-	89%	*	-	-	-	-	43%	86%	81%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**87%**	-	89%	*	-	-	-	-	57%	84%	75%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**13%**	-	11%	*	-	-	-	-	43%	16%	25%
STAAR Cumulative Met Standard														
	2019	90%	96%	**92%**	-	91%	*	-	-	-	-	71%	89%	81%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**74%**	61%	61%	-	-	-	64%	-	64%	63%	62%	62%
	2018	77%	78%	**73%**	60%	60%	-	-	-	-	-	-	55%	60%	60%
At Meets Grade Level or Above	2019	50%	52%	**35%**	17%	17%	-	-	-	39%	-	39%	38%	21%	21%
	2018	48%	49%	**40%**	26%	26%	-	-	-	-	-	-	27%	26%	26%
At Masters Grade Level	2019	24%	23%	**17%**	6%	6%	-	-	-	6%	-	6%	38%	6%	7%
	2018	22%	21%	**17%**	5%	5%	-	-	-	-	-	-	9%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**77%**	65%	65%	-	-	-	82%	-	82%	*	68%	68%
	2018	74%	74%	**74%**	53%	53%	-	-	-	-	-	-	*	53%	53%
At Meets Grade Level or Above	2019	48%	47%	**37%**	17%	17%	-	-	-	55%	-	55%	*	23%	24%
	2018	46%	44%	**38%**	17%	17%	-	-	-	-	-	-	*	17%	18%
At Masters Grade Level	2019	21%	18%	**20%**	5%	5%	-	-	-	18%	-	18%	*	7%	9%
	2018	19%	17%	**16%**	6%	6%	-	-	-	-	-	-	*	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**75%**	63%	63%	-	-	-	55%	-	55%	*	62%	62%
	2018	81%	85%	**80%**	73%	73%	-	-	-	-	-	-	*	73%	74%
At Meets Grade Level or Above	2019	52%	57%	**33%**	17%	17%	-	-	-	27%	-	27%	*	18%	19%
	2018	50%	55%	**47%**	34%	34%	-	-	-	-	-	-	*	34%	34%
At Masters Grade Level	2019	26%	31%	**21%**	10%	10%	-	-	-	0%	-	0%	*	8%	9%
	2018	24%	28%	**23%**	6%	6%	-	-	-	-	-	-	*	6%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**64%**	50%	50%	-	-	-	55%	-	55%	*	51%	50%
	2018	66%	71%	**53%**	33%	33%	-	-	-	-	-	-	*	33%	31%
At Meets Grade Level or Above	2019	38%	44%	**38%**	19%	19%	-	-	-	36%	-	36%	*	24%	24%
	2018	41%	45%	**32%**	20%	20%	-	-	-	-	-	-	*	20%	19%
At Masters Grade Level	2019	14%	15%	**10%**	0%	0%	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	13%	**12%**	0%	0%	-	-	-	-	-	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**71%**	57%	57%	-	-	-	-	-	-	*	57%	60%
	2018	80%	82%	**71%**	62%	62%	-	-	-	-	-	-	*	62%	60%
At Meets Grade Level or Above	2019	54%	55%	**30%**	14%	14%	-	-	-	-	-	-	*	14%	13%
	2018	51%	51%	**36%**	31%	31%	-	-	-	-	-	-	*	31%	33%
At Masters Grade Level	2019	25%	21%	**4%**	0%	0%	-	-	-	-	-	-	*	0%	0%
	2018	23%	19%	**6%**	0%	0%	-	-	-	-	-	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	67%	67%	-	-	-	64%	-	64%	*	67%	68%
	2018	69%	71%	**63%**	61%	61%	-	-	-	-	-	-	83%	61%	63%
All Grades ELA/Reading	2019	68%	67%	**68%**	71%	71%	-	-	-	86%	-	86%	*	74%	75%
	2018	69%	69%	**58%**	56%	56%	-	-	-	-	-	-	*	56%	57%
All Grades Mathematics	2019	70%	71%	**68%**	64%	64%	-	-	-	41%	-	41%	*	59%	61%
	2018	70%	72%	**69%**	65%	65%	-	-	-	-	-	-	*	65%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**44%**	44%	44%	-	-	-	*	-	*	*	42%	45%
	2018	38%	44%	**36%**	44%	44%	-	-	-	-	-	-	*	44%	41%
Mathematics	2019	45%	57%	**44%**	53%	53%	-	-	-	*	-	*	-	47%	47%
	2018	47%	57%	**52%**	75%	75%	-	-	-	-	-	-	*	75%	67%

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	96%	63%	-	-	-	*	100%	95%	95%
Not Included in Accountability													
Mobile	4%	2%	**4%**	-	3%	38%	-	-	-	*	0%	4%	3%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	*	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	-	-	-	-	100%	100%	95%	88%
Not Included in Accountability													
Mobile	4%	3%	**4%**	-	4%	-	-	-	-	0%	0%	4%	9%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**95.8%**	-	95.8%	*	-	-	-	*	94.7%	95.7%	95.6%
2016-17	95.7%	95.8%	**96.0%**	-	96.1%	*	-	-	-	-	94.4%	96.0%	96.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

Total Students: 472

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 472

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) *													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates *													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 472

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) *
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD　**Texas Academic Performance Report**　Total Students: 472
Campus Name: VILLA NUEVA EL　**2018-19 Campus Other Postsecondary Indicators**　Grade Span: EE - 05
Campus Number: 031901117　School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: BROWNSVILLE ISD

Campus Name: VILLA NUEVA EL

Campus Number: 031901117

Total Students: 472

Grade Span: EE - 05

School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students	472	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	3	0.6%	0.2%	0.3%
Pre-Kindergarten	66	14.0%	8.0%	4.4%
Kindergarten	69	14.6%	5.9%	6.9%
Grade 1	57	12.1%	6.8%	7.1%
Grade 2	76	16.1%	6.6%	7.2%
Grade 3	53	11.2%	6.5%	7.3%
Grade 4	75	15.9%	6.9%	7.6%
Grade 5	73	15.5%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	462	97.9%	98.3%	52.6%
White	8	1.7%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	2	0.4%	0.0%	2.4%
Economically Disadvantaged	413	87.5%	88.5%	60.6%
Non-Educationally Disadvantaged	59	12.5%	11.5%	39.4%
Section 504 Students	25	5.3%	8.7%	6.5%
English Learners (EL)	254	53.8%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	23	4.9%	5.4%	3.6%
At-Risk	342	72.5%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	21	42.9%	55.3%	42.4%
Students with Physical Disabilities	17	34.7%	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	5	10.2%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	63	15.3%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	61	14.8%		
White	2	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	7.7%	1.8%	1.7%	12.5%	4.3%	6.2%
Grade 1	7.4%	10.7%	3.1%	8.3%	16.2%	5.5%
Grade 2	7.8%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	7.0%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	3.1%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.6%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	19.2	18.9
Grade 1	16.5	17.8	18.8
Grade 2	16.0	17.8	18.7
Grade 3	16.2	19.2	18.9
Grade 4	14.4	21.6	19.2
Grade 5	18.9	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	47.5	100.0%	100.0%	100.0%
Professional Staff:	39.0	82.1%	56.5%	64.1%
Teachers	30.7	64.5%	44.0%	49.8%
Professional Support	5.4	11.3%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	6.3%	2.9%	3.0%
Educational Aides:	8.5	17.9%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	40.3	84.7%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	25.5	83.2%	90.3%	27.7%
White	5.1	16.8%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.6	14.8%	32.0%	23.8%
Females	26.1	85.2%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	28.4	92.7%	79.4%	73.6%
Masters	2.3	7.3%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.2%	2.7%	7.0%
1-5 Years Experience	6.0	19.6%	14.3%	28.9%
6-10 Years Experience	3.0	9.8%	17.6%	19.0%
11-20 Years Experience	16.6	54.0%	39.3%	29.3%
Over 20 Years Experience	4.1	13.5%	26.0%	15.7%
Number of Students per Teacher	15.4	n/a	15.2	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.8	6.3
Average Years Experience of Principals with District	3.0	8.4	5.4
Average Years Experience of Assistant Principals	9.5	8.4	5.3
Average Years Experience of Assistant Principals with District	9.5	8.2	4.7
Average Years Experience of Teachers:	13.3	15.1	11.1
Average Years Experience of Teachers with District:	12.9	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$67,162	$49,007	$47,218
1-5 Years Experience	$47,529	$49,170	$50,408
6-10 Years Experience	$48,393	$50,423	$52,786
11-20 Years Experience	$52,791	$55,575	$56,041
Over 20 Years Experience	$76,227	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,953	$55,810	$54,122
Professional Support	$61,297	$67,073	$64,069
Campus Administration (School Leadership)	$76,562	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD
Campus Name: VILLA NUEVA EL
Campus Number: 031901117

Total Students: 472
Grade Span: EE - 05
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	251	53.2%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	43	9.1%	12.0%	8.1%
Special Education	49	10.4%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	4.8%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	1.0	3.2%	0.5%	2.0%
Regular Education	25.0	81.6%	78.8%	71.4%
Special Education	3.2	10.4%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not
        comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

<div style="background:red;color:white">

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

</div>

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 46% in 2018-2019 to 49% by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
46%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	46%	67%	44%	41%	25%	46%	46%
2021	46%	67%	44%	41%	25%	46%	46%
2022	47%	68%	45%	42%	26%	47%	47%
2023	48%	69%	46%	43%	27%	48%	48%
2024	49%	70%	47%	44%	28%	49%	49%

Minimum size criteria set to 25 or more students.

<div style="background:red;color:white">

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

</div>

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 56% in 2018-2019 to 59% by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
56%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	56%	56%	54%	53%	31%	46%	46%
2021	56%	56%	54%	53%	31%	46%	46%
2022	57%	57%	55%	54%	32%	47%	47%
2023	58%	58%	56%	55%	33%	48%	48%
2024	59%	59%	57%	56%	34%	49%	49%

Minimum size criteria set to 25 or more students.

Brownsville Independent School District
COLLEGE, CAREER, AND MILITARY READY
HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% for the Class of 2018 to 71% by August 2024 for the Class of 2023.

Yearly Target Goals

2020	2021	2022	2023	2024
Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
68%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

		Hispanic	White	Special Ed	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020	69%	90%	68%	68%	56%	70%	55%
	2021	69%	90%	68%	68%	56%	70%	55%
	2022	70%	91%	69%	69%	57%	71%	56%
	2023	71%	92%	70%	70%	58%	72%	57%
	2024	72%	93%	71%	71%	59%	73%	58%

CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI (and for 2021 and beyond, the TSI-2*) will increase from 45% for the Class of 2018 to 49% by 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021*)	2023 (Class of 2022)	2024 (Class of 2023)
46%	46%	47%	48%	49%

CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% for the Class of 2018 to 23% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
20%	20%	21%	22%	23%

CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% for the Class of 2018 to 28% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
25%*	25%	26%	27%	28%

*Due to increase in available certificates and certifications qualifying students for this measure.