

Carrollton-Farmers Branch Independent School District

La Villita Elementary

2025-2026 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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Guiding Objectives	18
Guiding Objective 1: Optimize Engaging and Diverse Learning	18
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	27
Guiding Objective 3: Optimize Community Engagement	28
Guiding Objective 4: Optimize Social and Emotional Health of all students	29
Guiding Objective 5: Optimize All Available Resources	30
State Compensatory	31
Budget for La Villita Elementary	31
Title I	32
Campus Improvement Committee	33
Campus Funding Summary	34
Policies, Procedures, and Requirements	35

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus needs assessment has identified two critical areas requiring immediate attention and strategic intervention: student attendance and 4th grade mathematics achievement.

Data indicates that overall student attendance rates are below the district, which negatively impacts academic performance.

Additionally, 4th grade math scores have consistently underperformed in comparison to other grade levels. This trend shows the need for enhanced instructional strategies, increased intervention support, and professional development focused on effective math instruction.

Demographics

Demographics Summary

La Villita Elementary is the sole elementary campus that offers 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 1, 2025 is 692.

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 5.13% White, 16.1% African American, 14.53% Hispanic, 59.54% Asian, 1.71% Native American, .14% Pacific Islander, and, 2.85% identify as Two or More Races. 48% of our students are female while 52% are males.

Additionally, the campus serves 25.36% economically disadvantaged students, 12.82% special education students, 37.18% EB, 34.62% ESL, .14% homeless, and 10.11% as Gifted and Talented.

Our 24-25 percentage rates of attendance per grade level include 93.05% for kindergarten, 94.13% for first grade, 94.87% for second grade, 95.1% for third grade, 95.63% for fourth grade, and 95.3% for fifth grade with an overall average of 94.61%.

We will be serving Pre-K students for the 2025-2026 school year and are expected to increase student enrollment to roughly 900 students.

Staff Information: La Villita Elementary has 85 employed staff members; 40 are certified teachers, 4 are adjunct teachers, 8 are instructional aides, 3 are administrators, 3 administrative assistants, 1 instructional coach, 2 counselors, 1 behavior specialist, 1 dyslexia specialist.

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 (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. 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 ABC classroom that serves K-5th with a certified teacher and aide. We have 2 sections of FSLC with a certified teacher, an adjunct teacher and 4 aides.

Students that have missed more than 17 days receive a principal plan and may be retained and/or PLACED in the next grade level.

Students that fail the STAAR test work with a teacher to complete HB1416 hours. We also provide after school tutoring on Tuesdays and Thursdays for students who need extra support in math or reading. Teachers implement RTI/WIN time for at risk students and teams intermix students based on their needs. Teachers document growth or lack of growth using Branching Minds and then 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 who qualify for GT.

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.

Reading MAP

Fall 2024 - Red 12%

Spring 2025 - Red 12%

Math MAP

Fall 2024 - Red 12%

Spring 2025 - Red 11%

Meets/Masters

Reading MAP

Fall 2024 - Meets 24%; Masters 30%

Spring - Meets 24%; Masters 33%

Math MAP

Fall 2024 - Meets 22%; Masters 38%

Spring - Meets 25%; Masters 38%

School Profile
Growth and Achievement Overview

La Villita Elementary | Math K-12



School Profile
Growth and Achievement Overview

La Villita Elementary | Reading



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 all students in grades 2-5
- Istation is being utilized by K-1 students
- PLC meetings have been consistent and have provided staff with data so that small groups and RTI can be implemented.

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: Teachers need more professional development opportunities such as diversity and poverty training to support teachers in analyzing and creating a plan to address,

identify, and target areas of need for these student groups. Families may lack internet access to practice work from home as well as adults at home that can help with homework, lessons are not properly differentiated for these students.

School Processes & Programs

School Processes & Programs Summary

Behavior Plan: Our campus discipline committee implemented a new behavior management plan. This committee was made up of administrators and teachers. Teachers were trained on the behavior plan when we returned in August so that all staff could handle behaviors consistently. The discipline rubric is referred to by administrators and teachers before serving a consequence or referral.

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, specialization, where the teacher feels confident, and proximity to veteran teachers. New teachers were assigned a mentor, had a team leader as well as a coach to help them with curriculum and classroom management strategies.

Programs: La Villita is a Command Coding Academy. Students use programs such as code.org, Scratch, BeeBots, and Tynker. This year, we had a group of students who participated in the coding competition. Students participate in the Harmony social-emotional learning program, which focuses on building peer relationships and problem-solving strategies. Teachers implemented restorative circles in their classrooms. We also serve students that qualify for ESL, gifted and talented, speech, PAS, 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.

PTA: 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 in school activities, spirit shirts, Take Home Folders, popsicles for both Kacie's Run and Field Day, prizes and games for the school carnival and family events.

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. We added a higher fence around the playground and a locked gate to keep vehicles out of the bus loop. We use the Raptor App to ensure all staff and students are accounted for during drills.

Arrival and Dismissal: This year we implemented a new car pick up program. PTA purchased the Kids Pick-Up App so that students had a more efficient way to be dismissed using QR codes. We also have designated walker areas for each grade level so that the parents were not interfering with carpool traffic. Parents are expected to carry car tags with them for walker pick up as well as have their QR code visible for carpool.

School Processes & Programs Strengths

- Teachers use data to form small-group instruction and tutoring groups.
- Morning meetings are used effectively by staff members.
- A PTA board has been elected and is in place for the 25-26 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Coding activities are not consistently implemented in all classrooms.

Root Cause: New staff members have not been properly trained on how to implement coding lessons, Staff needs a refresher and set schedule for coding throughout the building.

Problem Statement 2: There are not consistent student expectations across grade levels for common area behavior. This includes hallways, cafeteria and playground. There needs to be a common language throughout the building and students held to the same expectations in grades PreK-5.

Root Cause: Staff has become lenient on common area behavior and have not been trained as a staff on expectations.

Perceptions

Perceptions Summary

La Villita has a diverse and multi-ethnic campus of students and staff. There are over 650 students and 85 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. We have many challenges as we are the largest elementary school in Carrollton-Farmers Branch ISD, but our campus also has a family-oriented feeling. Our students celebrate the various ethnicities in their classes by tasting food and observing cultural practices, clothing, and holidays that are different which gives students a glimpse into the lives of others. La Villita has truly learned the practice of learning with and through others. We have a mobile student body with students leaving and arriving nearly every week of the school year. One of our staples is our “WIN” time which stands for what I need, students are pulled for 45 minutes daily to fill in gaps based on MAP data. 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 instructional coach, administrators, and teachers meet to analyze data and collaborate to drive instruction. 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, attending choir performances, chaperoning field trips, and coming 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 toothpaste 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 all teachers to help the implementation and success in these critical areas. Mentors are assigned to new teachers to assist them with their curriculum needs, understanding the weekly/monthly UBD plans and essential standards, and implementing best practices in the classroom.

Perceptions Strengths

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

(Panorama-Student Survey; 3rd-5th) (Parent Satisfaction Survey) Results

- Perceptions of the quality of teaching and amount of learning students experience from a particular teacher 81%
- Perceptions of student physical and psychological safety at school 63% (7% increase from 2023-2024)
- How strong the social connection is between teachers and students within and beyond the classroom 74%
- 65% of parents feel that their child is receiving a high quality education
- 86% of parents say that their child feels safe at La Villita Elementary
- 75% of parents say that they feel welcome at La Villita

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, 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. La Villita has the highest percentage of McKinney Vento students in comparison to other elementary campuses.

Problem Statement 2: Parents want more opportunities to eat lunch with their children, and have voiced concern about not being allowed to bring their younger children to classroom parties and lunches.

Root Cause: Due to our large number of students and limited space, we can not accommodate large groups of parents and siblings at lunch or class parties. We have staggered party times to try and accommodate this problem.

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: Teachers need more professional development opportunities such as diversity and poverty training to support teachers in analyzing and creating a plan to address, identify, and target areas of need for these student groups. Families may lack internet access to practice work from home as well as adults at home that can help with homework, lessons are not properly differentiated for these students.

Problem Statement 2 Areas: Student Learning

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: July 18, 2025

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 2024-2025.

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			
<p>Strategy 1: Implement a campus wide attendance expectations in order to participate in extra curricular activities, classroom parties and field trips.</p> <p>Strategy's Expected Result/Impact: Decrease absences Increase Attendance Rate</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, La Villita Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 69% to 74%.

High Priority

HB3 Guiding Objective

- Evaluation Data Sources:**
1. Small Group/Guided Reading Instruction
 2. RTI documentation
 3. Data from formative and summative assessments
 4. MAP Assessments
 5. STAAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Targeted /differentiated instruction to ensure mastery of grade level concepts</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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>- Targeted Support Strategy</p> <p>Funding Sources: Supplemental resources and intervention for at-risk students - 199-SCE State Comp Ed (SCE) - \$76,100</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, La Villita Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 67% to 72%.

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>Strategy 1: 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>Strategy's Expected Result/Impact: Targeted instruction and individualized goals for students who are struggling</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, La Villita Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 61% to 63%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

High Priority

- Evaluation Data Sources:**
1. Provide targeted linguistic supports and accommodations
 2. Explicit teach of academic vocabulary
 3. Opportunities to speak, write, read, and listen
 4. PLCs - Collaborate to ensure consistent and effective supports are in place for EB students

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Reading Academic Growth: La Villita Elementary will increase the percentage of students from 54th percentile to 59th percentile meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP

High Priority

Evaluation Data Sources: 1. Small Group/Guided Reading Instruction

2. RTI documentation

3. Data from formative and summative assessments

4. PLC Meetings - Collaborate to align and target instruction

5. MAP Assessments

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Mathematics Academic Growth: La Villita Elementary will increase the percentage of students from 58th percentile to 63rd percentile meeting growth measures from Beginning of Year to End of Year MAP.

High Priority

- Evaluation Data Sources:**
1. Small Group Math Instruction
 2. RTI documentation
 3. Data from formative and summative assessments
 4. PLC Meetings - Collaborate to align and target instruction
 5. MAP Assessments

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, La Villita Elementary will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment

...

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
Strategy 1: Early Literacy Development Phonological awareness activities (rhyming, syllable clapping, beginning sounds) Shared reading and dialogic reading with rich vocabulary and questions Letter recognition and sound correspondence through multi-sensory activities (songs, sand tracing, magnetic letters) Strategy's Expected Result/Impact: Increased vocabulary and dialogue Staff Responsible for Monitoring: Classroom Teacher	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: La Villita will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness for the 2025-26 school year.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Small Group Reading Instruction
Explicit Phonics Instruction
MAP

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!) - 100% Accounted for in Raptor
 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			
<p>Strategy 1: Debrief with staff following drills to improve campus safety for students and staff</p> <p>Strategy's Expected Result/Impact: Safety Awareness decrease evacuation time during fire drills Proper use of the Raptor Emergency management app</p> <p>Staff Responsible for Monitoring: Administrators Campus Security</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: La Villita Elementary will increase parent engagement opportunities by organizing and inviting parents on campus during the school day for lunches. (4 times during the school year)

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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Goal 1: All classroom teachers will continue implement the discipline plan with an emphasis on common areas. All staff members will communicate clear expectations to the students by modeling, practicing, and consistently reviewing discipline expectations. Teachers will facilitate Harmony lessons weekly.

High Priority

- Evaluation Data Sources:**
1. Establish expectations for common areas - Train all staff in August
 2. Code of Conduct Referrals submitted to administrators.
 3. Harmony lessons will be documented

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

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

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

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
Administrator	Kasey Aiken	AP
Classroom Teacher	Valerie Duran	Teacher
Administrator	Victoria Fields	Assistant Principal
Administrator	Tara Sublette	Principal

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental resources and intervention for at-risk students		\$76,100.00
Sub-Total					\$76,100.00
Budgeted Fund Source Amount					\$76,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$76,100.00
Grand Total Spent					\$76,100.00
+/- Difference					\$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025