

BUENA VISTA EL

Campus Improvement Plan

2019/2020

"Lead, Learn & Leave a Legacy!"

Lead, Learn and Leave a Legacy!



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BUENA VISTA EL

Mission

At Buena Vista Elementary, all students will be encouraged to reach their own genius by providing a rich, rigorous, and individualized education.

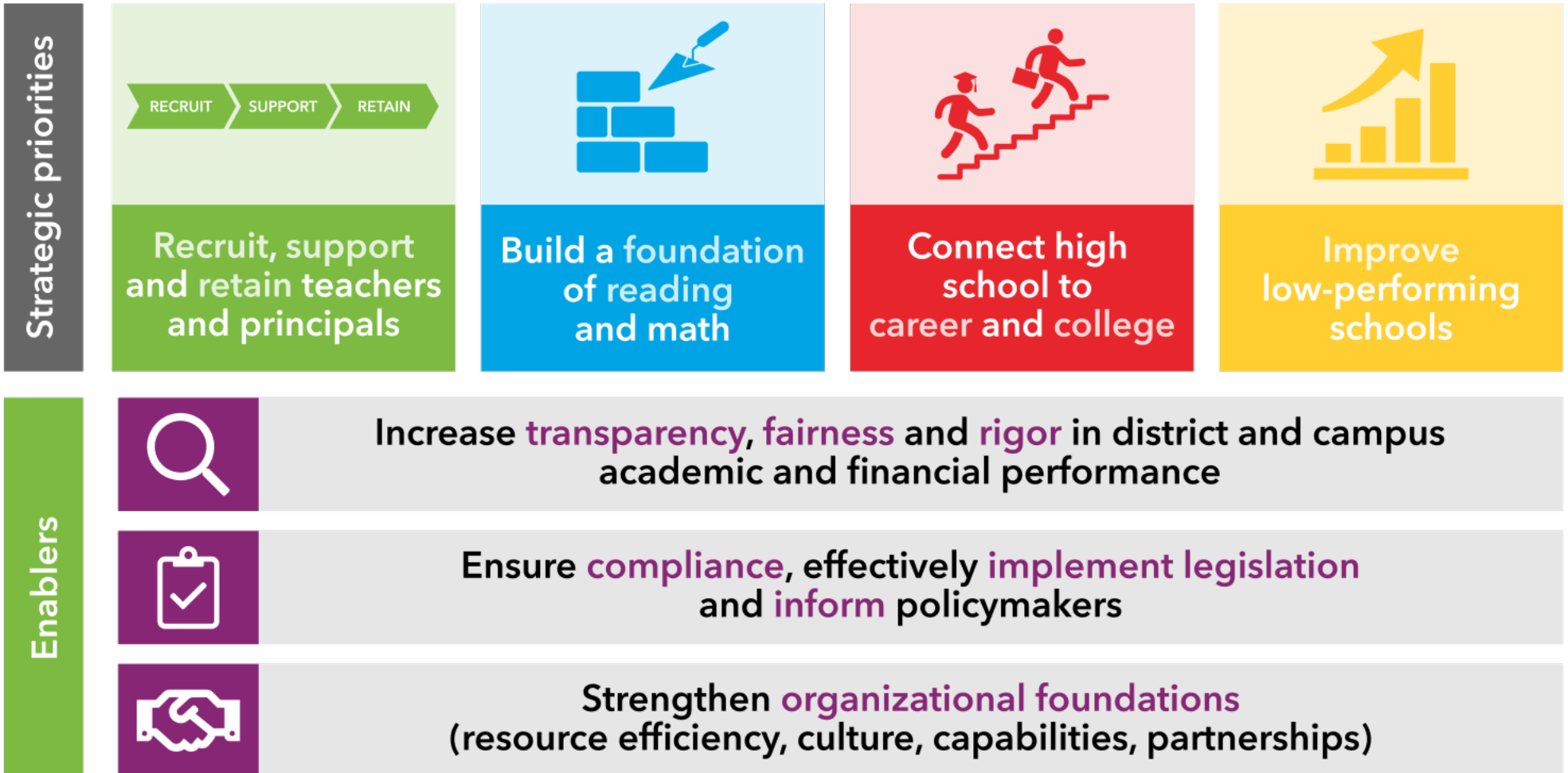
Vision

Lead, Learn and Leave a Legacy!

Nondiscrimination Notice

BUENA VISTA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

BUENA VISTA EL Site Base

Name	Position
Bradford, Lauren	Librarian
Gomez, Anissa	3rd Cluster Leader
Gonzales, Miranda	4th Cluster Leader
Gregg, Teresa	MRT
Hernandez, Yasmin	Bilingual Strategist
Hurtado, Raul	Counselor
Norton, Robert	Asst. Principal
Peimbert, Olivia	1st Cluster Leader
Perret, Gina	2nd Cluster Leader
Salardino, Kerry	5th Cluster Leader
Sutton, Jennifer	Principal
Townsend , Virginia	Kinder Cluster Leader
Wille, Silvia	Counselor



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

● DMAC	●	
● _____	●	_____
● Dashboard	●	_____
● _____	●	_____
● Curriculum	●	_____
● _____	●	_____
● Program Reports	●	_____
● _____	●	_____
● PD provided	●	_____
● _____	●	_____

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Curriculum Dashboard
- PD provided by the district/campus
- planning protocol collaboration
- Attendance
- education galaxy
- New math curriculum & training days
-
-
-
-

Needs

- Vertical alignment - math & reading
- sp.ed support training for inclusion
- staff to assist with sm group instruction
- computer lab time for all
- teacher planning days - not on RTI day
- complete reading kits for all teachers
- Purchase Readworks to support ELA
- Purchase Fast Focus for all subjects
- Staff development for guided reading
-

Summary of Needs

- Training on dashboard, reading programs, sp.ed. and behavior strategies.
- Purchase Readworks, Fast Focus and other materials for STAAR support
- updated curriculum with correlations to ELA to help with cross-curricular support
- updated textbooks and instructional guides
- vetical planning for ELA & Math
- Planning time other than RTI or planning protocol
- Increase lab time to use research based programs
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 3/26/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

We are able to identify our strenghts/needs.

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☒ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Sandra Venegas	Sandra Venegas	teacher
MIKE EVANS	MIKE EVANS	TEACHER
Belinda M.	Belinda M.	Teacher
Kerry Salardino	K Salardino	Teacher



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | |
|-----------------------------|---|-------|
| ● TPRI | ● | _____ |
| ● Successmaker Reports | ● | _____ |
| ● Early Literacy Indicators | ● | _____ |
| ● Teacher-Student ratios | ● | _____ |
| ● Attendance | ● | _____ |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Good teacher/student ratio
- Attendance at 95%
- Assessments done 6 times a year
- data drives RTI component
-
-
-
-
-
-

Needs

- Stability on home campus
- Consistency for students/teachers
- More math assessments
- more computer lab time for students
- More assistance in the computer lab
- Attendance incentives
- Parent training
-
-
-

Summary of Needs

- Attendance Incentives
- Parent trainings (Single parents, low socioeconomic)
- Increased math assessments
- Increased computer accessibility for students
-
-
-
-
-
-
-

Buena Vista Elementary

CNA Meeting

2/25/2019

Sign In

Name		
Diana Torres		
Karina Mireles		
Misty Hanselman		
Kali Cedillo		
Liliana Castillon		
Narda Mallyn		



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | | |
|-------------------------------|---|-------|
| ● Parent volunteers | ● | _____ |
| ● Parent participation counts | ● | _____ |
| ● Community support groups | ● | _____ |
| ● Parent Forum | ● | _____ |
| ● | ● | _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Monthly calendar provided to parents
- Opportunities provided to parents to participate in functions
- Events created parent/school partnership
- Parent forum
- Parent liasion
- Mommy & Me Event
- Festivals
- Monthly trainings
-
-

Needs

- increase participation in academic nights
- stability for bilingual families (campuses)
- Family trainings day/night to increase attendance
- Parental support
- Training for bilingual/Sp.ed. families
- Recognition opportunities
- Plaques, tables, tableclothes, canopies
-
-
-

Summary of Needs

- Increase parent/community participation in academic nights
- Continue the festivals
- Parent trainings for bilingual/sp.ed. families - Loteria, Dinners, Activities
- Increase parent volunteers on campus - purchase shirts, lanyards
- Recognition of various support groups (Community, volunteers, aids, mentors)
- Luncheons provided for support groups
- Training materials & food purchased to support parent make & takes
- Plaques, tables, tableclothes, canopies
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
Parents need resources on (math) to help the child at home.
3. How is our organization better as a result of this process? *?*

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☒ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Connie Arraraga	Connie Arraraga	Parental Liaison
Rosa Ladd	Rosa Ladd	Bilingual Aide
Brianna Cortez	Brianna Cortez	Bilingual Aide
Bianca Cortez	Bianca Cortez	Bilingual Aide
Zulma Fuentes	Zulma Fuentes	Sp. ed aide
Diana De Los Santos	Diana De Los Santos	4th grade aide

NCLB CNA Summary for Buena Vista Elementary

Demographics

Attendance Incentives
Parent trainings (Single parents, low socioeconomic)
Increased math assessments
Increased computer accessibility for students

Student Achievement

Additional opportunities to involve parents in academic discussions
Increase math/reading materials for student centers
Specific areas for teachers to test students for TELPAS/TPRI/etc..
Resources such as subs to support pull out testing
Vertical alignment opportunities to ensure cohesive and aligned curriculum lessor
Add furniture that will be conducive to variety of instructional needs

School Culture and Climate

Increase surveys online for parents/staff/students so that we can keep a pulse on campus
Campus wide support of discipline plan
Training on classroom management & behavior supports
Campus building improvements for safety
Increase staff in specials due to the increase in student population
Conference calendar set for parent conferences
Cultural center in the school
Purchase online programs like: survey monkey or a newsletter creation program

Teacher Quality

Increase monitoring and training of new teachers
Training provided for various skills to improve teacher performance
Increase monitoring and training of new teachers
Increased feedback and coaching for teachers in need
Teacher Resources - Math games, Book of the day, Big Books, guided readers, wo

Curriculum, Instruction and Assessment

Training on dashboard, reading programs, sp.ed. and behavior strategies.
Purchase Readworks, Fast Focus and other materials for STAAR support
updated curriculum with correlations to ELA to help with cross-curricular support
updated textbooks and instructional guides
vertical planning for ELA & Math
bilingual training & resources
Increase lab time to use research based programs

Family & Community Involvement

Increase parent/community participation in academic nights
Continue the festivals
Parent trainings for bilingual/sp.ed. families - Loteria, Dinners, Activities
Increase parent volunteers on campus - purchase shirts, lanyards
Include more parent nights as various times to increase participation
Luncheons provided for support groups
Training materials & food purchased to support parent make & takes
Plaques, tables, tableclothes, canopies

School Context & Organization

Scheduled subs for conference days per grade level
Classroom door locks changed for safety
consistency for behavior concerns/discipline
improved facilities that create a negative atmosphere (Restrooms, waterfountains)
smell in the 5th grade wing
clean up the bat situation on campus
Calendar integrity

Technology

4-5 computers per classroom
working printers in each classroom
updated cameras/security system

work orders need to be done a bit quicker
Training to address simple tech issues for teachers
purchased subscriptions for web access (flocabulary, scholastic, etc...)



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|---------------------|-----------------------|
| ● Mentors on campus | ● Physical facilities |
| ● Duty rosters | ● |
| ● School maps | ● |
| ● Leadership teams | ● |
| ● Clusters | ● |

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- School FB page
- HS Student mentors
- Beautify BV
- Canned food drive
- Campuswide festivals
- clubs available for students
- opportunities for informational trainings
- weekly updates
- High regard for staff from parents
-

Needs

- Parent/Teacher conference day
- Later date for open house
- earlier intervention for testing subjects
- set calendars with minimal changes
- improve facilities (upgrades)-cleanliness
- balanced distribution of responsibilities
- safety plan improved
- online campuswide calendar
-
-

Summary of Needs

- Scheduled subs for conference days per grade level
- Classroom door locks changed for safety
- consistency for behavior concerns/discipline
- improved facilities that create a negative atmosphere (Restrooms, waterfountains)
- smell in the 5th grade wing
- clean up the bat situation on campus
- Calendar integrity
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/1/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
 - mixed groups (grade levels) for members
3. How is our organization better as a result of this process?
 - our voice is heard

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☒ School Context and Organization
☐ Technology

Name	Signature	Position
Jessica Voss	[Signature]	Teacher
Miranda Gonzales	[Signature]	Teacher
Mariana Gilliam	[Signature]	Teacher
[Signature]	[Signature]	Teacher
Laura A. Limon	[Signature]	Teacher
Amber Naseman	[Signature]	Teacher



School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|-------------------------|-------------------------|
| ● Parental Survey | ● Parent Forum feedback |
| ● Questionnaires | ● Staff feedback |
| ● Conferences | ● |
| ● Walk-through feedback | ● |
| ● Faculty Meetings | ● |

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- walk thru data given in a timely manner
- parent conferences are positive
- selective classroom management
- increased communication on campus
- excellent parental liasion
- use of class dojo campuswide
-
-
-
-

Needs

- consistent discipline for students
- inability to enforce consequences due to behavior problems
- set conference dates
- surveys for staff/parents/students reg.
- Timely dispersement of info. campuswide
- Online surveys
- Parent training in the evenings
- Specials overcrowded - smaller groups
- Cultural center in the school
- School improvements for safety

Summary of Needs

- Increase surveys online for parents/staff/students so that we can keep a pulse on campus
- Campus wide support of discipline plan
- Training on classroom management & behavior supports
- Campus building improvements for safety
- Increase staff in specials due to the increase in student population
- Conference calendar set for parent conferences
- Cultural center in the school
- Purchase online programs like: survey monkey or a newsletter creation program
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

All staff able to give feedback, working document

2. What might we improve and how? Online parent survey, online parent trainings, Better communication

3. How is our organization better as a result of this process?

Better growth, more involvement between staff + parents

Committee Area:

- ☐ Demographics
☐ Student Achievement
☒ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Michelle Evans	Michelle Evans	SPED.
Angela Leonor	Angela Leonor	Music
Olga Gonzalez	Olga Gonzalez	Art
Donna Hawkins	Donna Hawkins	SPED
Carolina Early	Carolina Early	P.E.
Harisa Maders	Harisa Maders	P.E.
Walter Wardlaw	Walter Wardlaw	P.E.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|---------------------------------|--|
| ● HQ certifications | ● Teacher/student ratios |
| ● T-Tess Evaluations | ● Bilingual certifications/GT certifications |
| ● Para professional evaluations | ● |
| ● Professional development | ● |
| ● stipends | ● |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% HQ teachers
- Versatility in teachers
- Student teacher ratios are lower
- Stipends
- T-Tess Evaluations
- Para-professional evaluations
-
-
-
-

Needs

- Teacher/student ratios
- Bilingual/GT certifications
- Mentoring of new teachers
- Coaching for teachers
- Follow up training regularly (Spiraled)
- Teacher Resources
-
-
-
-

Summary of Needs

- Increase monitoring and training of new teachers
- Training provided for various skills to improve teacher performance
- Increase monitoring and training of new teachers
- Increased feedback and coaching for teachers in need
- Teacher Resources - Math games, Book of the day, Big Books, guided readers, word walls, bilingual materials.
-
-
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4-3-19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Not enough information to answer the question at this time.

2. What might we improve and how?

The CNA process should include the majority of staff input and staff should get together to discuss goals.

3. How is our organization better as a result of this process?

Once information is obtained about teacher retention, recruitment, and staff quality we can make a better evaluation.

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☒ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Margaret Berain	<i>Margaret Berain</i>	Educator
Paloma Faz	<i>Paloma Faz</i>	Educator
Stacey Harris	<i>Stacey Harris</i>	Educator
Norma Rios	<i>Norma Rios</i>	Educator
Georgina Terret	<i>Georgina Terret</i>	Educator
Alicia White	<i>Alicia White</i>	Educator
Teresita C. Avila	<i>Teresita C. Avila</i>	Educator



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|--------------------|-----------------------|
| ● TELPAS | ● Power hour results |
| ● Summatives | ● Promotion/Retention |
| ● Benchmarks | ● Class/course grades |
| ● STAAR | ● |
| ● STAR Renaissance | ● |

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Bilingual Academy
- Quality data sources
- State testing training
- TELPAS data reviews/training
- Dashboard
- Planning protocol to align instruction
- Grades every 6-7 weeks
- Data days
-
-

Needs

- Parent involvement in instruction
- Assessments in the students native language needed
- Data training on various programs
- Areas to test students - furniture
- Additional time & subs to test students
- Increase math/reading center materials
-
-
-
-

Summary of Needs

- Additional opportunities to involve parents in academic discussions
- Increase math/reading materials for student centers
- Specific areas for teachers to test students for TELPAS/TPRI/etc..
- Resources such as subs to support pull out testing
- Vertical alignment opportunities to ensure cohesive and aligned curriculum lessons
- Add furniture that will be conducive to variety of instructional needs
-
-
-
-

1. How is student achievement data disaggregated?

Student achievement data is disaggregated into a several components that consist of, per grade level, reading levels, TELPAS ratings, Successmaker, Benchmarks, TPRI, Education Galaxy, reading level, six week grades, weekly test, accelerated reading scores, beginning, middle, and end of the year grades, progress reports, report cards, honor roll, perfect attendance, state mandated tested scores, and weekly grades.

The students are placed in groups according to Star Reading Scores, Success maker or Running Records Scores. The students are grouped according to their Reading Levels and we call them by their groups to come to read to us.

2. How does student achievement data compare from one data source to another?

A students' achievement data compared from one data source to another should be able to correlate to each other. In some cases, there are possibilities that scholars can be higher or lower than another source. For instance, a student's reading level may be higher or lower than they receive in Successmaker or Star Reading.

We strongly believe that the students are fortunate to be enrolled in a Bilingual Academy School because many of our ELLS are having the same subjects taught in both languages in all of their subjects if it meets their needs. The students take a Bundle Benchmark every six weeks. For Kinder, the students take either their ELA or SLA and their Math assessments in their native language if needed. Also, the students take English and Spanish Assessments every six weeks on Successmaker if needed at the Computer lab. Once we receive their scores, we compare their grades to a chart to determine what Levels of their A-Z Books they will be reading. Therefore, we create new groups every six weeks.

3. What does the data indicate when disaggregated by ethnicity, gender, social economics status, special programs, or other category?

When data has been disaggregated by ethnicity, gender, socioeconomic status special programs, or other categories provides a diverse indication on how to determine the direction in which curriculum and instruction is developed and delivered throughout the district, schools, and within the classroom.

For instance, data collected from programs such as: Successmaker, Accelerated Reading program, weekly test, beginning, middle and end of the year, bundle assessment scores can be disaggregated to assist administration and teachers in understanding and knowing how to meet the academic needs of each individual student with a classroom, school, or district as a whole. All of the students are able to learn and be placed in the same classrooms regardless of their ethnicity gender, social economics status, Special Programs like Special Education students that come to our classrooms for certain subjects, Regular Students, and GT students, or any other category. Usually, on the Bundle Lesson Plans, they will tell us what tasks to have the students perform if they are at the Beginning, Intermediate, or Advanced, or High Advanced Stages. Data indicates which group of students needs more help. It also, shows which students are borderline to pass to the next grade level. For instance, data collected from programs such as: Istation, Accelerated Reading program, weekly test, beginning, middle and end of the year, bundle assessment scores can be disaggregated to assist administration and teachers in understanding and knowing how to meet the academic needs of each individual student with a classroom, school, or district as a whole.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

This academic school year 2017-2018, we have been showing growth in Reading and Math by comparison from their benchmark scores every six

weeks. Every Bundle for ELA, SLA, and Math, the students are being taught something different, therefore the students are getting wiser every new six weeks. For Kindergarten, we use the ELA and SLA, and Math Teacher observations, TPRI and Oral assessments with checklists. Also, we are able to see growth every six weeks on the students' Star Literacy and Successmaker, and Education Galaxy Scores.

5. Which students are making progress? Why?

Our LEP population was made significant progress due to different programs available for assistance. Special Education has had to meet general education curriculum needs due to state testing standards. In addition, all of our students learn at a different pace. For some students, although they are being taught both languages as needed, for those students, when they take their assessments in their native language make them have better scores and some are exiting the Bilingual program as they excel in their English language. We are also able to see their progress daily, weekly, every six weeks on their Benchmarks, Successmaker Assessments Scores. All of the students are making progress every six weeks because they are given an opportunity to learn in large group instruction and a variety of Centers.

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assessments in their native language make them have better scores. We are also able to see their progress daily, weekly, every six weeks on their

Bundle Assessments, Successmaker Assessments Scores. All of the students are making progress every six weeks because they are given an opportunity to learn in large group instruction and a variety of Centers.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

The Istation Program, and Think Thru Math have proven to impact our student achievement by delivering computer-adaptive assessments that

adjusts to each student skills level. Guided Reading in one to one instruction has also impacted our student achievement.

Usually, what I do is include intervention for Math, we take a little longer for our Math Groups for part of intervention. Then, we work on Science or Social Studies.

Intervention Programs are working because we are able to work on smaller groups. We are able to see their progress.

7. What does the longitudinal student achievement data indicate?

The longitudinal students' achievement data, students are becoming smarter every time they are present in school; every time they are working in a variety of ways in their classrooms working on their Bundle Assignments every six weeks, etc. Buena Vista Elementary have shown growth based on class, grade level, campus, district, and state reports.

8. What does the data reflect within and among content areas?

Since, the Bundles provide from Educational Videos, books, Quizzes, Bundle Reviews, etc. the students content scores are increasing every six weeks. In addition, our district training for teachers has impacted our data in a positive way. Data based from our campus, have shown success and growth in all content areas for being one of five piloted schools under the Simultaneous Bilingual program.

9. What does the data indicate when disaggregated at various levels of depth?

I think that all of the teachers give all of the students the same opportunities of working on all contents areas from the Bundles every six weeks. We don't think that any of us disaggregate at all or levels of depth. This allows the students to perform better on their six weeks assessments.

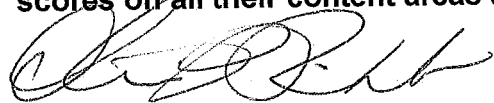
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Limited English Proficient (LEP) students, are students that are not born in the United States or who's native language is other than English.

These students are tested every six weeks; in which, their teachers are able to meet with instructional coaches and curriculum specialist to determine their annual growth based on their Istation reports, benchmarks, Think Central, running records levels, and bundle test scores.

Teachers are then able to determine their students' progress every week by their weekly test, every six weeks, and every year. Since this is a Bilingual Academy School, we think that our ELL students are learning both languages and all of their contents faster because they are being provided with absolutely all contents from Reading A-Z Books, Readers, Math Books are provided in both languages, Science, and Social studies are also provided in both languages as needed.

Therefore, I think that with this new Program that was implemented at Buena Vista Elementary School, the students' language (English and Spanish) and their scores on all their content areas are being improved every year.



C. Gutierrez

U. Rweg

Maria Dolores

Esperanza Rodriguez

Virginia Townsend

Alfredo G. Hinojosa



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | | |
|-----------------------------------|---|-------|
| ● Network | ● | _____ |
| ● _____ | ● | _____ |
| ● assessment of technology skills | ● | _____ |
| ● _____ | ● | _____ |
| ● inventory of current technology | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- new teacher computers
- new bluetooth smart pens
- easier work order system
- help desk responsive
- ipads in the classrooms
- internets & working network
- Brainpop Jr.
- United Streaming
- Education Galaxy
-

Needs

- limited internet websites
- tech not consistent in the classrooms
- Increase training on IPEVO Pen
- printers needed in each classroom
- IPADs in all grade levels
- work orders are sometimes slow to finish
- Training to address simple tech issues
- web based subscriptions
- updated security system
-

Summary of Needs

- 4-5 computers per classroom
- working printers in each classroom
- updated cameras/security system
- work orders need to be done a bit quicker
- training on new technology delivered to staff on campus
- Training to address simple tech issues for teachers
- purchased subsriptions for web access (flocabulary, scholastic, etc...)
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 04-02-19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

The most beneficial part is being included in the improvement process and our voices being heard.

2. What might we improve and how?

See CNA Summary

3. How is our organization better as a result of this process?

We have had many improvements and advances due to the CNA.

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☒ Technology

Name	Signature	Position
Diana Diaz	Diana Diaz	
Annabel Hernandez	Annabel Hernandez	
Anissa Gomez	Anissa Gomez	
Yasmin R-Hernandez	Yasmin R-Hernandez	
Amber Poe	Amber Poe	
Cindy Dunlap	Cindy Dunlap	



BV Faculty Meeting Agenda

February 25, 2019

1. Teacher of the Month – Olivia Peimbert
2. STAAR Online components
 - a. Red, white and blue icon
3. Education Galaxy (K-5)
 - a. <https://app.educationgalaxy.com/login.aspx>
 - b. Flyer on how to set up a classroom
4. CNA – campus needs assessment
5. Weekly Updates

Reminder: Textbook Fair @ DRMS from 4:30-7 pm for ELA adoption

Notes:

Buena Vista Weekly Updates: 2/25/2019-3/1/2019

*Feb. 25 – Faculty Meeting in the computer lab @ 3:10 pm (Teachers and aides only)
TELPAS testing begins in the computer lab (2nd grade)
Parent Forum @ 2 pm in lounge*

*Feb. 26 – TELPAS testing (3rd grade) in computer lab
Textbook Fair @ DRMS – 4:30 pm - 7pm (ELA adoption)*

*Feb. 27 – TELPAS testing (5th grade) in computer lab
Talent Show @ 6 pm in the cafeteria*

*Feb. 28 – Celebrity Reader @ 8:30 am
TELPAS testing (4th grade) in computer lab @ 10 am
Skate Night from 5-8 pm*

Mar. 1- RTI Day – Report time is 8:30 am. Lunch will be from 11:30-1 pm.



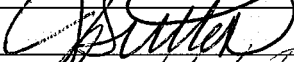
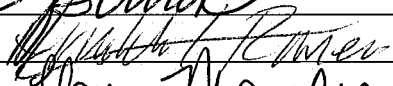
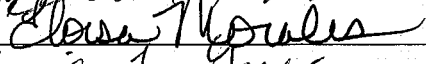
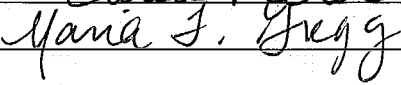
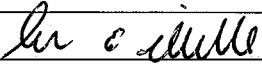
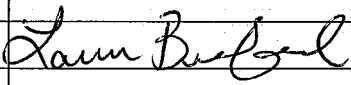

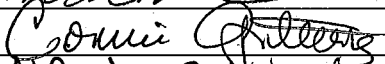
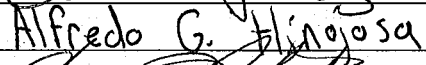
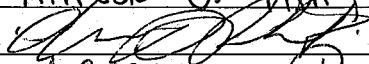
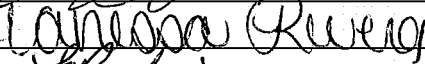
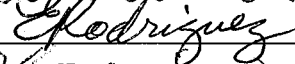

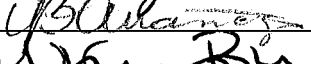

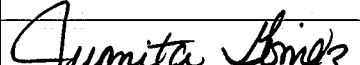
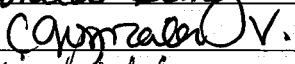
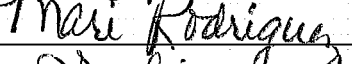
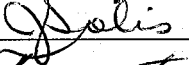
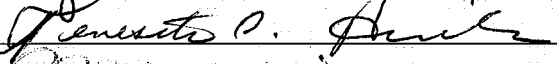

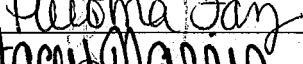
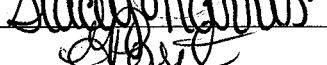
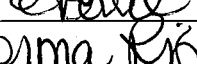
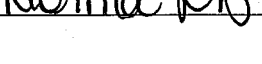
How wonderful it is that
nobody need wait a
single moment before
starting to improve the
world.

ANNE FRANK

Buena Vista Elementary

Staff Meeting

February 25, 2019

Principal, Jennifer Sutton	
Asst., Arnoldo Romero	
Eloisa Morales	
Maria Teresa Gregg	
Ana R. Martinez	
Silvia Wille	
Cynthia Cordova	
Lauren Bradford	
Becky Luna	
Diana Elizondo	
Maria Dolores Chacon	
Concepcion Gutierrez	
Alfredo Hinojosa	
Olivia Peimbert	
Vanessa Rivera	
Esperanza Rodriguez	
Virignia Townsend	
Yolanda Arra˜aga	
Whitney Block	
Susana Arellano	
Juanita Gomez	
Cecilia Gonzalez	
Maria Rodriguez	
Josefina Solis	
Teresita Avila	
Margaret Berain	
Paloma Faz	
Stacey Harris	
Georgina Perret	
Norma Rios	

Alison White	Alison White
Diana Diaz	Diana Diaz
Cindy Dunlap	Cindy Dunlap
Anissa Gomez	Anissa Gomez
Annabel Hernandez	Annabel Hernandez
Yasmin Hernandez	Yasmin R. Hernandez
Amber Poe	Amber Poe
Olga Calderon	Olga Calderon
Miranda Gonzalez	Miranda Gonzalez
Laura Limon	Laura C. Limon
Mariana Gilliam	M. Gilliam
Amber Naseman	
Jessica Voss	J. Voss
Olga Alicea	
JoAnn BuenRostro	JoAnn BuenRostro
Michael Evans	Michael Evans
Belinda Mallen	Belinda Mallen
Kerry Salardino	Kerry Salardino
Sandra Venegas	S. Venegas
Olga Gonzalez	
Michelle Evans	Michelle Evans
Angela Leonor	Angela Leonor
Amalia Cuellar	
Carolina Ealy	
Walter Wardlaw	Walter Wardlaw
Mrs. Madera	Mrs. Madera
Anna De La Rosa	Anna De La Rosa
Laura Jenkins	
Maria Duman	M. Duman
Zulma Fuentes	Zulma Fuentes
Concepcion Arrañaga	Concepcion Arrañaga
Rosa Ladd	Rosa Ladd
Alma Alarcon	Alma Alarcon
Diana De Los Santos	Diana De Los Santos

[illegible]

BUENA VISTA EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. Eighty two percent will receive an approaching level or higher in Domain I in overall STAAR performance in 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. More strategic planning in all subjects for our sp.ed. and ELL populations. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Strategists, Teachers	August 2019-June 2020	(F)IDEA Special Education, (F)Title I, (S)Local Funds - \$1,000	Summative - DMAC Reports, District Assessments, STAAR data 01/10/20 - Some Progress
2. Certificates are given to the Top Ten Readers in each grade level per six weeks. Students are also given certificates for perfect attendance and Honor Roll. All students receive an incentive for reaching their AR goal for the six weeks. (Title I SW: 1,6,8,9) (Title I TA: 1,2,4) (Target Group: All)	Campus Administrators, Parents, Teachers	September 2019-June 2020	(S)Local Funds - \$1,500	01/10/20 - On Track
3. Teachers will receive training for best teaching practices in Reading, Math, and technology through faculty members, after school trainings and learning walks. (Title I SW: 1,3,4,8,9,10) (Title I TA: 1,2,5) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators, Teachers	August 2019-June 2020	(F)Title I - \$2,038.67	Criteria: Surveys to measure effectiveness of training for teachers 01/10/20 - Significant Progress
4. All bilingual teachers will receive ongoing staff development on techniques to support language and content strategies for ELL students. (Title I SW: 1,2,3,4,9,10) (Title I TA: 1,5,7) (Target Group: All) (Strategic Priorities: 2)	Bilingual Department, Campus Administrators, Strategists, Teachers	September 2019 - May 2020	(F)Title I - \$1,000	Criteria: Improved performance in ELL scores based on quality teaching strategies. Summative - Improved performance in ELL scores based on quality teaching strategies. 01/10/20 - On Track
5. The campus will utilize the new math curriculum to address more rigorous instruction in the classroom. K-2 teachers will be given additional strategies & resources to increase rigor in the classroom. (Title I SW: 1,3,8,9) (Title I TA: 1,5,6) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	September 201 - June 2020	(S)Local Funds - \$200	01/13/20 - On Track
6. Guided Reading training will be provided to support reading teachers. Math training will be	Campus Administrators, Curriculum Coordinators,	September 2019-June 2020	(F)Title I, (S)Local Funds - \$2,100, (S)Optional Extended	01/13/20 - On Track

BUENA VISTA EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. Eighty two percent will receive an approaching level or higher in Domain I in overall STAAR performance in 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
provided to each six weeks from C&I to assist with the implementation on campus. (Title I SW: 1,3,4,6,8) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 1,2)	Instructional Aides, Instructional Coaches, Strategists, Teachers		Year Funding	
7. To improve writing across grade levels, teachers will work in vertical teams to calibrate the writing process. (ELL) (Target Group: All,LEP) (Strategic Priorities: 1,4)	Campus Administrators, Instructional Aides, Teachers	August 2019 - May 2020		01/13/20 - On Track
8. Purchase quality resources such as hands on manipulatives, games, workbooks, headsets, listening centers, carpets and academic subscriptions to support a more rigorous academic experience for students. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2019-June 2020	(F)Title I, (S)Local Funds	01/13/20 - On Track

BUENA VISTA EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 2. Increase Reclassification Rates for all ELL students by 20% at the end of the 2019-2020 school year with the support of bilingual instructional aides and the campus strategist.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All LEP students will receive additional support utilizing the QTEL strategies in ELA and additional support in all other content areas during the instructional day. (Title I SW: 1,2,3,4,6,9) (Title I TA: 2) (Target Group: LEP) (Strategic Priorities: 2)	Campus Administrators, Instructional Aides, Parental Aides, Parents, Teachers	September 2019- June 2020	(F)Title I - \$1,000	01/13/20 - On Track
2. Continue learning walks/planning to monitor QTEL strategies in the bilingual classroom two times a year lead by bilingual strategist. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,6) (Target Group: All,ECD,LEP,SPED) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	October 2019- April 2020	(S)Local Funds - \$4,000	01/13/20 - Some Progress
3. Incorporate computer practice time into the six weeks schedule to practice tools available for those students who will be taking the online STAAR assessment in 2019. (Target Group: LEP) (Strategic Priorities: 4)	Campus Administrators, Computer Aides, Instructional Aides, Strategists, Teachers	November 2019 - May 2020	(F)Title I - \$500	Criteria: Purchase headsets & microphones to practice in lab and in the classroom speaking aloud. 01/13/20 - On Track
4. Tuesday trainings afterschool to all beginner/intermediate teachers so that they can learn a new ELL strategy for either language or content growth. (Target Group: LEP) (Strategic Priorities: 1,4)	Campus Administrators, Strategists, Teachers	October 2019- April 2020		Criteria: Increased scores and improvement in the language proficiency based on TELPAS and benchmarks. 01/13/20 - On Track

BUENA VISTA EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** Increase attendance to a yearly average of 97.25% at Buena Vista by June 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a trophy to the class with the highest attendance per six weeks. (Title I SW: 1,2,6,7,9) (Target Group: All) (Strategic Priorities: 3)	Attendance Staff, Campus Administrators, Teachers	September 2019-June 2020	(S)Local Funds - \$0	01/13/20 - On Track
2. Classes will be able to get an opportunity for class incentives that meet the established criteria – snacks, popcorn, juices, movie, lunch with the principal, jumping castle, dunking or pie in the face. (Title I SW: 1,6,9,10) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators	August 2019-June 2020	(F)Title I, (L)Principal Account, (S)Local Funds - \$200	01/13/20 - On Track
3. Present student incentives to all students with perfect attendance per cycle. (Title I SW: 1,6,9,10) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Teachers	September 2019-June 2020	(S)Local Funds - \$700	01/13/20 - On Track
4. Attendance committee uses the attendance program and calls home daily from 8:05-9:30 and the parental liaison makes home visits when necessary. (Title I SW: 1,6) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides	August 2019 - June 2020	(F)Title I - \$700	01/13/20 - On Track

BUENA VISTA EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** Create a discipline committee and a positive behavior support plan to redirect students to make better choices and to reward positive behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To utilize a common communication tool - DOJO on campus to keep in touch with parents on students academic and behavior in class. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Parents, Teachers	August 2019-May 2020		01/13/20 - On Track
2. To provide Positive Behavior Support training (TBSI) to all staff so they can have the tools to help redirect students and have them self reflect on making better choices. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2019-June 2020		01/13/20 - Completed

BUENA VISTA EL

Goal 2. The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By the end of the 2019-2020 school year, Buena Vista Elementary will utilize 90% of local funds to directly impact instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2019-May 2020	(S)Local Funds - \$30,100	01/13/20 - On Track

BUENA VISTA EL

Goal 2. The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. Buena Vista will continue to improve parent participation on campus through a parent forum and events/committees on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bv will reach out to the parents through monthly parent forum meetings which inform parents of campus needs, trainings, campus activities, and allow parents to share input. (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Teachers	August 2019-June 2020		01/13/20 - On Track
2. BV clusters create opportunities for parents to participate in classroom presentations, mommys tea, math trainings, open houses, talent show, and holiday programs. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Parental Aides	August 2018-June 2019	(F)Title I - \$1,000, (L)Principal Account - \$200, (S)Local Funds - \$500	01/13/20 - On Track
3. Provide an end of the year parent volunteers & community leaders are provided a luncheon. They are given a lunch and presented with a plaque from the campus. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	May 2019	(F)Title I, (L)Principal Account - \$300, (S)Local Funds - \$300	01/13/20 - Some Progress

BUENA VISTA EL

Goal 2. The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. To increase the sense of community and pride in our school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BV will provide three events to encourage parent involvement, community relations and student support: * Trick or Trunk - October 2018 * Beautify Buena Vista - March 2019 * Spring Fling - May 2019 (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1,4)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Teachers	October 2018-May 2019	(L)Principal Account - \$300, (S)Local Funds - \$700	01/13/20 - Some Progress

BUENA VISTA EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

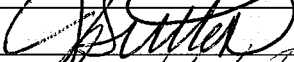
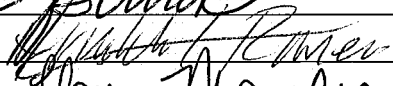
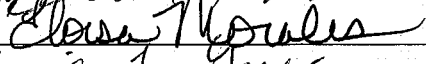
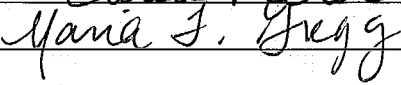
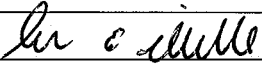
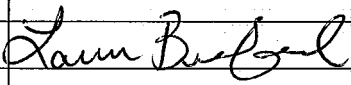

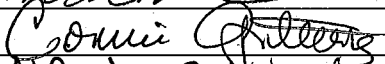
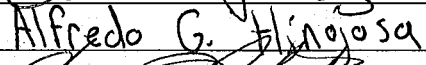
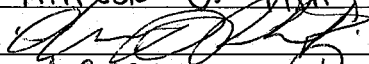
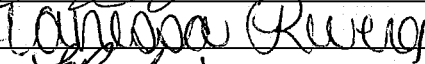
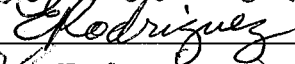

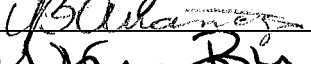

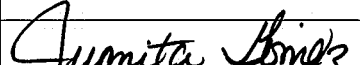
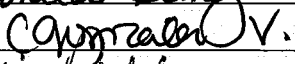
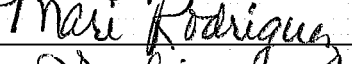
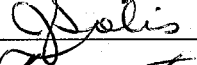
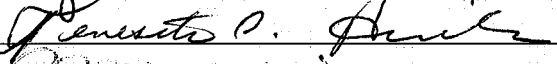
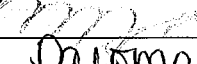
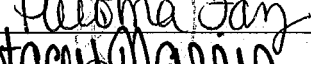
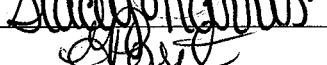
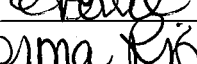
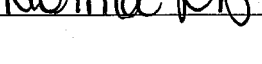
Objective 1. Buena Vista will provide communication to all parents daily utilizing a variety of media in 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental Liaison will provide training in English and Spanish to all parents for various topics DR Cares, Positive Parenting, How to conduct a proper science experiment, Good Nutrition/Healthy Eating, Facts regarding Childhood Obesity, Good Oral Hygiene and how to apply for assistance, Informational Meeting on Various Disorders that affect your child's education, Diabetes, Internet Safety, Drug and Alcohol Abuse, Make and Take Workshops, Bullying, Gradebook, Crisis Interventions, Guidance and Counseling Services for Children, Career and Education Opportunities, and Substituting. (Title I SW: 1,2,6,10) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(F)Title I - \$3,000	01/13/20 - On Track
2. Campus will send home monthly calendars with important events, DOJO, utilize School Messenger System for reminders of upcoming activities, campus newsletter (Home Connect) and VIP Parental Meetings. (Title I SW: 1,6,9) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Curriculum Coordinators, Parental Aides, Teachers	August 2019 - June 2020	(S)Local Funds - \$1,020.33	01/13/20 - On Track

Buena Vista Elementary

Staff Meeting

February 25, 2019

Principal, Jennifer Sutton	
Asst., Arnoldo Romero	
Eloisa Morales	
Maria Teresa Gregg	
Ana R. Martinez	
Silvia Wille	
Cynthia Cordova	
Lauren Bradford	
Becky Luna	
Diana Elizondo	
Maria Dolores Chacon	
Concepcion Gutierrez	
Alfredo Hinojosa	
Olivia Peimbert	
Vanessa Rivera	
Esperanza Rodriguez	
Virignia Townsend	
Yolanda Arra˜aga	
Whitney Block	
Susana Arellano	
Juanita Gomez	
Cecilia Gonzalez	
Maria Rodriguez	
Josefina Solis	
Teresita Avila	
Margaret Berain	
Paloma Faz	
Stacey Harris	
Georgina Perret	
Norma Rios	

Alison White	Alison White
Diana Diaz	Diana Diaz
Cindy Dunlap	Cindy Dunlap
Anissa Gomez	Anissa Gomez
Annabel Hernandez	Annabel Hernandez
Yasmin Hernandez	Yasmin R. Hernandez
Amber Poe	Amber Poe
Olga Calderon	Olga Calderon
Miranda Gonzalez	Miranda Gonzalez
Laura Limon	Laura C. Limon
Mariana Gilliam	M. Gilliam
Amber Naseman	
Jessica Voss	J. Voss
Olga Alicea	
JoAnn BuenRostro	JoAnn BuenRostro
Michael Evans	Michael Evans
Belinda Mallen	Belinda Mallen
Kerry Salardino	Kerry Salardino
Sandra Venegas	S. Venegas
Olga Gonzalez	
Michelle Evans	Michelle Evans
Angela Leonor	Angela Leonor
Amalia Cuellar	
Carolina Ealy	
Walter Wardlaw	Walter Wardlaw
Mrs. Madera	Mrs. Madera
Anna De La Rosa	Anna De La Rosa
Laura Jenkins	
Maria Duman	M. Duman
Zulma Fuentes	Zulma Fuentes
Concepcion Arrañaga	Concepcion Arrañaga
Rosa Ladd	Rosa Ladd
Alma Alarcon	Alma Alarcon
Diana De Los Santos	Diana De Los Santos

[illegible]



BV Faculty Meeting Agenda

February 25, 2019

1. Teacher of the Month – Olivia Peimbert
2. STAAR Online components
 - a. Red, white and blue icon
3. Education Galaxy (K-5)
 - a. <https://app.educationgalaxy.com/login.aspx>
 - b. Flyer on how to set up a classroom
4. CNA – campus needs assessment
5. Weekly Updates

Reminder: Textbook Fair @ DRMS from 4:30-7 pm for ELA adoption

Notes:

Buena Vista Weekly Updates: 2/25/2019-3/1/2019

*Feb. 25 – Faculty Meeting in the computer lab @ 3:10 pm (Teachers and aides only)
TELPAS testing begins in the computer lab (2nd grade)
Parent Forum @ 2 pm in lounge*

*Feb. 26 – TELPAS testing (3rd grade) in computer lab
Textbook Fair @ DRMS – 4:30 pm - 7pm (ELA adoption)*

*Feb. 27 – TELPAS testing (5th grade) in computer lab
Talent Show @ 6 pm in the cafeteria*

*Feb. 28 – Celebrity Reader @ 8:30 am
TELPAS testing (4th grade) in computer lab @ 10 am
Skate Night from 5-8 pm*

Mar. 1- RTI Day – Report time is 8:30 am. Lunch will be from 11:30-1 pm.



How wonderful it is that
nobody need wait a
single moment before
starting to improve the
world.

ANNE FRANK



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

● DMAC	●	
● _____	●	_____
● Dashboard	●	_____
● _____	●	_____
● Curriculum	●	_____
● _____	●	_____
● Program Reports	●	_____
● _____	●	_____
● PD provided	●	_____
● _____	●	_____

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Curriculum Dashboard
- PD provided by the district/campus
- planning protocol collaboration
- Attendance
- education galaxy
- New math curriculum & training days
-
-
-
-

Needs

- Vertical alignment - math & reading
- sp.ed support training for inclusion
- staff to assist with sm group instruction
- computer lab time for all
- teacher planning days - not on RTI day
- complete reading kits for all teachers
- Purchase Readworks to support ELA
- Purchase Fast Focus for all subjects
- Staff development for guided reading
-

Summary of Needs

- Training on dashboard, reading programs, sp.ed. and behavior strategies.
- Purchase Readworks, Fast Focus and other materials for STAAR support
- updated curriculum with correlations to ELA to help with cross-curricular support
- updated textbooks and instructional guides
- vetical planning for ELA & Math
- Planning time other than RTI or planning protocol
- Increase lab time to use research based programs
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 3/26/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

We are able to identify our strenghts/needs.

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☒ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Sandra Venegas	Sandra Venegas	teacher
MIKE EVANS	MIKE EVANS	TEACHER
Belinda M.	Belinda M.	Teacher
Kerry Salardino	K Salardino	Teacher



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | | |
|-------------------------------|---|-------|
| ● Parent volunteers | ● | _____ |
| ● Parent participation counts | ● | _____ |
| ● Community support groups | ● | _____ |
| ● Parent Forum | ● | _____ |
| ● | ● | _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Monthly calendar provided to parents
- Opportunities provided to parents to participate in functions
- Events created parent/school partnership
- Parent forum
- Parent liasion
- Mommy & Me Event
- Festivals
- Monthly trainings
-
-

Needs

- increase participation in academic nights
- stability for bilingual families (campuses)
- Family trainings day/night to increase attendance
- Parental support
- Training for bilingual/Sp.ed. families
- Recognition opportunities
- Plaques, tables, tableclothes, canopies
-
-
-

Summary of Needs

- Increase parent/community participation in academic nights
- Continue the festivals
- Parent trainings for bilingual/sp.ed. families - Loteria, Dinners, Activities
- Increase parent volunteers on campus - purchase shirts, lanyards
- Recognition of various support groups (Community, volunteers, aids, mentors)
- Luncheons provided for support groups
- Training materials & food purchased to support parent make & takes
- Plaques, tables, tableclothes, canopies
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
Parents need resources on (math) to help the child at home.
3. How is our organization better as a result of this process? *?*

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☒ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Connie Arraraga	Connie Arraraga	Parental Liaison
Rosa Ladd	Rosa Ladd	Bilingual Aide
Brianna Cortez	Brianna Cortez	Bilingual Aide
Bianca Cortez	Bianca Cortez	Bilingual Aide
Zulma Fuentes	Zulma Fuentes	Sp. ed aide
Diana De Los Santos	Diana De Los Santos	4th grade aide



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|---------------------|-----------------------|
| ● Mentors on campus | ● Physical facilities |
| ● Duty rosters | ● |
| ● School maps | ● |
| ● Leadership teams | ● |
| ● Clusters | ● |

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- School FB page
- HS Student mentors
- Beautify BV
- Canned food drive
- Campuswide festivals
- clubs available for students
- opportunities for informational trainings
- weekly updates
- High regard for staff from parents
-

Needs

- Parent/Teacher conference day
- Later date for open house
- earlier intervention for testing subjects
- set calendars with minimal changes
- improve facilities (upgrades)-cleanliness
- balanced distribution of responsibilities
- safety plan improved
- online campuswide calendar
-
-

Summary of Needs

- Scheduled subs for conference days per grade level
- Classroom door locks changed for safety
- consistency for behavior concerns/discipline
- improved facilities that create a negative atmosphere (Restrooms, waterfountains)
- smell in the 5th grade wing
- clean up the bat situation on campus
- Calendar integrity
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/1/19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
2. What might we improve and how?
 - mixed groups (grade levels) for members
3. How is our organization better as a result of this process?
 - our voice is heard

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☒ School Context and Organization
☐ Technology

Name	Signature	Position
Jessica Voss	J Voss	Teacher
Miranda Gonzales	M-Gonzales	Teacher
Mariana Gilliam	M-Gilliam	Teacher
Jana Calderon	J Calderon	teacher
Laura A. Limon	Laura A. Limon	teacher
Amber Naseman	A. Naseman	Teacher



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|---------------------------------|--|
| ● HQ certifications | ● Teacher/student ratios |
| ● T-Tess Evaluations | ● Bilingual certifications/GT certifications |
| ● Para professional evaluations | ● |
| ● Professional development | ● |
| ● stipends | ● |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% HQ teachers
- Versatility in teachers
- Student teacher ratios are lower
- Stipends
- T-Tess Evaluations
- Para-professional evaluations
-
-
-
-

Needs

- Teacher/student ratios
- Bilingual/GT certifications
- Mentoring of new teachers
- Coaching for teachers
- Follow up training regularly (Spiraled)
- Teacher Resources
-
-
-
-

Summary of Needs

- Increase monitoring and training of new teachers
- Training provided for various skills to improve teacher performance
- Increase monitoring and training of new teachers
- Increased feedback and coaching for teachers in need
- Teacher Resources - Math games, Book of the day, Big Books, guided readers, word walls, bilingual materials.
-
-
-
-
-

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4-3-19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

Not enough information to answer the question at this time.

2. What might we improve and how?

The CNA process should include the majority of staff input and staff should get together to discuss goals.

3. How is our organization better as a result of this process?

Once information is obtained about teacher retention, recruitment, and staff quality we can make a better evaluation.

Committee Area:

- ☐ Demographics
☐ Student Achievement
☐ School Culture and Climate
☒ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Margaret Berain	<i>Margaret Berain</i>	Educator
Paloma Faz	<i>Paloma Faz</i>	Educator
Stacey Harris	<i>Stacey Harris</i>	Educator
Norma Rios	<i>Norma Rios</i>	Educator
Georgina Terret	<i>Georgina Terret</i>	Educator
Alicia White	<i>Alicia White</i>	Educator
Teresita C. Avila	<i>Teresita C. Avila</i>	Educator



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|--------------------|-----------------------|
| ● TELPAS | ● Power hour results |
| ● Summatives | ● Promotion/Retention |
| ● Benchmarks | ● Class/course grades |
| ● STAAR | ● |
| ● STAR Renaissance | ● |

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Bilingual Academy
- Quality data sources
- State testing training
- TELPAS data reviews/training
- Dashboard
- Planning protocol to align instruction
- Grades every 6-7 weeks
- Data days
-
-

Needs

- Parent involvement in instruction
- Assessments in the students native language needed
- Data training on various programs
- Areas to test students - furniture
- Additional time & subs to test students
- Increase math/reading center materials
-
-
-
-

Summary of Needs

- Additional opportunities to involve parents in academic discussions
- Increase math/reading materials for student centers
- Specific areas for teachers to test students for TELPAS/TPRI/etc..
- Resources such as subs to support pull out testing
- Vertical alignment opportunities to ensure cohesive and aligned curriculum lessons
- Add furniture that will be conducive to variety of instructional needs
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-
-
-

1. How is student achievement data disaggregated?

Student achievement data is disaggregated into a several components that consist of, per grade level, reading levels, TELPAS ratings, Successmaker, Benchmarks, TPRI, Education Galaxy, reading level, six week grades, weekly test, accelerated reading scores, beginning, middle, and end of the year grades, progress reports, report cards, honor roll, perfect attendance, state mandated tested scores, and weekly grades.

The students are placed in groups according to Star Reading Scores, Success maker or Running Records Scores. The students are grouped according to their Reading Levels and we call them by their groups to come to read to us.

2. How does student achievement data compare from one data source to another?

A students' achievement data compared from one data source to another should be able to correlate to each other. In some cases, there are possibilities that scholars can be higher or lower than another source. For instance, a student's reading level may be higher or lower than they receive in Successmaker or Star Reading.

We strongly believe that the students are fortunate to be enrolled in a Bilingual Academy School because many of our ELLS are having the same subjects taught in both languages in all of their subjects if it meets their needs. The students take a Bundle Benchmark every six weeks. For Kinder, the students take either their ELA or SLA and their Math assessments in their native language if needed. Also, the students take English and Spanish Assessments every six weeks on Successmaker if needed at the Computer lab. Once we receive their scores, we compare their grades to a chart to determine what Levels of their A-Z Books they will be reading. Therefore, we create new groups every six weeks.

3. What does the data indicate when disaggregated by ethnicity, gender, social economics status, special programs, or other category?

When data has been disaggregated by ethnicity, gender, socioeconomic status special programs, or other categories provides a diverse indication on how to determine the direction in which curriculum and instruction is developed and delivered throughout the district, schools, and within the classroom.

For instance, data collected from programs such as: Successmaker, Accelerated Reading program, weekly test, beginning, middle and end of the year, bundle assessment scores can be disaggregated to assist administration and teachers in understanding and knowing how to meet the academic needs of each individual student with a classroom, school, or district as a whole. All of the students are able to learn and be placed in the same classrooms regardless of their ethnicity gender, social economics status, Special Programs like Special Education students that come to our classrooms for certain subjects, Regular Students, and GT students, or any other category. Usually, on the Bundle Lesson Plans, they will tell us what tasks to have the students perform if they are at the Beginning, Intermediate, or Advanced, or High Advanced Stages. Data indicates which group of students needs more help. It also, shows which students are borderline to pass to the next grade level. For instance, data collected from programs such as: Istation, Accelerated Reading program, weekly test, beginning, middle and end of the year, bundle assessment scores can be disaggregated to assist administration and teachers in understanding and knowing how to meet the academic needs of each individual student with a classroom, school, or district as a whole.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

This academic school year 2017-2018, we have been showing growth in Reading and Math by comparison from their benchmark scores every six

weeks. Every Bundle for ELA, SLA, and Math, the students are being taught something different, therefore the students are getting wiser every new six weeks. For Kindergarten, we use the ELA and SLA, and Math Teacher observations, TPRI and Oral assessments with checklists. Also, we are able to see growth every six weeks on the students' Star Literacy and Successmaker, and Education Galaxy Scores.

5. Which students are making progress? Why?

Our LEP population was made significant progress due to different programs available for assistance. Special Education has had to meet general education curriculum needs due to state testing standards. In addition, all of our students learn at a different pace. For some students, although they are being taught both languages as needed, for those students, when they take their assessments in their native language make them have better scores and some are exiting the Bilingual program as they excel in their English language. We are also able to see their progress daily, weekly, every six weeks on their Benchmarks, Successmaker Assessments Scores. All of the students are making progress every six weeks because they are given an opportunity to learn in large group instruction and a variety of Centers.

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assessments in their native language make them have better scores. We are also able to see their progress daily, weekly, every six weeks on their

Bundle Assessments, Successmaker Assessments Scores. All of the students are making progress every six weeks because they are given an opportunity to learn in large group instruction and a variety of Centers.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

The Istation Program, and Think Thru Math have proven to impact our student achievement by delivering computer-adaptive assessments that

adjusts to each student skills level. Guided Reading in one to one instruction has also impacted our student achievement.

Usually, what I do is include intervention for Math, we take a little longer for our Math Groups for part of intervention. Then, we work on Science or Social Studies.

Intervention Programs are working because we are able to work on smaller groups. We are able to see their progress.

7. What does the longitudinal student achievement data indicate?

The longitudinal students' achievement data, students are becoming smarter every time they are present in school; every time they are working in a variety of ways in their classrooms working on their Bundle Assignments every six weeks, etc. Buena Vista Elementary have shown growth based on class, grade level, campus, district, and state reports.

8. What does the data reflect within and among content areas?

Since, the Bundles provide from Educational Videos, books, Quizzes, Bundle Reviews, etc. the students content scores are increasing every six weeks. In addition, our district training for teachers has impacted our data in a positive way. Data based from our campus, have shown success and growth in all content areas for being one of five piloted schools under the Simultaneous Bilingual program.

9. What does the data indicate when disaggregated at various levels of depth?

I think that all of the teachers give all of the students the same opportunities of working on all contents areas from the Bundles every six weeks. We don't think that any of us disaggregate at all or levels of depth. This allows the students to perform better on their six weeks assessments.

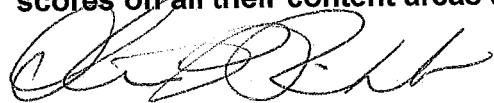
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Limited English Proficient (LEP) students, are students that are not born in the United States or who's native language is other than English.

These students are tested every six weeks; in which, their teachers are able to meet with instructional coaches and curriculum specialist to determine their annual growth based on their Istation reports, benchmarks, Think Central, running records levels, and bundle test scores.

Teachers are then able to determine their students' progress every week by their weekly test, every six weeks, and every year. Since this is a Bilingual Academy School, we think that our ELL students are learning both languages and all of their contents faster because they are being provided with absolutely all contents from Reading A-Z Books, Readers, Math Books are provided in both languages, Science, and Social studies are also provided in both languages as needed.

Therefore, I think that with this new Program that was implemented at Buena Vista Elementary School, the students' language (English and Spanish) and their scores on all their content areas are being improved every year.



C. Gutierrez

U. Rweg

Maria Dolores

Esperanza Rodriguez

Virginia Townsend

Alfredo G. Hinojosa



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|-----------------------------|---------|
| ● TPRI | ● _____ |
| ● Successmaker Reports | ● _____ |
| ● Early Literacy Indicators | ● _____ |
| ● Teacher-Student ratios | ● _____ |
| ● Attendance | ● _____ |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Good teacher/student ratio
- Attendance at 95%
- Assessments done 6 times a year
- data drives RTI component
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-
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-
-
-
-

Needs

- Stability on home campus
- Consistency for students/teachers
- More math assessments
- more computer lab time for students
- More assistance in the computer lab
- Attendance incentives
- Parent training
-
-
-
-

Summary of Needs

- Attendance Incentives
- Parent trainings (Single parents, low socioeconomic)
- Increased math assessments
- Increased computer accessibility for students
-
-
-
-
-
-
-
-

Buena Vista Elementary

CNA Meeting

2/25/2019

Sign In

Name		
Diana Torres		
Karina Mireles		
Misty Hanselman		
Kali Cedillo		
Liliana Castillon		
Narda Mallyn		

NCLB CNA Summary for Buena Vista Elementary

Demographics

Attendance Incentives
Parent trainings (Single parents, low socioeconomic)
Increased math assessments
Increased computer accessibility for students

Student Achievement

Additional opportunities to involve parents in academic discussions
Increase math/reading materials for student centers
Specific areas for teachers to test students for TELPAS/TPRI/etc..
Resources such as subs to support pull out testing
Vertical alignment opportunities to ensure cohesive and aligned curriculum lessor
Add furniture that will be conducive to variety of instructional needs

School Culture and Climate

Increase surveys online for parents/staff/students so that we can keep a pulse on campus
Campus wide support of discipline plan
Training on classroom management & behavior supports
Campus building improvements for safety
Increase staff in specials due to the increase in student population
Conference calendar set for parent conferences
Cultural center in the school
Purchase online programs like: survey monkey or a newsletter creation program

Teacher Quality

Increase monitoring and training of new teachers
Training provided for various skills to improve teacher performance
Increase monitoring and training of new teachers
Increased feedback and coaching for teachers in need
Teacher Resources - Math games, Book of the day, Big Books, guided readers, wo

Curriculum, Instruction and Assessment

Training on dashboard, reading programs, sp.ed. and behavior strategies.
Purchase Readworks, Fast Focus and other materials for STAAR support
updated curriculum with correlations to ELA to help with cross-curricular support
updated textbooks and instructional guides
vertical planning for ELA & Math
bilingual training & resources
Increase lab time to use research based programs

Family & Community Involvement

Increase parent/community participation in academic nights
Continue the festivals
Parent trainings for bilingual/sp.ed. families - Loteria, Dinners, Activities
Increase parent volunteers on campus - purchase shirts, lanyards
Include more parent nights as various times to increase participation
Luncheons provided for support groups
Training materials & food purchased to support parent make & takes
Plaques, tables, tableclothes, canopies

School Context & Organization

Scheduled subs for conference days per grade level
Classroom door locks changed for safety
consistency for behavior concerns/discipline
improved facilities that create a negative atmosphere (Restrooms, waterfountains)
smell in the 5th grade wing
clean up the bat situation on campus
Calendar integrity

Technology

4-5 computers per classroom
working printers in each classroom
updated cameras/security system

work orders need to be done a bit quicker
Training to address simple tech issues for teachers
purchased subscriptions for web access (flocabulary, scholastic, etc...)