

New Braunfels Independent School District

Veramendi Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: November 13, 2023

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day

At Veramendi our PBIS Values are:

Live Responsibly

Act Respectfully

Model Safety

Spread Kindness

Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You

Rooted in history, building a legacy, and growing toward the future		
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- Veramendi Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the campus. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 24, 2022, at Veramendi Elementary to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

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

Demographics

Demographics Summary

Veramendi Elementary opened as a Kindergarten through 5th grade campus in New Braunfels Independent School District, New Braunfels, Texas in 2017. New Braunfels is a rapidly growing area between Austin and San Antonio with a diverse population. This improvement plan focuses on the 2022-2023 school year. The enrollment for 2022-2023 shows an enrollment of over 900 students. The campus ethnicity breakdown is as follows: 55% White, 39% Hispanic, .75% Asian, .37% American Indian, 2% African American and 3% Two or More Races.

Veramendi Elementary may be found in Comal County and encompasses one of the largest geographical areas for an elementary school in the district. Special population groups at Veramendi Elementary include 4.73% English Language Learners (ELL), 8.71% Gifted and Talented, and 7.21% Special Education. Additionally, 30% are economically disadvantaged and 31% are identified at-risk.

As the district grows and changes, the demographics of Veramendi Elementary will experience change as well. During the 2019-2020 school year, an additional 8 classrooms were added to Veramendi due to growth in the school zone. This brought the campus capacity close to 1000 students. The increase in potential campus capacity indicates a need to continue to plan for future growth and change which includes impact on schedules, special areas, staffing and campus logistics. This year 2 portable buildings were also added in order to accommodate the continued growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District attendance rates were at 96.5%. Campus attendance rates are 96.2% **Root Cause:** Absence excuses include not waking up, vacations, family emergencies and illness. The economic make-up of the campus causes a wide range of reason as to the absences from ability to take children on long vacations to not having a car for transportation.

Problem Statement 2 (Prioritized): In 2022-2023, 31% of students were identified at risk. **Root Cause:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Low academics could be due to a lack of instructional strategies in working with low performing students.

Student Learning

Student Learning Summary

The curriculum and instruction utilized by Veramendi Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student led instruction, problem solving skills, and cooperative learning.

At Veramendi Elementary, our focus is on student progress. We review data on campus assessments, district assessments, and state assessments after each administration through Data Chats. Teachers use the data to set goals for student performance and personal professional goals for the school year. We determine any needs for adjustment in our schedules, intervention programs, or instruction. Teachers monitor the progress of all students, especially those identified by our intervention team as at-risk and in need of RtI support. Parents are notified if their student has been identified as a student in need of support, and the intervention support that is being offered.

Our master schedule is built with identified intervention time for third through fifth grade that prevents interruption to grade level skills. The intervention team, including paraprofessionals, and classroom teachers work with students on identified skills during this time of each school day. Teachers and students monitor learning progress during intervention. Our Reading Intervention team grew this year with the much needed addition of a Reading Interventionist for 3rd-5th grade as well as the addition of 2 Early Reading Interventionists to support integrations of the State Reading Collaborative.

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

Teacher teams are given the flexibility to cluster students in reading and math in order to provide a guided/balanced approach to instruction based on the student individual needs in small group instruction.

Technology plays a critical role in all learning processes. Our district provides ipads for each Kindergarten-5th grade student. Students are taught to use a variety of resources for learning from supplemental programs to productivity apps that include word processing, spreadsheets, video creation, and more. The campus also utilizes programs such as IXL, Reflex, MathSeeds, ST Math and iRead to further provide supplemental support in targeted areas.

The Gifted/Talented Enrichment Program is a pullout program for third through fifth graders. Previously, students met with the facilitator (librarian) who is a certified GT provider for a full day once a month. This year students GT services are still provided by the librarians across the district preparing and facilitating different grade levels. Students access their GT curriculum through either Canvas or SeeSaw and have new material each week.

All students still have access to the library and counselor's office. The counselor exposes the students to career opportunities. Students in 3rd-5th grades will participate in a career fair on campus. The counselor meets with students individually and in group sessions based on social-emotional needs. We need to utilize our SST/RtI team to make these referrals to our school counseling services. Classroom teachers are accountable for the theater arts and art curriculum. Classroom teachers ensure that all of our students are receiving professional level experiences in the fine arts areas. Currently, our fifth graders have an opportunity to participate in a symphony, art museum, and theatrical performance. Plans are in the works for all of our students to experience a theatrical performance on campus, as well as a student led talent show.

We continue to have ESL students that are supported by staff that have been ESL certified at all grade levels. Based on our community and student engagement, we need to monitor language acquisition to ensure adequate growth in listening, speaking, reading, and writing on the state assessment for language learners, TELPAS. We offer training to staff after the beginning of the year LPAC on reviewing TELPAS ratings, setting language goals for students, and monitoring progress on the proficiency standards throughout the school year. Nearly 100% of all staff are ESI certified and those staff that are not, are expected to achieve this certification by February.

As stated, we follow the Texas Essential Knowledge and Skills (TEKS) as our curriculum guide. The district has developed a scope and sequence for each content area that our teachers utilize when planning. Our teachers have all been part of a curriculum resource writing course, called eCourse, for social studies, math, and science. Language Arts will be written over the coming years.

The district curriculum team offers monthly collaboratives for teachers to participate in as part of an ongoing professional development opportunity. At the campus level, we meet collaboratively as a campus team and in grade level teams to ensure that staff and students are provided various strategies for instruction based on the campus trends for needs. Current staff, 2021-2022, have completed more than 30 hours each of professional development. However, the professional development doesn't include specific training in working with students with special needs. We also included training on working with English Language Learners this past year during teacher conference times and teachers in grades K-3 that are new will participate in the Reading Academy while those who have already completed the training will receive continued support from the Early Reading Coach.

New teachers participate in a New Teacher Academy in which they discuss the many aspects of being a new teacher, including behavior management, classroom management, communication, curriculum, and more. Each new teacher is assigned a campus mentor to assist in guiding them throughout their first year. First and Second year teachers are also encouraged to participate in monthly or bi-weekly new teacher meetings on campus to help them in navigating the waters during their first years in education.

Campus instructional interventionists participate in a district-wide intervention collaboratives. They are trained in their content area, as well as coaching teachers on campus.

Special education staff receives training from the special education department monthly, sometimes more often. On campus, they work collaboratively with the intervention team to ensure that our at-risk students are making progress. This will be a focus on campus to ensure that our intervention team plans for the individual needs of our identified students.

Because of the size of our campus, we assign a team leader that can communicate with administration and intervention on needs and input for campus planning. Meeting agendas are shared with all staff members, as well as minutes from each meeting. Teachers are invited to assist in creating campus procedures by providing ongoing feedback.

Students are assessed with campus and district level benchmarks to ensure progress towards the grade level knowledge and skills. These assessments are analyzed to determine continued needs for student learning and professional development needs for staff. Focus on data and RtI progress will allow our students and staff to make progress each year.

The campus received an A rating for the 21-22 school year with distinctions in Postsecondary Readiness and Academic Achievement in ELAR.

Student Learning Strengths

- Our 3rd grade students demonstrated 20% or more progress from the 3rd quarter assessment to STAAR in math.
- 5th Grade Reading demonstrated an increase in Master's.
- 4th Grade Math and Reading demonstrated slight increases in Meets and Masters.
- 5th grade SpEd students scored

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More than 10% of the Veramendi population are identified as needing intervention support, **Root Cause:** While we are continuing to fine tune our intervention system, there is a need for better communication when students roll over to another grade so that interventions will be more quickly put into place as well as ensuring appropriate progress monitoring. This may also be attributed to the need for more training for staff in the area of intervention and ways to progress monitor student needs.

Problem Statement 2 (Prioritized): Students being served through special education supports continue to be outperformed by their peers. **Root Cause:** While these students being

served are identified with specific disabilities, the gap in performance is not closing at a rate commensurate with their peers. The desired state is to have identified students receive quality services that help their progress accelerate at or faster than the general education population.

Problem Statement 3 (Prioritized): In K-2, there is a large academic performance gap between Economically Disadvantaged students and the overall population. **Root Cause:** Lack of exposure at home or possibly in a Pre-K setting partnered with the time missed from COVID. Students who were remote at the beginning of the year impacted this group as well. With the changes in our student population staff need training on meeting the needs of students from low SES families/backgrounds.

Problem Statement 4 (Prioritized): In K-2, LEP students performed at a lower level in Reading and Math. **Root Cause:** LEP students lack the vocabulary needed for both content areas. Further training on meeting the needs of LEP students and utilizing accommodations is needed.

Problem Statement 5 (Prioritized): In grades 3-5, the LEP, Hispanic and Economically Disadvantaged populations had a lower percentage of students scoring in all areas in comparison to other populations. **Root Cause:** While this gap has closed some over the past few years, it is not closing at a rate commensurate with their peers. More effective and differentiated instructional practices are needed especially for students identified as LEP, Hispanic or Economically Disadvantaged. Staff need training on how to more effectively target student needs in these areas. (Guided Reading, Students from Poverty)

Problem Statement 6 (Prioritized): The continued impact of COVID-19 on the academic progress of students particularly in math has not yet reached the expected level. Students academic performance levels will continue to need to be assessed and appropriate instruction developed to help close gaps. **Root Cause:** The lack of rigor due to limited time to teach, lack of student participation and lack of small groups that teachers were able to provide during COVID may have impacted student learning outcomes. Not all teachers are trained in Guided Math or have training in creating meaningful stations.

Problem Statement 7 (Prioritized): K-3 teachers will continue to need time to train, collaborate and possibly additional resources with the implementation of the Early Literacy Collaborative. The Early Reading Interventionist will also need scheduled time and resources to support full implementation. **Root Cause:** The implementation and training for the state Early Literacy Collaborative implementation will need to continue with new teachers who have not been trained as well as further coaching and training for recently trained teachers.

Problem Statement 8 (Prioritized): The 5 components of Fundamental 5 are not being utilized to there full potential in classrooms with a very low percentage of Critical Writing being seen throughout the campus. **Root Cause:** Lack of training or understanding of the Fundamental 5, particularly when looking at the shift to Fundamental Five Revised.

Problem Statement 9 (Prioritized): With the implementation of a District RtI Process as well as a campus focus on closing learning gaps and ensuring all students demonstrate a years growth each year, staff need training on the process, expectations, all levels of Tier support and ways to provide not only intervention but enrichment to their students. **Root Cause:** Development of RtI process as well as new teaching staff or the lack of opportunity to receive training specific to the RtI process.

School Processes & Programs

School Processes & Programs Summary

Veramendi Elementary utilizes curriculum and instruction that is aligned with NBISD's Scope and Sequences that are based on the Texas Essential Knowledge and Skills (TEKS). NBISD Curriculum specialists work with teachers directly to ensure resources and materials are readily available to address the differentiated needs of our students. Training and professional development is provided during the summer by district personnel and technology PD is provided throughout the year. Coaches provide PD throughout the year and PLC's also promote professional learning. Staff can also attend campus funded professional development throughout the year to meet individual professional growth needs.

Weekly Response to Intervention (RtI) meetings are also held to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal, Counselors, Campus At-risk Intervention Teachers, CIS representative and grade level teachers. Data derived from teacher developed assessments, MAPS, mClass, district and/or campus benchmarks and prior student performances (as well as additional materials) are all taken into account during these meetings. Tiered intervention plans are developed and implemented followed by regular progress monitoring to ensure all students reach their fullest potential. SUMS are also held at the beginning, middle and end of the year.

Special education services are provided for students who qualify based on individual assessments and decisions made at ARD meetings with parents. Resource, Inclusion and Focused behavior support are provided as alternative settings to meet individual student needs.

In order to address student behavior, a Effective Behavior Intervention Support system has been implemented. This program, led and organized by our Assistant Principals and Counselor, has helped train lead teachers in the establishment and implementation of schoolwide behavior goals and needs along with restorative practices and social/emotional learning. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year and providing follow through to ensure the fidelity of the program.

Supporting and ensuring new staff members has always been a focus of New Braunfels ISD as well as Veramendi Elementary. As new staff members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

School Processes & Programs Strengths

- Campus Wide EBIS system-(Brag. Tags, incentives)
- New Teacher support
- Common intervention time is provided for 3rd - 5th grade at risk students who need intensive content area support. K-3 also received intensive support and coaching from the Early Reading Interventionist which positively impacted instruction in these classrooms.
- Technology was made readily available to all staff members and training was provided to improve the instruction through our 1:1 initiative.
- RtI meetings regularly scheduled as well as SUMS to discuss students need as well as progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in Special Education continue to fall below state standards (60%) for performance on STAAR with safeguards in Reading 49%, and Math 54%.

Problem Statement 2 (Prioritized): Students on a large campus that are identified GT, must still be served through quality programming. Staff utilized to test and provide GT

instruction are stretched thin due to the large number of students being tested or provided services. **Root Cause:** In previous years the GT program time was provided by the librarian. This year there will be a designated GT teacher on campus and the program will need to be fully developed particularly when looking at K-2 and how then teacher will support teachers with instruction.

Problem Statement 3 (Prioritized): Continued funding of Interventionists and Instructional Aides is needed in order to provide additional support to identified students at all grade levels. **Root Cause:** The number of students identified at-risk is still above 10% on campus. Without intervention these students will not continue to demonstrate progress. COVID gaps are still evident and staff still need coaching to further implement best classroom practices. We also have more students who have come from out of state, private or homeschooling this year that are below grade level expectations.

Problem Statement 4 (Prioritized): Continued support of Art instruction through materials support and problem solving lesson support is needed to continue to increase students' critical thinking skills and development in Art TEKS. **Root Cause:** This will be the second year VE has had an Art program on campus. Training for the teacher as well as supplies to build a strong program will be needed.

Problem Statement 5 (Prioritized): Training for new teachers in Restorative Practices and for all teachers in Social/Emotional Learning practices or best practices is needed to support students. **Root Cause:** New TEKS from the state regarding SEL

Problem Statement 6 (Prioritized): With the introduction of HB 4545, the number of students in 4th and 5th grade requiring a minimum of one hour a week of intervention support has created a strain on the time and students teachers and interventionists may serve during their intervention block as well as the need for additional resources. **Root Cause:** Implementation of HB 4545

Problem Statement 7: Staff need training on the PLC process as it is implemented over the course of the year in order to create buy-in as well as appropriate implementation. **Root Cause:** We have not previously received training on PLC's and this is a new district initiative.

Perceptions

Perceptions Summary

Veramendi Elementary opened in the 2017-2018 school year. The perception of the facility is high with innovative building designs, classroom size and space as well as shared common areas. Traffic flow has been a point of discussion by neighbors and parents alike and steps have been taken at the campus level. Parent communication is also something viewed as a priority of Veramendi Elementary. We utilize the School Messenger system to regularly inform our parents and families on activities taking place at VE and a bi-monthly newsletter is sent to parents from administration. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year. Due to COVID, the campus was unable to plan and hold as many Student and Family Outreach programs but looks forward to planning events for re-engagement in this upcoming school year.

Perceptions Strengths

The overall climate is perceived as positive.

Implementation of SEL along with 2 full time counselors has helped in providing needed support to staff and students.

The partnership with Master Gardeners and the RSVP program has helped engage parts of the community as well as students.

Staff indicated on the campus survey that they understand the campus goals and feel heard and valued.

The campus survey also indicated that the staff feel that their fellow staff and administration are supportive and the campus morale/climate is positive.

4th and 5th grade students on a scale of 1-5 indicated at 4.45 that everyone matters at their school and at 4.15 teachers listen, care and connect with them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus traditions, annual events, parental opportunities and staff input are still being gathered to further include parent/community support and family engagement. **Root Cause:** We have been working since COVID on building family engagement and parent/community support on campus. This will be a continued focus this year.

Problem Statement 2 (Prioritized): There is a continued need for new staff education with EBIS and Restorative Processes along with better documentation of behaviors. Social Emotional Learning training, lesson development and practices also need to be explored. **Root Cause:** Staff are still being trained in Restorative Processes and PBIS is not yet fully implemented. Classroom EBIS is the next step. New SEL TEKS from the state as well as identified student needs on campus indicate that this is a target area to focus on.

Problem Statement 3: The number of students in each special areas is too large and has the potential to create unsafe as well as inequitable learning environments. **Root Cause:** With the continued growth of the campus, our need for more teachers and space during special areas has continued to grow. While we have now added an additional PE teacher, finding the space to move the extra classes to is difficult and is dependent upon the weather.

Priority Problem Statements

Problem Statement 1: Students being served through special education supports continue to be outperformed by their peers.

Root Cause 1: While these students being served are identified with specific disabilities, the gap in performance is not closing at a rate commensurate with their peers. The desired state is to have identified students receive quality services that help their progress accelerate at or faster than the general education population.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In K-2, there is a large academic performance gap between Economically Disadvantaged students and the overall population.

Root Cause 2: Lack of exposure at home or possibly in a Pre-K setting partnered with the time missed from COVID. Students who were remote at the beginning of the year impacted this group as well. With the changes in our student population staff need training on meeting the needs of students from low SES families/backgrounds.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In K-2, LEP students performed at a lower level in Reading and Math.

Root Cause 3: LEP students lack the vocabulary needed for both content areas. Further training on meeting the needs of LEP students and utilizing accommodations is needed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In grades 3-5, the LEP, Hispanic and Economically Disadvantaged populations had a lower percentage of students scoring in all areas in comparison to other populations.

Root Cause 4: While this gap has closed some over the past few years, it is not closing at a rate commensurate with their peers. More effective and differentiated instructional practices are needed especially for students identified as LEP, Hispanic or Economically Disadvantaged. Staff need training on how to more effectively target student needs in these areas. (Guided Reading, Students from Poverty)

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In 2022-2023, 31% of students were identified at risk.

Root Cause 5: Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Low academics could be due to a lack of instructional strategies in working with low performing students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students on a large campus that are identified GT, must still be served through quality programming. Staff utilized to test and provide GT instruction are stretched thin due to the large number of students being tested or provided services.

Root Cause 6: In previous years the GT program time was provided by the librarian. This year there will be a designated GT teacher on campus and the program will need to be fully developed particularly when looking at K-2 and how then teacher will support teachers with instruction.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Continued funding of Interventionists and Instructional Aides is needed in order to provide additional support to identified students at all grade levels.

Root Cause 7: The number of students identified at-risk is still above 10% on campus. Without intervention these students will not continue to demonstrate progress. COVID gaps are still evident and staff still need coaching to further implement best classroom practices. We also have more students who have come from out of state, private or homeschooling this year that are below grade level expectations.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a continued need for new staff education with EBIS and Restorative Processes along with better documentation of behaviors. Social Emotional Learning training, lesson development and practices also need to be explored.

Root Cause 8: Staff are still being trained in Restorative Processes and PBIS is not yet fully implemented. Classroom EBIS is the next step. New SEL TEKS from the state as well as identified student needs on campus indicate that this is a target area to focus on.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: More than 10% of the Veramendi population are identified as needing intervention support,

Root Cause 9: While we are continuing to fine tune our intervention system, there is a need for better communication when students roll over to another grade so that interventions will be more quickly put into place as well as ensuring appropriate progress monitoring. This may also be attributed to the need for more training for staff in the area of intervention and ways to progress monitor student needs.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students in Special Education continue to fall below state standards (60%) for performance on STAAR with safeguards in Reading 49%, and Math 54%.

Root Cause 10:

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: District attendance rates were at 96.5%. Campus attendance rates are 96.2%

Root Cause 11: Absence excuses include not waking up, vacations, family emergencies and illness. The economic make-up of the campus causes a wide range of reason as to the absences from ability to take children on long vacations to not having a car for transportation.

Problem Statement 11 Areas: Demographics

Problem Statement 12: K-3 teachers will continue to need time to train, collaborate and possibly additional resources with the implementation of the Early Literacy Collaborative. The Early Reading Interventionist will also need scheduled time and resources to support full implementation.

Root Cause 12: The implementation and training for the state Early Literacy Collaborative implementation will need to continue with new teachers who have not been trained as well as further coaching and training for recently trained teachers.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The continued impact of COVID-19 on the academic progress of students particularly in math has not yet reached the expected level. Students academic performance levels will continue to need to be assessed and appropriate instruction developed to help close gaps.

Root Cause 13: The lack of rigor due to limited time to teach, lack of student participation and lack of small groups that teachers were able to provide during COVID may have impacted student learning outcomes. Not all teachers are trained in Guided Math or have training in creating meaningful stations.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: With the introduction of HB 4545, the number of students in 4th and 5th grade requiring a minimum of one hour a week of intervention support has created a strain on the time and students teachers and interventionists may serve during their intervention block as well as the need for additional resources.

Root Cause 14: Implementation of HB 4545

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Continued support of Art instruction through materials support and problem solving lesson support is needed to continue to increase students' critical thinking skills and development in Art TEKS.

Root Cause 15: This will be the second year VE has had an Art program on campus. Training for the teacher as well as supplies to build a strong program will be needed.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Training for new teachers in Restorative Practices and for all teachers in Social/Emotional Learning practices or best practices is needed to support students.

Root Cause 16: New TEKS from the state regarding SEL

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: The 5 components of Fundamental 5 are not being utilized to there full potential in classrooms with a very low percentage of Critical Writing being seen throughout the campus.

Root Cause 17: Lack of training or understanding of the Fundamental 5, particularly when looking at the shift to Fundamental Five Revised.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: With the implementation of a District RtI Process as well as a campus focus on closing learning gaps and ensuring all students demonstrate a years growth each year, staff need training on the process, expectations, all levels of Tier support and ways to provide not only intervention but enrichment to their students.

Root Cause 18: Development of RtI process as well as new teaching staff or the lack of opportunity to receive training specific to the RtI process.

Problem Statement 18 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- 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.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

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

Performance Objective 1: Annually increase the percentage of Veramendi Elementary students showing a minimum of 1+ years growth in MAPS Reading from 50% to 70% by June of 2025. The target for 2023-2024 is 60%.

Evaluation Data Sources: MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Student Update Meetings and RtI meetings to discuss student progress towards academic goals and to ensure timely, effective intervention for those students identified at-risk. Strategy's Expected Result/Impact: assurance of student progress and alignment of support programs for at-risk and struggling learners. Staff Responsible for Monitoring: Admin, RtI committee Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 85% of 2nd-5th grade students will perform on or above grade level on math fact fluency by the end of the school year. Strategy's Expected Result/Impact: Students will become more fluent with math facts thus supporting increases in meeting grade level expectations. REFLEX math will be used to monitor. Staff Responsible for Monitoring: Classroom teachers Principal Assistant principals Math interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: personnel, time - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: 3rd-5th grade students identified at-risk priority code 1 and who are also a Tier 3 will receive small group intervention with the appropriate interventionists related to their needs. Strategy's Expected Result/Impact: Increased student performance and closing gaps for at-risk students Staff Responsible for Monitoring: administration, classroom teachers, interventionists Funding Sources: Reading and Math Interventionists - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide instructional materials and staff to cover 100% of the TEKS through purchased and created resources; including digital, hardcopy and manipulative materials. Baseline is Instructional Materials Allotment budget and purchases, NBISD developed e-books, and adoption cycle recommendations. Strategy's Expected Result/Impact: interventionists, administration	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Students in special programs will receive the required and necessary support in order to close gaps and learn strategies to increase their academic performance and understanding through Dyslexia instruction. Strategy's Expected Result/Impact: increased student fluency, accuracy and overall reading performance Staff Responsible for Monitoring: Dyslexia Instructors, Classroom Teachers	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Students who previously reached the approaches grade level on both the math and reading STAAR tests as well as MAPS testing will receive targeted, small group instruction in their classroom in order to foster academic growth.	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Implementation of PLC's with a focus on backward design utilizing TEKS Resource for all grade levels. Strategy's Expected Result/Impact: increased rigor in the classrooms and improved student growth (MAPS) Staff Responsible for Monitoring: administration teachers	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Annually increase the percentage of Veramendi Elementary students showing a minimum of 1+ years growth in MAPS assessment Math from 54% to 74% by June of 2025. The target for 2023-2024 is 64%.

Evaluation Data Sources: MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Performance gaps will be less than 15% on all content area assessments for student subgroups. Strategy's Expected Result/Impact: Reduce the achievement gap between all student groups on all performance measures. Staff Responsible for Monitoring: classroom teachers, interventionists, administration. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual Testing Materials - 199-PIC 25, 35 State Bilingual/ESL - \$150	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Student Update Meetings and RtI meetings to discuss student progress towards academic goals and to ensure timely, effective intervention for those students identified at-risk. Strategy's Expected Result/Impact: assurance of student progress and alignment of support programs for at-risk and struggling learners. Staff Responsible for Monitoring: Admin, RtI committee Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: 85% of 2nd-5th grade students will perform on or above grade level on math fact fluency by the end of the school year. Strategy's Expected Result/Impact: Students will become more fluent with math facts thus supporting increases in meeting grade level expectations. Staff Responsible for Monitoring: Classroom teachers Principal Assistant principals Math interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: personnel, time - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who previously reached the approaches grade level on both the math and reading STAAR tests as well as MAPS testing will receive targeted, small group instruction in their classroom in order to foster academic growth. Strategy's Expected Result/Impact: Students who previously had achieved "approaches grade level" will improve their performance to "meets grade level" which will also improve progress measures for these students Staff Responsible for Monitoring: All staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Students identified at-risk priority code 1 and who are also a Tier 3 will receive small group intervention with the appropriate interventionists related to their needs. Strategy's Expected Result/Impact: Increased student performance and closing gaps for at-risk students Staff Responsible for Monitoring: administration, classroom teachers, interventionists Funding Sources: Reading and Math Interventionists - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$302,111	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 3: Increase the percentage of EL's meeting standard on STAAR Math from 30% to 45% and STAAR Reading from 33% to 48%.

Evaluation Data Sources: STAAR 2023 scores

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Identified students will utilize Read Live. Strategy's Expected Result/Impact: Decrease the percentage of students who are not reading fluently. Staff Responsible for Monitoring: Reading Interventionists, classroom teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Employ Early Reading Coaches to support K-3rd grade teachers in completing the Texas Reading Academy and utilizing what is learned on a daily basis. Strategy's Expected Result/Impact: Students will make progress in reading. Teacher instruction will become more effective in reading through coaching. Staff Responsible for Monitoring: reading interventionist, administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Employ Math and Reading Interventionist to instruct identified students and to collaborate during PLC's. Strategy's Expected Result/Impact: Teacher instruction will become more effective in math and reading best practices. Increased student performance Staff Responsible for Monitoring: Administration Interventionist Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)	Formative		
	Nov	Feb	May
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

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

Performance Objective 4: Increase the percent of special education students who approaches grade level on STAAR from 50% to 60%, in meets from 20% to 28% in Math and 28.3% to 33% in Reading.

High Priority
Evaluation Data Sources: STAAR Growth data for special education students.





Strategy 1 Details	Formative Reviews		
Strategy 1: Employ a full time professional and paraprofessionals to meet ARD goals and support student inclusion minutes. Strategy's Expected Result/Impact: attainment of personal goals and attainment of progress measures. Staff Responsible for Monitoring: District special education leadership, campus administration, special ed staff. Funding Sources: - 199-PIC 23, 33 State Special Education - \$124,122	Formative		
	Nov	Feb	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished			
<div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

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

Performance Objective 5: Increase the percentage of first and second grade students who perform at or above grade level in reading and math

Evaluation Data Sources: HMH, mClass and MAPS

Strategy 1 Details	Formative Reviews		
Strategy 1: K-2 will routinely incorporate a 100 minute literacy block that includes Foundations phonics components, daily small group instruction and running records for students. Strategy's Expected Result/Impact: Less than 15% of all readers will be below reading level by the end of the year. Staff Responsible for Monitoring: Classroom teachers District ELA specialists Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Assistants in collaboration with professional intervention staff will work in K-5 to support instruction and assist with differentiation during math and reading time. Strategy's Expected Result/Impact: Improvement of math fluency and problem solving as well as reading fluency and comprehension for identified at-risk students in grades K-5 Staff Responsible for Monitoring: Interventionist administration ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
Strategy 3: The Instructional Coach and Early Reading Coach will work with teachers in K-3 to develop Fundamental 5 strategies, Science of Teaching Reading, Guided Math and other identified instructional needs in order to provide best instructional practices for students. Strategy's Expected Result/Impact: Teachers will be able to utilize best instructional practices for students in order to further develop their academic needs. Staff Responsible for Monitoring: Administration Instructional Coach Early Reading Coach Funding Sources: - 281 - ESSER II Grant - \$67,602	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 6: Increase the percentage of third grade students performing at the Meets standard on STAAR Reading to 65%. Baseline is 57% from 2023.

HB3 Goal

Evaluation Data Sources: STAAR





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement vertical teams/PLC's to support teachers following initial new ELAR TEKS training last spring and summer. Weekly vertical teams for comprehensive improvement and targeted campus. Strategy's Expected Result/Impact: Better vertical alignment of skills so there are no gaps in skills taught from grade level to grade level. Staff Responsible for Monitoring: Coaches, Administration, Team Leaders	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of K-2nd grade students reading on or above level through continued implementation of Foundations in K-2nd, regular checks of running records, the literacy block and adding a phonemic awareness component to ELAR. Strategy's Expected Result/Impact: Increased reading levels with accuracy, fluency and comprehension	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 7: Increase the percentage of third grade students performing at the Meets standard on STAAR Math to 65%. Baseline is 57% from 2023.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement Guided Math as a structure to reach the needs of all students by implementing flexible small group instruction: 1. Teachers will form data driven flexible math groups using their district/ state data. 2. Provide differentiated math activities and small group instruction for EL, SpEd, and GT students. 3. Guided math groups meet at least 3 times a week i. The instruction will begin with concrete modeling and move on to pictorial and abstract models. ii. Teachers will use a gradual release model when needed. 4. Instruction will include meaningful, purposeful "math talk". Strategy's Expected Result/Impact: Improved Math learning and understanding of concepts		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
Strategy 2: Intervention Time: 1. Classroom: i. Teachers meet with intervention groups at least 3 times per week. ii. Groups based on current data from the classroom, district/state. iii. Instruction includes reteaching past skills not yet mastered. iv. Instruction begins with concrete modeling and move on to pictorial /abstract models. v. Teachers use a gradual release model. 2. Intervention classroom: i. Interventionists work with highest priority At Risk students on past skills that have not mastered based data. ii. Focus is accuracy, fluency and comprehension (problem solving) Strategy's Expected Result/Impact: Increased Math learning and understanding with rigor Staff Responsible for Monitoring: Coaches, Administration, Interventionists		Formative		
		Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: "Annually increase the percentage of students demonstrating ACT and SAT readiness in 5th grade
Targets for 2024:

Math MAP ACT Increase from 56% to 59%
Math Math SAT Increase the from 58% to 61%

Reading MAP ACT Increase from 69% to 72%
Reading MAP SAT Increase from 83% to 85% "





Evaluation Data Sources: MAPS Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Performance gaps will be less than 15% on all content area assessments for student subgroups in 5th grade. Strategy's Expected Result/Impact: Reduce the achievement gap between all student groups on all performance measures. Staff Responsible for Monitoring: classroom teachers, interventionists, administration. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who previously reached the approaches grade level on both the math and reading STAAR tests in 4th grade as well as on level BOY 5th grade MAPS testing will receive targeted, small group instruction in their classroom in order to foster academic growth.</p> <p>Strategy's Expected Result/Impact: Students who previously had achieved "approaches grade level" will improve their performance to "meets grade level" which will also improve progress measures for these students</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Formative		
	Nov	Feb	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			





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

Performance Objective 1: Increase the number of Veramendi Elementary students who respond to "everyone matters" on the annual student survey from 4.68 to 4.72 by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a referral process for students to self refer as needed to their grade level counselors. Strategy's Expected Result/Impact: Students will feel empowered to advocate for their needs. Staff Responsible for Monitoring: Counselors, Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Sustain Restorative Discipline practices in K-5th grades that also include a built in daily "morning meeting" time to teach the new SEL TEKS as well as implement community circles. Strategy's Expected Result/Impact: Classroom communities will build stronger foundations that allow students to feel connected within their classroom. Staff Responsible for Monitoring: Counselors, Administration, Teachers, EBIS Team	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Zones of Regulation across the campus to foster students ability to communicate where they are at emotionally and therefore identify ways to help themselves process how to solve their problems. Strategy's Expected Result/Impact: Counselors, Classroom Teachers, Administration	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will participate in grade level field trips as designated by the district. Strategy's Expected Result/Impact: Students will have the opportunity to experience a variety of environments that support their current grade level learning with hands on experiences. Staff Responsible for Monitoring: Administration Team Leaders Funding Sources: - 281 - ESSER II Grant - \$1,000	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Performance Objective 2: Increase the percentage of Veramendi Elementary students representing Veramendi Elementary from: 23% to 26% in clubs/ organizations by May 2024 and participate in a minimum of 2 community service projects by May 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for all students to participate in additional activities or clubs on campus Strategy's Expected Result/Impact: Students will feel more invested in the campus and that their interests are being fostered. Staff Responsible for Monitoring: Administration Teaching Staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The Student Leadership team will identify community service projects for them to promote on campus that all grade levels will have an opportunity to participate in. Strategy's Expected Result/Impact: All students will learn what community service projects are and the campus will utilize these opportunities to give back to the community. Staff Responsible for Monitoring: Student Leadership Sponsors Administration	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Increase student attendance rate to 96.8% or higher annually.





Evaluation Data Sources: PEIMS attendance rates

Strategy 1 Details	Formative Reviews		
Strategy 1: 1. Communicate to parents new to schooling attendance expectations/rules in simple terms. 2. Attendance committee meetings on a regular basis to monitor students with excessive tardies or who do not meet the criteria based on Truancy law. 3. Acknowledgement of perfect attendance. 4. Attendance Ribbon for each class in each grade level with the highest attendance. 5. Staff and Parent education on asynchronous attendance opportunities. Strategy's Expected Result/Impact: Increased attendance and fewer tardies over the course of the year. Staff Responsible for Monitoring: classroom teachers administration PEIMS clerk Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Flu clinic to provide free influenza inoculations to all students and staff. (This is on hold for students at this time. Staff will have a flu shot clinic in October.) Strategy's Expected Result/Impact: Increase attendance while reducing lost instructional days due to students or staff getting the flu. Staff Responsible for Monitoring: School nurse, administration Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Complete 2 sessions of Rounding with all staff (1 Fall and 1 Spring) as well as a middle of year survey to track the progress towards highly engaged and satisfied staff.

Evaluation Data Sources: PD logs, TTESS growth and alignment with goals, Eduphoria training records

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff with monthly opportunities to participate in PLC's on identified campus needs, district initiatives or staff identified needs/interests. Strategy's Expected Result/Impact: Increased training and implementation of strategies to support student learning and further develop staff in areas of identified need or interest Staff Responsible for Monitoring: Administration, Coaches TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff with the opportunity to identify their grade level or personal interest in professional development through staff feedback opportunities at the EOY Faculty Meeting as well as through Team Leader meetings. Strategy's Expected Result/Impact: feedback provided by staff will be utilized to plan and develop PD throughout the year. Staff Responsible for Monitoring: Admin Team Leaders	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase the overall staff satisfaction scale score from 4.18 to 4.25 by Spring 2025 on staff survey. This year's target is 4.21.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase staff input in decision making and campus initiatives through bi-monthly team leader meetings, the CIC and various other committees such as Parent/Community engagement, EBIS, Social and Vertical teams. Strategy's Expected Result/Impact: Increased buy-in through staff participation in decision making. Increased campus morale. Leadership development Staff Responsible for Monitoring: committee chairs, administration,	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities for staff to collaborate with their grade level and subject areas on a regular basis through the following: 1) Weekly collaboration sessions with grade level teams. 2. Monthly Vertical Teams by subject area to review areas of concern and evaluate current procedures. 3. Quarterly district collaboratives. Strategy's Expected Result/Impact: ncrease awareness and mastery of TEKS across grade levels. Increase team and campus collaboration. Staff Responsible for Monitoring: classroom teachers Team Leaders Administration	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 3: Increase percentages of Fundamental Five instructional strategies used in the classroom by May 2025:

Framing Lesson - 63% to 90%

Power Zone - 53% to 80%

Critical Writing - 25% to 50%

FSGPT - 8% to 50%

Recognize and Reinforce - 40% to 80%

Evaluation Data Sources: walkthroughs,

By end of 2024

Framing Lesson - 63% to 72%

Power Zone - 53% to 62%

Critical Writing - 25% to 33%

FSGPT - 8% to 22%

Recognize and Reinforce - 40% to 53%

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide each teacher with a copy of the Fundamental 5 Revisited book so that they are able to participate in a campus wide book study. Strategy's Expected Result/Impact: Implement Fundamental 5 with consistency and fidelity. Staff Responsible for Monitoring: Administration, Coaches	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Fundamental 5 Revisited training during our campus PD days, Faculty Meetings and through coaching. Strategy's Expected Result/Impact: Increase knowledge base and implementation of Fundamental 5. Staff Responsible for Monitoring: Administrators Instructional/Early Reading. Coach District Curriculum Staff	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct a monthly review with the leadership team (administration/coaches) to look specifically at Fundamental 5 strengths and weaknesses in order to develop plans for areas of growth as needed. Strategy's Expected Result/Impact: provide targeted support in specific areas of need as identified through walk-through data Staff Responsible for Monitoring: Administration, Coaches	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 4: Increase overall staff satisfaction in feeling recognized for the work they do on campus from 4.03 to 4.20 by Spring 2025. Target for this year is 4.12.





Evaluation Data Sources: staff survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement various ways to provide staff shout-outs throughout the year to recognize a job well done. Strategy's Expected Result/Impact: Increased Morale for individual teachers or grade levels Staff Responsible for Monitoring: administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly staff appreciation days. Strategy's Expected Result/Impact: increased feeling of appreciation Staff Responsible for Monitoring: administration	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Increase the number of students in grades 4-5 responding positively to "staff takes time to listen, care, and connect" on annual student survey from 4.3 to 4.4 .





Evaluation Data Sources: Student survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will create daily lessons to send to classrooms to support implementation of the SEL TEKS as well as meet with students in small groups, lunch bunches and individually. Strategy's Expected Result/Impact: increased student social emotional well being; positive class culture through class meetings Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Student and family needs will be identified and targeted through CIS in order to support at-risk students at multiple levels beyond academic learning. Strategy's Expected Result/Impact: student and family needs will be met, additional SE support as well as basic needs supported; building of relationships between families, students and the campus Staff Responsible for Monitoring: CIS personnel administration Funding Sources: CIS site coordinator - 281 - ESSER II Grant - \$43,784	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Annually increase the percentage highly satisfied students, parents, and community members responding "I am proud to have my child attending Veramendi Elementary" on the annual parent survey 4.25 to 4.35 by June 2024.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold opportunities on campus for parents/families to attend such as Spooktacular Science Night, PTA Meetings, Music Programs and Family Dance. Strategy's Expected Result/Impact: Parents will feel more connected to the campus as they get to know staff better as well as are included in events on campus. Staff Responsible for Monitoring: Administration Family Engagement committee	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Work with PTA to re-establish the COACH program on campus. Strategy's Expected Result/Impact: Involvement of male role models on campus and ways for dads to feel included in the campus. Staff Responsible for Monitoring: Front Office Staff Administration	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Identify and include various community members/organizations in campus clubs or activities. (Ex. Master Gardeners) Strategy's Expected Result/Impact: Provide important community partnerships with the campus as well as an opportunity for positive role models for students. Staff Responsible for Monitoring: Administration, Designated staff	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Veramendi Elementary

Total SCE Funds: \$302,111.00

Total FTEs Funded by SCE: 6.7

Brief Description of SCE Services and/or Programs

State Compensatory Funds are used to hire intervention teachers and paraprofessionals to work with students who are identified as At-Risk based on the state 15 point criteria.

Personnel for Veramendi Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Collins, J.	Paraprofessional	1
George Hall, C.	Intervention Teacher	0.8
Krock, H.	Intervention Teacher	1
Swoboda, L.	Intervention Teacher	1
Vacant	Paraprofessional	0.9
Walter, S.	Paraprofessional	1
Zaeske, A.	Paraprofessional	1

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	personnel, time		\$0.00
1	1	3	Reading and Math Interventionists		\$0.00
1	2	3	personnel, time		\$0.00
1	2	5	Reading and Math Interventionists		\$302,111.00
1	3	1			\$0.00
1	3	3			\$0.00
Sub-Total					\$302,111.00
Budgeted Fund Source Amount					\$302,111.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bilingual Testing Materials		\$150.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$150.00
+/- Difference					\$0.00
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$53,959.00
+/- Difference					\$53,959.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$67,602.00
3	1	4			\$1,000.00
5	1	2	CIS site coordinator		\$43,784.00

281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$112,386.00
Budgeted Fund Source Amount					\$176,522.00
+/- Difference					\$64,136.00
Grand Total Budgeted					\$532,742.00
Grand Total Spent					\$414,647.00
+/- Difference					\$118,095.00