

# **Carrollton-Farmers Branch Independent School District**

## **La Villita Elementary**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

# Value Statement

CFBISD BELIEVES IN...

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

# Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

## Demographics

### Demographics Summary

La Villita Elementary is one of 2 elementary campuses that offer a coding program for students in grades K-5. The La Villita community is growing as new housing developments and apartment complexes are being built in our attendance zone. La Villita Elementary is located at the entrance to the community and about 1/3 of our population is close enough to walk to school, while 2/3 of our student population will ride in a car, daycare van, or by school bus.

La Villita is a high-performing campus and we are serving students who live outside our attendance zone and attend on a transfer. Our school population as reported as of May 2, 2024 is 773.

Student Information: The diverse population of our school represents cultures, religions, and languages from across the globe. Thirty different languages are spoken by the students of La Villita and we celebrate the diversity of our campus.

The student population is .05% White, 16% African American, 14% Hispanic, 60% Asian, .02% Native American, .01% Pacific Islander, and .03% identify as Two or More Races. 48% of our students are female while 52% are males.

Additionally, the campus serves 24% economically disadvantaged students, 12% special education students, 38% LEP, 31% ESL, .004% homeless, and 18% as Gifted and Talented.

Our 23-24 percentage rates of attendance per grade level include 92.73%% for kindergarten, 92.91% for first grade, 94.34% for second grade, 95.08% for third grade, 94.75% for fourth grade, and 94.8% for fifth grade with an overall average of 93.97%.

Staff Information: La Villita Elementary has 79 employed staff members; 45 are certified teachers, 6 are adjunct teachers, 5 are instructional aides, 3 are administrators, 3 administrative assistants

## Demographics Strengths

- The La Villita community is diverse and we have many languages and cultures represented in our school
- Many families transfer to our campus because of our high academic expectations and the Command Coding Academy.
- >90% of our teachers have completed at least 30 hours of GT training.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There were over 100 discipline referrals for physical and verbal aggression. Most referrals were due to the ECSE special education students, general kindergarten -1st-grade students, 5th-grade students and students that transferred into the school after expectations were reviewed.

**Root Cause:** There is not a consistent discipline/ behavior management system in place with how to identify the severity of student behaviors. Students did not appear to have peer or conflict resolution skills and used verbal and physical aggression as their means of problem-solving.

**Problem Statement 2 (Prioritized):** The number of student absences and tardies are excessive and impact student achievement.

**Root Cause:** There were many families who went to India and other countries at various periods during the school year for long visits and missed state-required testing and assessments (TELPAS and STAAR) as well as failing to meet promotion requirements. Attendance and tardies are also an issue due to accepting transfers from students that do not live in our attendance zone.

# Student Learning

## Student Learning Summary

Our campus scores higher than other elementary schools in the district based on district assessments, STAAR and MAP. We have strong students that love learning and teachers who love their students.

Across all grade levels, African American, Economically Disadvantaged, and Special Education Students scored lower on assessments than other student groups.

We have identified struggling students through MAP testing, formative assessments and teacher observations. We have 2 full time fundamentals teachers this year that pull students from either reading/writing or math based on their needs. We also have an ESSER teacher that pulls students from 3rd-5th grade for extra support. Our campus has a PAS unit for students that can not function in a general ed classroom, those students work towards joining a gen ed classroom throughout the year. We have an AB kinder classroom with a certified teacher and aide. We have a communications room with a certified teacher and 2-3 aides.

Students that are chronically absent were sent a letter to attend summer school to make up for hours lost. Students that have missed more than 17 days may be retained and/or PLACED in the next grade level.

Students that fail the STAAR test work with the ESSER teacher for their HB4545 hours. We also provide after school tutoring in Tuesdays and Thursdays for students who need extra support in math or reading. Teachers work with small groups based on students needs and teams intermix students based on their needs as well. Teachers document growth or lack of growth and then we present it to the SPED team for further testing if needed.

We measure academic success by using district assessments on Aware, MAP test growth for grades K-5 and STAAR for grades 3-5. Teachers also use formative assessments throughout each unit to check for understanding. Kindergarten students were given the NGAT test to determine students

An effective RTI routine is a need for our campus. Teachers need to be trained on RTI curriculum and given direct instruction so that each child

is receiving the services that they need. Documentation needs to be taken to measure student growth.

Classroom observations take place once a year for 45 minutes. Walkthroughs take place 3-4 times throughout the year by different administrators. Classroom observations are planned and discussed prior to the observation. Teachers who plan ahead, follow the curriculum and have strong expectations for their students show more student success than those who do not. Teachers who are not performing hinder their students growth, those teachers are placed on an improvement plan.

La Villita Student Learning														
Reading														
MAP Data	2022 Spring MAP Data					2023 Spring MAP Data					2024 Spring MAP Data			
	Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection		Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection		Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection
Kinderg	163	78	41	67 out of 163		120	90	69	83 out of 120		105	88	43	45 out of 105
First Grade	126	72	54	68 out of 126		141	82	54	76 out of 141		119	88	37	44 out of 119
Second Grade	114	89	51	58 out of 114		96	91	53	51 out of 96		126	94	46	58 out of 126
Third Grade	130	83	58	76 out of 130		79	89	63	50 out of 79		94	78	53	50 out of 94
Fourth Grade	97	67	60	58 out of 97		93	87	54	50 out of 93		70	86	57	40 out of 70
Fifth Grade	98	79	62	61 out of 98		84	78	69	58 out of 84		94	81	38	36 out of 94

# La Villita Student Learning

## La Villita Student Learning

### Math

MAP Data	2022 Spring MAP Data				2023 Spring MAP Data				2024 Spring MAP Data			
	Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection	Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection	Total Students	Achievement Percentile	Percentage of Students Who Met Growth Projection	Number of Students Who Met Their Growth Projection
Kinderg	161	85	43	70 out of 161	120	94	63	75 out of 120	105	85	44	46 out of 105
First Grade	125	80	54	67 out of 125	141	87	62	87 out of 141	116	88	52	60 out of 116
Second Grade	113	81	49	55 out of 113	95	81	56	53 out of 95	127	80	47	60 out of 127
Third Grade	131	90	56	74 out of 131	78	92	68	53 out of 78	94	81	60	56 out of 94
Fourth Grade	97	70	63	61 out of 97	93	93	59	55 out of 93	70	81	44	31 out of 70
Fifth Grade	99	67	48	48 out of 99	87	80	46	40 out of 87	94	75	43	40 out of 94

### Student Learning Strengths

We have several formative and summative assessments to check for understanding and resources available to help with student gaps

Progress Learning in math and reading were utilized by a majority of students in grades 2-5



According to 3rd nine weeks data, 61% of students have gained at least one years growth in reading.

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

**Problem Statement 1 (Prioritized):** Across all grade levels, African American, Economically Disadvantaged, and Special Education Students scored lower on STAAR assessments than other student populations.

**Root Cause:** PLC meeting work and further coaching at each grade level from 1st-5th grades are needed to support teachers in analyzing and creating a plan to address, identify, and target areas of need in math for this sub-group. This student group may not have internet access to practice progress learning from home.

**Problem Statement 2:** A consistent RTI routine is not being implemented on our campus. TIER students are not getting the targeted small group instruction that they need.

**Root Cause:** Teachers need to be trained on the RTI curriculum and given direct instruction on how to administer RTI. Documentation procedures need to be established.

**Problem Statement 3:** Students in SPED, ESL , GT (WIN/GT/EB) are not getting the support they need to show 1 year's growth. There is a need for teachers and staff to improve the PLC/DDI process and learn to utilize, analyze, and track data effectively.

**Root Cause:** There is not a campus system in place to implement programs to support these students. RTI/WIN time needs to be established. GT services need to be more consistent across grade levels. The PLC/DDI process is still at the developing stages. Clarity is still needed for the staff around implementing the full cycle of the PLC process.

# School Processes & Programs

## School Processes & Programs Summary

**Behavior Plan:** We have a campus discipline committee who is responsible for coming up with a new behavior management plan. This committee is made up of administrators and teachers. Teachers will be trained on the behavior plan when we return in August so that all staff handle behaviors consistently.

**Personnel:** We recruit throughout the year and the candidates are interviewed by team members and administrators. We attend Job Fairs and invite staff members to participate. New staff's assignments are based on experience, student teaching, where the teacher feels confident, and proximity to veteran teachers. New teachers were assigned a mentor, had a team leader as well as literacy and math coaches to help them with curriculum and classroom management strategies.

**Programs:** La Villita is a Command Coding Academy. All students participate in coding activities using a curriculum that begins with block coding and progresses to text coding. Students use programs such as code.org, Scratch, LEGO WeDo robotics, BeeBots, and Minecraft. This year, we had a group of students participating in the VEX coding competition. Students participate in the Harmony social-emotional learning program, which focuses on building peer relationships and problem-solving strategies. 8 teachers attended Restorative Practices professional development and came back and implemented restorative circles in their classroom. We also offer ELL, gifted and talented, speech therapy, dyslexia, and special education services.

**PLC:** The staff met once a week during the year for Professional Learning Time. The majority of the teachers see the value of meeting for PLCs. They have expressed that it is a nice way to plan upcoming assessments based on data as a team. PLC meetings sometimes need more structure so that teachers do not feel that their time is wasted.

**PTA:** A PTA staff member stepped up to take on the lead role as president and additional staff members took on leadership opportunities. The PTA had several family events throughout the year which brought staff, families and community members together. The PTA also raised money that was used to purchase field day shirts for each student/staff member as well as headphones for every child.

**Safety:** Safety drills are held monthly. The staff has been issued security badges to gain entrance to the building and the office area. All doors stay locked and badges are worn daily as that is the only way teachers can access school areas. We added more badge readers so that teachers can safely get back into the building during safety drills. A School Safety Officer was hired and he patrols the hallways and areas outside our building to keep everyone safe. The safety officer carries a weapon daily.

**Arrival and Dismissal:** This year we implemented 3 entrances for students to use for arrival which helped parents and students that were walking to school.

We also added a walker area for each grade level so that the parents were not interfering with carpool traffic.

### **School Processes & Programs Strengths**

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

Restorative Practices/circles are used effectively by a few staff members.

A PTA board has been elected and is in place for the 24-25 school year.

Safety drills are held monthly and the safety patrol officer is visible throughout the day.

New arrival and dismissal procedures have helped with crowd control and tardies.

Coding opportunities are provided to the students and teachers receive coding staff development from DLS.

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

**Problem Statement 1:** There are fewer certified teacher applicants that are available in our system that are highly qualified to tackle the instructional needs of our students.

**Root Cause:** During interviews, there are few teachers and para-professionals who are interested in working at a large, diverse elementary campus. (700-800 students)

**Problem Statement 2 (Prioritized):** Inconsistent implementation of Restorative Discipline and use of Harmony strategies to help our students better utilize problem solving skills.

**Root Cause:** There is a need to focus and practice the strategies/methods of Restorative Discipline and Harmony to address the behavioral/emotional needs of our students.

# Perceptions

## Perceptions Summary

La Villita has a diverse and multi-ethnic campus of students and staff. There are over 700 students and 69 staff members. Our diversity is a snapshot of our community and we love that all students at La Villita are considered “family” members. The staff at La Villita is highly motivated to do what’s best for students, and we strive to ensure that learning includes academic, behavioral, and social-emotional growth. La Villita staff and students embrace a growth mindset attitude toward learning. Mistakes are part of the learning process, and growth, not perfection is the goal and purpose of our instructional standards-based learning model.

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

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

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

La Villita's parents truly support the school campus and cooperate as partners in their child’s learning and academic growth. Parents attended

the back-to-school night, parent conferences, class parties and school events at such a high rate, that the campus had to vary arrival times available for these events so that all the parents who wanted to come could attend and arrive in a timely manner. Parents express support for the campus by providing transportation for after-school tutoring and tutoring attendance for all grades.. They also supported the school's choir performances, and field trips, and came for their assigned day to eat lunch with their children. La Villita has loving, kind parents who donate food and snacks for the teachers and staff throughout the year when asked. During the holiday seasons, La Villita's parents donated cereal boxes for local charities and families in need.

Many classes presented posters, cards and sweets to both counselors for their additional work in the classroom with guidance lessons. Our counselors also help with training the staff on how to use the Harmony program which prepares students for social-emotional growth and training. Teachers had lessons in their classes on empathy, cooperation, and effective communication. Students loved the lessons and learned skills that they will apply throughout their lives as they mature. Counselors also meet with small groups to focus on student needs.

Each year La Villita has had staff members leave due to several reasons; The cost of driving long distances to school, the time it takes for the trip, moving away (family relocation), retirement, and leaving the profession. The grade-level team leaders are charged with being the "go-to" person for new staff to assist them in planning, management, instructional best practices, and discipline management and procedures. MAP testing, TELPAS, and STAAR administration assistance are provided specifically to new teachers (all teachers) to help the implementation and success in these critical areas. Coaches are assigned to new teachers to assist them with their curriculum needs, understanding the weekly/monthly UBD plans and essential standards, and implementing best practices in the classroom. Our campus piloted the new HMH Language Arts curriculum and attended training prior to teaching.

### **Perceptions Strengths**

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

Staff members consider La Villita a clean (96%), loyal (93%), and collaborative (80%) learning environment where they have good parent communication and support. (*Upbeat Survey-staff survey*)

Students and parents feel that they have a strong sense of belonging at La Villita (74%), that there are good student-teacher relationships (90%) and that the quality of teaching is at a high level and the teacher's pedagogical expertise is excellent (92%) (*Panorama-Student Survey; 3rd-5th*) (Parent Satisfaction Survey)

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

**Problem Statement 1:** The campus is viewed as highly successful and not needing support or financial assistance.

**Root Cause:** While not being a Title I campus (on paper), La Villita has a high number of students new to the country, high mobility, high attrition and many of our students are living in unstable home situations which Title I funds support on other campuses.

# Priority Problem Statements

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

**Root Cause 1:** There were many families who went to India and other countries at various periods during the school year for long visits and missed state-required testing and assessments (TELPAS and STAAR) as well as failing to meet promotion requirements. Attendance and tardies are also an issue due to accepting transfers from students that do not live in our attendance zone.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Across all grade levels, African American, Economically Disadvantaged, and Special Education Students scored lower on STAAR assessments than other student populations.

**Root Cause 2:** PLC meeting work and further coaching at each grade level from 1st-5th grades are needed to support teachers in analyzing and creating a plan to address, identify, and target areas of need in math for this sub-group. This student group may not have internet access to practice progress learning from home.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Inconsistent implementation of Restorative Discipline and use of Harmony strategies to help our students better utilize problem solving skills.

**Root Cause 3:** There is a need to focus and practice the strategies/methods of Restorative Discipline and Harmony to address the behavioral/emotional needs of our students.

**Problem Statement 3 Areas:** School Processes & Programs

# 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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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



- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Guiding Objectives







Revised/Approved: August 7, 2024

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the school year, we will decrease the number of absences from 2023-2024.

### High Priority

- Evaluation Data Sources:**
1. Weekly Tardy and Attendance Report
  2. 9-week Attendance Report (Report Card Attendance)
  3. CFBISD Attendance Report (to CFBISD Attendance Officer)
  4. Incentives for class parties, field trips and field day.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a campus wide attendance expectations in order to participate in extra curricular activities, classroom parties and field trips. <b>Strategy's Expected Result/Impact:</b> Decrease absences Increase Attendance Rate <b>Staff Responsible for Monitoring:</b> Teachers Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Goal 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> The number of student absences and tardies are excessive and impact student achievement. <b>Root Cause:</b> There were many families who went to India and other countries at various periods during the school year for long visits and missed state-required testing and assessments (TELPAS and STAAR) as well as failing to meet promotion requirements. Attendance and tardies are also an issue due to accepting transfers from students that do not live in our attendance zone.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Students in grades 3rd-5th performing at Meets Grade Level Expectation or above on STAAR Reading will increase in comparison to the 2023-2024 data. Students in Kinder-2nd will increase by 2% on EOY MAP when comparing to 2023-24 data.







- High Priority
- HB3 Guiding Objective
- Evaluation Data Sources:
- 1. RTI documentation
  - 2. Data from formative and summative assessments
  - 3. STAAR Assessment
  - 4. MAP Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement targeted instruction during WIN Time to address academic needs/gaps in learning. Guided Reading instruction will be implemented during the ELA block daily. Walk-Throughs and Observations will occur weekly to ensure the deliver of instruction and materials align with the assessment and state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted /differentiated instruction to ensure mastery of grade level concepts</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental resources and intervention for at-risk students - 199-SCE State Comp Ed (SCE) - \$76,100</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	<div><div></div><div>80%</div></div>	<div><div></div><div>85%</div></div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Students in grades 3rd-5th performing at Meets Grade Level Expectation or above on STAAR Math will increase in comparison to the 2023-2024 data. Students in Kinder-2nd will increase by 2% on EOY MAP when comparing to 2023-24 data.







- High Priority
- HB3 Guiding Objective
- Evaluation Data Sources: 1. RTI documentation  
2. Data from formative and summative assessments  
3. STAAR Assessment  
4. MAP Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement targeted instruction during WIN Time to address academic needs/gaps in learning. Small group instruction will be implemented during the Math block daily. Walk-Throughs and Observations will occur weekly to ensure the deliver of instruction and materials align with the assessment and state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction and individualized goals for students who are struggling</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 1:** Effectively run all Safety & Security drills using the Raptor Emergency Management App. (Hold!, Secure!, Lockdown!, Evacuate!, Shelter!)  
The staff will evaluate and debrief to discuss ways to improve safety on campus.

**High Priority**  
**Evaluation Data Sources:** Safety and Security Monthly Report  
Raptor Emergency Management App

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Debrief with staff following drills to improve campus safety for students and staff <b>Strategy's Expected Result/Impact:</b> Safety Awareness decrease evacuation time during fire drills Proper use of the Raptor Emergency management app <b>Staff Responsible for Monitoring:</b> Administrators Campus Security  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: La Villita Elementary will increase parent engagement opportunities by organizing and implementing 4 school wide community involvement events.

High Priority

- Evaluation Data Sources:
- 1. Calendar of campus and community events posted
  - 2. More opportunities for parents to volunteer on campus
  - 3. Parent Surveys
  - 4. Classroom and grade level competitions

Strategy 1 Details		Reviews			
Strategy 1: Plan and implement community involvement events quarterly. (Fall - Back to School Bingo, Movie Night, Multi-Cultural Celebration, Choir Performances, Trunk or Treat)		Formative			Summative
		Oct	Jan	Mar	June
		N/A	<div><div></div></div> 90%	<div><div></div></div> 95%	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

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

**Goal 1:** All classroom teachers will implement the new discipline plan so that all staff is consistent and expectations are clear.







Teachers will facilitate Harmony lessons weekly, as well as utilize Restorative Discipline Strategies to effectively assist students with maintaining peer relationships.

### High Priority

**Evaluation Data Sources:** 1. Discipline Committee will train all staff in August

2. Code of Conduct Referrals submitted to administrators.

3. Harmony lessons will be documented

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Conduct restorative activities daily during class time to improve peer relationships and classroom behaviors. <b>Strategy's Expected Result/Impact:</b> Circle Time Activities will strengthen relationships among the class members and staff. <b>Staff Responsible for Monitoring:</b> Counselors Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

### Goal 1 Problem Statements:







School Processes & Programs
<b>Problem Statement 2:</b> Inconsistent implementation of Restorative Discipline and use of Harmony strategies to help our students better utilize problem solving skills. <b>Root Cause:</b> There is a need to focus and practice the strategies/methods of Restorative Discipline and Harmony to address the behavioral/emotional needs of our students.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Continue to implement a mentoring program to provide instructional support to new teachers on campus.

High Priority

- Evaluation Data Sources:
- 1. Teacher Surveys
  - 2. Mentor Meetings with Admin
  - 3. Individual conferences with Admin

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Continue implementing a campus mentoring program which will partner veteran teachers with new teachers. <b>Strategy's Expected Result/Impact:</b> Schedule bimonthly meetings with mentors/mentees and administrators. <b>Staff Responsible for Monitoring:</b> Administration Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



# State Compensatory

## Budget for La Villita Elementary

**Total SCE Funds:** \$76,100.00

**Total FTEs Funded by SCE:** 0

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

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

# Title I - Previous

## 1.1: Comprehensive Needs Assessment

Team leaders received received input from each team regarding campus procedures, goals, curriculum strengths/weaknesses, professional development and data.

This information was analyzed by the staff and critical information was narrowed down by the CIP Committee.

1. Discipline
2. RtI
3. Communication
4. Attendance
5. WIN / GT EL

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The team leaders presented the campus needs data to the CIP Committee in May and input was given by parents and stakeholders.

## 2.2: Regular monitoring and revision

Problem statements will be reviewed regularly with the staff and CIP Committee.

Professional Development was provided in August to the staff over discipline, RtI, data, GT, attendance and communication.

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

Community members are involved in the campus needs assessment and surveys are completed by all stakeholders.

## 2.4: Opportunities for all children to meet State standards

The RtI / MTSS process will provide individual support and targeted instruction for all students on campus. ( High performers as well as struggling students)

## 2.5: Increased learning time and well-rounded education

The master schedule meets district criteria for minutes of instruction.

WIN is allotted for every grade level.

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

Tutoring and WIN Time Instructional

RtI / MTSS Meetings - involves classroom teachers, administrators, counselors, and instructional coaches

## **3.1: Annually evaluate the schoolwide plan**

The staff and CIP Committee evaluates the campus plan quarterly.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

An attendance agreement/contract will be distributed and signed by all parents.

## **4.2: Offer flexible number of parent involvement meetings**

Numerous family engagement activities and events will be held throughout the school year.

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

Struggling students / students who did not meet STAAR expectations will be provided additional instructional support.

# **Title I - Updated**

# Campus Improvement Committee

Committee Role	Name	Position
Teacher	Bailey Sprague	Teacher
Parent	Nhung Pham	Parent
Business Representative	Zoher Bharmal	Business Representative
Parent	Monica Diaz	Parent
Classroom Teacher	Julia Bristow	Teacher
Business Representative	Chris Lemaster	Business Representative
Parent	Grace Butler	Parent
Non-classroom Professional	Amanda Vigil	Counselor
Classroom Teacher	Kristine Ollom	Teacher
Classroom Teacher	Kasey Aiken	Teacher
Classroom Teacher	Valerie Duran	Teacher
Administrator	Victoria Fields	Assistant Principal
Administrator	Shamsah Sheikh	Assistant Principal
Administrator	Tara Sublette	Principal

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024