

BUENA VISTA EL Campus Improvement Plan 2017/2018

Principal: Jennifer Sutton 2017-2018

Lead, Learn and Leave a Legacy!

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BUENA VISTA EL

Mission

The staff, students, and community family of Buena Vista Elementary believe that all children can learn. Our mission is to ensure that all students are given an equal opportunity to master and apply grade-level academic skills and to develop pride in their school and positive self-concepts that are reflected in their participation in school activities. We sincerely agree that it is our responsibility to teach all students so that they can reach their highest potential.

Vision

To 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.

BUENA VISTA EL Site Base

Name	Position
Bradford, Lauren	Librarian
Calderon, Albert	Special Ed.
Cavender, Kathleen	Kinder Teacher
Dunlap, Cindy	3rd Grade Teacher
Gonzalez, Michelle	Asst. Principal
Hernandez, Yasmin	2nd Grade Teacher
Limon, Laura	4th
Martinez, Ana	Counselor
Morales, Eloisa	Bil Strategist
Perret, Gina	1st Grade
Reyna, Michelle	GT
Sutton, Jennifer	Principal
Venegas, Sandra	5th



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.

- | | |
|---------------------|-----------------------------|
| ● Homeroom Sheets | ● Sample of Master Schedule |
| ● Classroom Rosters | ● 6 week attendance reports |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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 attendance
- Attendance system
- 100% Highly Qualified
- Class sizes adequate
-
-
-
-
-
-

Needs

- Additional aides (Library & Comp. Lab)
- Sp.Pop Review more frequency
- Revise Class roster process
- improve attendance & retention
- Increase training for sp.pop classroom teachers
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Summary of Needs

- Training to support teachers who have special population students
- Revised roster process
- Incentives for staff to improve attendance
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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 category performance | ● STAAR Data |
| ● promotion/retention rosters | ● 6 week failure reports |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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

- Smaller class sizes
- lower grades - planning protocol
- Class Dojo
- Cafeteria system improved behavior
- No BIC
- Leader In Me
- Imp. Dates to remember emails
-
-
-

Needs

- Power hour - not meeting other subj. needs
- iLit given to different students
- All students need computer time
- LIM - Set plan of action
- Training for PBS
- Goal Tracking for achievement
- Movie Matinee effects instruction
- Need a Science Lab
- Student Led Conferences
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Summary of Needs

- Training to address behaviors that are affecting instruction (PBS)
- LIM - develop a campus-wide action plan for consistency
- Student led conference and goal tracking to hold themselves accountable
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School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, 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.
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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.

- | | | |
|------------------------------|---|-------|
| ● Surveys | ● | _____ |
| ● Walkthrough Summary report | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

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

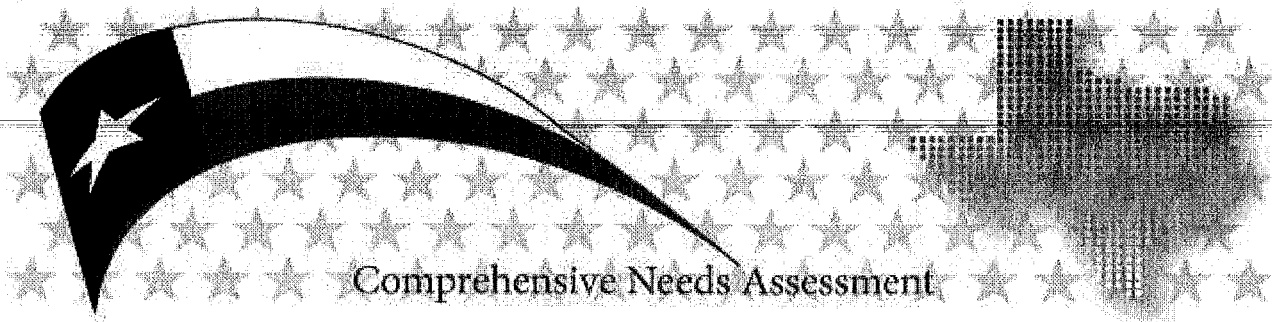
- Easy survey formats
- T-shirts for all staff & students
- Leaders of the week
- Character Coins
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-
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Needs

- More Parent surveys (Survey monkey)
- Results of surveys publicly discussed
- Early release days to support parent conferences
- committes for interviews
- walk thrus only done during instruction - not during testing week.
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Summary of Needs

- Timely and accurate communication
- Parent involvement nights (AR night, Math Night, etc)
- LIM - More parent awareness
- Special Events for Zero Absence Days
- Awards assemblies cut down or changed to classrooms
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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.

- | | |
|-----------------------------|---------|
| ● 4 star school | ● _____ |
| ● classroom ratios provided | ● _____ |
| ● mobility updates | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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

- HQ in all areas
- Learning Walks for teachers - QTEL
- Student Achievement
- Teacher/Student ratios
- Power Hour
- Reports to parents on grades
- Positions filled quickly
-
-
-
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Needs

- More training for support staff
- Training to support special pops
- More paras for Sp.Ed.
- Math tutoring or program needed
- District wide referral process updated
- Stability for admin would help teachers
- Staff effectiveness will increase less teacher mobility
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Summary of Needs

- Work smarter, not harder!
- Appropriate training to meet teachers needs
- Support for Sp.populations
- Systems that are more effective for teaching & learning
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Comprehensive Needs Assessment

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.

- | | |
|-------------------------|---------|
| ● Dashboard | ● _____ |
| ● Planning Protocol | ● _____ |
| ● GT enrollment | ● _____ |
| ● benchmarks/summatives | ● _____ |
| ● _____ | ● _____ |

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

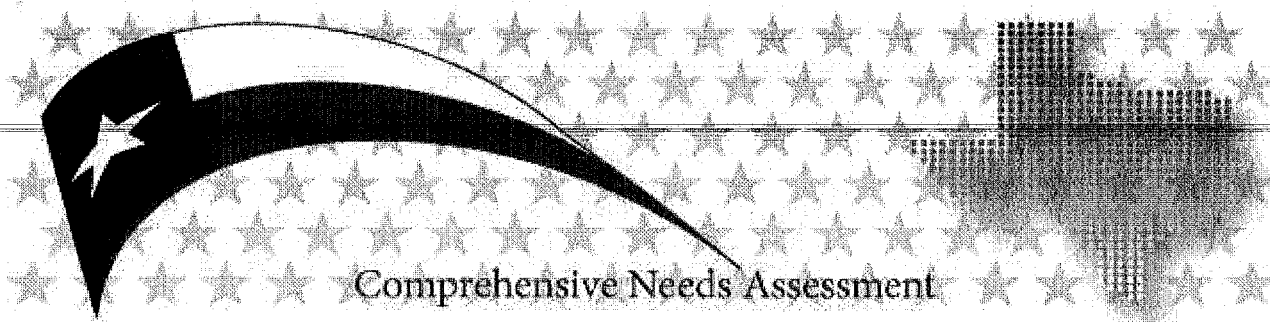
- dashboard
- planning protocol
- LIM
- power hour
- Class dojo
- Review summatives earlier to correct
- subject collaboratives
-
-
-

Needs

- Parent information about programs
- Math power hour - Math Monday (ex.)
- Resources for parents
- Website updated regularly
- Electronic Kinder report card
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Summary of Needs

- Include a LIM habit during planning sessions
- AR at the beginning of the year
- Website links for parents
- videos on the website of classroom instruction
- Budget for: more cameras, memory cards, 7 habits book for all classrooms
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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
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-
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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.

- | | |
|---------------------------------------|---------|
| ● Training report for parent meetings | ● _____ |
| ● Title I surveys | ● _____ |
| ● Community support entities | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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
- Volunteers
- BQFS bullying presentation
- Career day
- Progress reports sent home to parents
-
-
-
-
-

Needs

- notices sent home more timely
- more surveys sent home
- safety patrol - parents or students
- Watch dogs for dads
- federal program
- More academic nights
- Family nights - themes, etc...
- Student led conferences
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Summary of Needs

- Student led conferences
- More attention to parent involvement on campus - their desires and motivations
- Information going out in a more timely fashion
- Parent participation on campus committees
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Comprehensive Needs Assessment

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.

- | | | |
|-------------------------|---|-------|
| ● Leadership team | ● | _____ |
| ● Lighthouse team | ● | _____ |
| ● Campus facebook | ● | _____ |
| ● Calendars & all calls | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

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

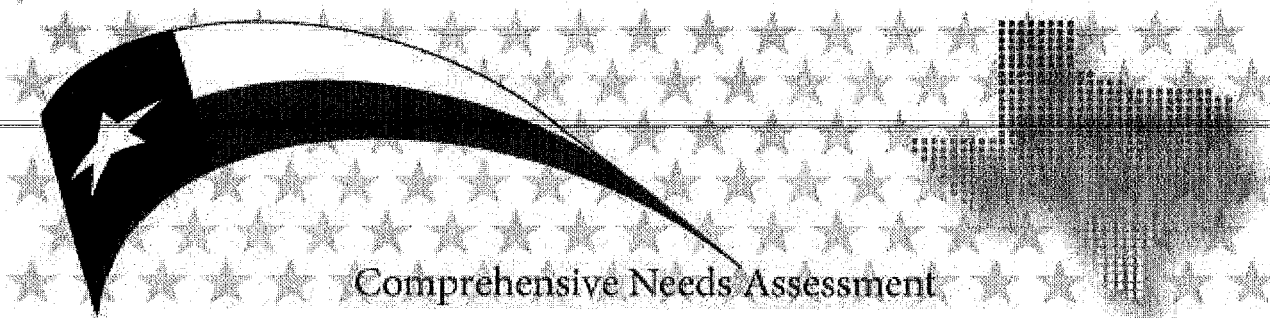
- Recess - then lunch
- Leadership teams
- Lighthouse team for LIM
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-
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Needs

- Provide recess as an incentive
- Increase effectiveness of Lighthouse committees
- Increase communication back to teams from meetings
- Meeting minutes for all committee meetings that go out to the staff
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Summary of Needs

- Create system of information to be dispersed to all staff members through minutes
- Lighthouse committees more effective
- More incentives for students and teachers
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Comprehensive Needs Assessment

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.

- | | | |
|-------------------------------|---|-------|
| ● Classroom technology supply | ● | _____ |
| ● resource allocations | ● | _____ |
| ● E-grant explanation | ● | _____ |
| ● | ● | _____ |
| ● | ● | _____ |

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.

Strenths

- upgrades to the computer lab
- Almost every class has 2 student computers
- Brainpop, atomic learning
- Youtube access
-
-
-
-
-
-
-

Needs

- Active board training
- Printers in every room
- student computers in every room
- COWS or Ipads for students
- Bring back Istation
- Text message - all calls
- Compass math program
- Computer lab time for all students
- Headphones for computer labs & all computers
-

Summary of Needs

- Equip each classroom with student computers, headphones and printers
- Teacher need active board training
- Students TEKS include technology readiness and yet they don't get technology time
- Communication out to parents in other ways like text messaging
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-
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Buena Vista Elementary Staff Meeting

3:15 p.m.

April 12, 2017

Principal, Jennifer Sutton	J. Sutton
Asst., Michelle Gonzalez	Michelle Gonzalez
Eloisa Morales	E. Morales
Maria Teresa Gregg	
Ana R. Martinez	A. Martinez
Cynthia Cordova	C. Cordova
Lauren Bradford	
Becky Luna	
Diana Elizondo	
Virginia Townsend	Virginia Townsend
Kathy Cavender	K. Cavender
Esperanza Rodriguez	E. Rodriguez
Maria Chacon	M. Chacon
Olivia Peimbert	O. Peimbert
Concepcion Gutierrez	C. Gutierrez
Yolanda Arranaga	
Marleen Chavez	M. Chavez
Amber Naseman	Amber Naseman
Juanita Gomez	J. Gomez
Cecilia Gonzalez	C. Gonzalez
Georgina Perret	G. Perret
Susana Arellano	Susana Arellano
Teresita Avila	T. Avila
Diana Eich	D. Eich
Yasmin Hernandez	Y. Hernandez
Josie Solis	J. Solis
Miranda Gonzales	M. Gonzales
Alison White	A. White
Olga Alicea	
Margaret Berain	M. Berain
Cindy Dunlap	C. Dunlap
Annabel Hernandez	

Cecilia Guerrero	Cecilia Guerrero
Priscilla Scott	Priscilla Scott
Jessica Voss	Jessica Voss
Olga Calderon	
Belinda Mallen	Belinda Mallen
Stacey Harris	Stacey Harris
Michelle Klay	Michelle Klay
Laura Limon	Laura Limon
JoAnn BuenRostro	JoAnn BuenRostro
Michael Evans	Michael Evans
Melissa Goward	Melissa Goward
Romelia Ramirez	
Sandra Venegas	Sandra Venegas
Brenda Limon-Herrera	Brenda Limon-Herrera
Olga Gonzalez	
Michelle Evans	Michelle Evans
Angela Leonor	Angela Leonor
Christopher Wren	
Carolina Ealy	
Walter Wardlaw	
Kathryn McWilliams	
Amalia Cuellar	
Albert Calderon	Albert Calderon
Maria Duman	Maria Duman
Zulma Fuentes	Zulma Fuentes
Laura Rivera	Laura Rivera
Carla Sanchez	Carla Sanchez
Alma Alarcon	Alma Alarcon
Diana De Los Santos	
Mario Hernandez	Mario Hernandez
Sabrina Salazar	Sabrina Salazar
Bianca Cortez	Bianca Cortez
Briana Cortez	Briana Cortez
Myrella Arreola	Myrella Arreola
Dolores Martinez	
Grace Bejarano	

Briana

[illegible]

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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 five percent of all students will receive a Level II or Level III on STAAR for Reading, Math, Science, and Writing for the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. More strategic Planning Protocol for all subjects focusing on 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 2017- June 2018	(F)IDEA Special Education, (F)Title I, (S)Local Funds - \$1,000	Summative - DMAC Reports, District Assessments, STAAR data
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 2017- June 2018	(S)Local Funds - \$1,500	Summative - Reports/Every Six Weeks
3. Teachers will receive training for best teaching practices in Reading, Math, and technology through faculty members, after school training, learning walks and book studies. (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 2017- June 2018	(F)Title I - \$2,038.67	Summative - Surveys to measure effectiveness of training for teachers
4. All teachers will receive more training to support power hour in the appropriate program for reading intervention to measure reading growth over the year. (Title I SW: 1,2,3,4,9,10) (Title I TA: 1,5,7) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Dyslexia Teacher, Instructional Aides, Instructional Coaches, Teachers	September 2017 - June 2018	(F)Title I - \$1,000	Summative - Reports/Data from district assessments such as iLit, successmaker, Star renaissance, and STAAR.
5. The campus will implement a math intervention program based on grade level needs. (Title I SW: 1,3,8,9) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2017 - June 2018	(S)Local Funds - \$200	Summative - math data, district assessments, and STAAR Ready & STAAR state data.
6. Guided Reading and Math training will be provided to assist teachers 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)	Campus Administrators, Instructional Aides, Instructional Coaches, Teachers	August 2017 - June 2018	(F)Title I - \$10,000, (S)Local Funds - \$1,100, (S)Optional Extended Year Funding	Summative - PD throughout the year to support teachers Surveys to measure the effectiveness Walk thrus to monitor the implementation of guided reading & math

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 five percent of all students will receive a Level II or Level III on STAAR for Reading, Math, Science, and Writing for the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Implementation of district RTI initiative (Power hour) for all Tier I, Tier II and Tier III students with the support of GT/Dyslexia/MRT's/classroom teachers five days a week for 55 minutes a day. (Title I SW: 1,2,3,9) (Target Group: All, AtRisk)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Dyslexia Teacher, Instructional Coaches, Parental Aides, Parents, Teachers	September 2017-July 2018	(S)Local Funds - \$1,000	Summative - Ongoing formative assessments as well as summative assessments during the BOY, MOY, and EOY.
8. To create Leader In Me binders to hold students accountable for their own academic, discipline, and attendance for the school year. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Parents, Teachers	August 2017-June 2018		Summative - Goal tracking for academics, behavior, and discipline based on assessments, dojo, and referrals.

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 30% at the end of the 2016-2017 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	August 2017-June 2018	(F) Title I - \$1,000	Summative - TELPAS, STAAR, and LPAC Reports
2. Highly qualified teachers will service ELL students in all grades (K-5) with a 15:1 ratio in the beginner/intermediate classes. A bilingual instructional aide will be provided in each of the beg/int classrooms to provide ELL's with additional academic support. (Title I SW: 1,2,3,4,5) (Title I TA: 6) (Target Group: All, ECD, LEP, SPED) (Strategic Priorities: 2)	Campus Administrators, Instructional Aides, Teachers	August 2017-June 2018	(F) Title I - \$0	Summative - LPAC's, Assessments, TELPAS, STAAR. Maintain watch on campus rosters for Beg/Int classrooms.
3. Continue learning walks to monitor QTEL strategies in the Bilingual classroom once per semester. (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 2017-April 2018	(S) Local Funds - \$4,000	Summative - Summative Data/Reports every six weeks, district benchmarks, and teacher formatives. Review evaluations on whether the trainings were helpful to teachers.

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 student participation by 15% in extracurricular activities by June 2018 for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will be given the opportunity to participate in various school extracurricular activities: UIL, Robotics, Choir, Art Club, and additional organizations created at Buena Vista Elementary to demonstrate leadership.</p> <p>Create additional clubs for students to join: Chess club, BV Recycle Club, Key Club, and Spanish club. (Title I SW: 1,3,6,9) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)</p>	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2017- May 2018	(S)Local Funds - \$1,500	Summative - Report of student participation and success Honor Roll Reports
<p>2. Increase student participation in the Annual Cross Country and Elementary Track Meet. (Title I SW: 1,6,10) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 4)</p>	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	November 2017 - April 2018	(S)Local Funds - \$200	Summative - Number of students participating will increase

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.** Increase attendance to a yearly average of 98% at Buena Vista by June 2018.

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 2017- June 2018		Summative - Daily, weekly, per six week's cycle reports
2. Post classes with perfect attendance daily on each classroom door. Classes will be able to get an opportunity for class incentive through weekly drawings. (Title I SW: 1,6,9,10) (Title I TA: 3) (Target Group: All)	Campus Administrators	August 2017- June 2018		Summative - Daily, weekly, per cycle reports
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 2017 - June 2018	(S)Local Funds - \$1,500	Summative - daily, weekly, per cycle reports
4. Attendance committee uses the attendance program and calls home daily from 8:05-9:30 and the parental liasion makes home visits when necessary. (Title I SW: 1,6) (Title I TA: 1) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2017 - June 2018		Summative - daily, weekly, and per cycle reports
5. Provide teachers with incentives for their perfect attendance each six weeks. (Title I SW: 1,2,6,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Teachers	August 2017- June 2018	(L)Principal Account	Summative - Teacher attendance reports by six weeks

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 5.** All students will utilize the Leader in Me principles during the 2017-18 school year by taking on leadership roles on the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School counselor will implement classroom lessons for all students in bullying and respecting others to encourage good character. (Title I SW: 1,4,6,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - \$200	Summative - Discipline Reports, character coins distributed, bullying reports
2. All students at Buena Vista will participate in activities such as Celebrity Reader, Red Ribbon week, Science Fair, GT Fair, Career Day, etc and be given leadership opportunities led by the Lighthouse committee. (Title I SW: 1,6,10) (Title I TA: 1) (Target Group: All)	Campus Administrators, Instructional Aides, Parents, Teachers	September 2017 - June 2018	(S)Local Funds - \$200	Summative - Increased student participation in programs.
3. The Lighthouse team will provide parents & community members training on the 7 habits of Leader in Me. To assist the campus admin team in creating leadership opportunities for not only students but for parents in committees on campus. (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Counselors, Parental Aides, Parents, Teachers	August 2017- June 2018	(F)Title I - \$500	Summative - Surveys, Parental meetings, Parent/Teacher conferences

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 6. Create a campus wide discipline plan to improve discipline on campus.

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 2017-May 2018		Summative - Decrease in discipline report each six weeks
2. To provide Positive Behavior Support training (PBS) for all staff to help redirect students in making better decisions. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2017-June 2018		Summative - Decrease discipline referrals Increase teacher confidence to redirect poor behavior choices Teacher surveys

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 2017-2018 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)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2017-May 2018	(S)Local Funds - \$30,100	Summative - Evaluation from district financial department
2. To allot funds for Professional Development out of town such as the LIM symposium, CMAT, CAST, counseling conferences, and other professional learning opportunities. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders	August 2017-June 2018		Summative - Assess campus needs and find entities to help our school improve through PD for teachers.

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 give all incoming kindergarten students the opportunity to visit the campus and attend orientation prior to the first day of school in August 2017.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming Kinder students will be afforded the opportunity to visit the campus to assist in the transition from early childhood to Kindergarten. (Title I SW: 1,7) (Title I TA: 1,3) (Target Group: PRE K, K)	Campus Administrators, Counselors, Parents, Teachers	March 2018- June 2018	(O)Local Districts	Summative - Formative - Evaluate at the end of the first six weeks to ensure that kindergarten students are making the adjustment well at their new campus.
2. Representative from Buena Vista will participate at the orientation at Irene Cardwell Elementary. (Title I SW: 7,10) (Title I TA: 1,2) (Target Group: PRE K, K)	Campus Administrators, Counselors, Parents, Teachers	March 2018- June 2018	(F)Federal Grant, (O)Local Districts	Summative - Evaluate Kinder students at the end of the 1st six weeks and make any adjustments if needed to their instructional day.

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 2017-2018 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 LIM, 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, Ten ways to keep your child learning through scrapbooking and crafts, Crisis Interventions, Guidance and Counseling Services for Children, Career and Education Opportunities, Drug Prevention and Awareness. (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 2017- June 2018	(F) Title I - \$3,000	Summative - Parent Surveys Participation in programs
2. Campus will send home monthly calendars with important events, utilize School Messenger System for reminders of upcoming activities, LIM binders, 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 2017 - June 2018	(S) Local Funds - \$1,020.33	Summative - Parental Survey Participation on campus Student leadership
3. Invite parents to participate in campus committees as co-chairman and provide additional volunteer opportunities to increase the partnership on campus. (Title I SW: 1,2,6,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Parents, Teachers	August 2017-May 2018		Summative - Assessing participation on the campus by parents. Parent surveys

Resources

Resource	Source	Amount
No rows defined.		

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

SAN FELIPE-DEL RIO CISD
HB 5 - COMMUNITY & STUDENT ENGAGEMENT
2016- 2017 SCHOOL YEAR - SPRING 2017

Overall Ratings

	Campus	Fine Arts	Wellness & Physical	Community & Parental	21st Century Workforce	2nd Language Acquisition	Digital Learning Environment	Dropout Prevention	Gifted & Talented	Compliance	Overall Ratings Per Campus	Overall Ratings Per Campus
1	DRHS 9-12	Recognized	Exemplary	Acceptable	Exemplary	Exemplary	Exemplary	Exemplary	Acceptable	y	1.61	Recognized
3	DRMS 7-8	Acceptable	Recognized	Recognized	Acceptable	Recognized	Recognized	Acceptable	Acceptable	y	2.38	Recognized
4	SFMMS -6	Recognized	Acceptable	Recognized	Acceptable	Exemplary	Exemplary	Recognized	Recognized	y	1.98	Recognized
	Blended Academy	Not Applicable	Acceptable	Acceptable	Recognized	Exemplary	Recognized	Exemplary	Not Applicable	y	1.96	Recognized
5	Garfield K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
6	North Heights K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
7	Lamar K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.15	Exemplary
8	Cardwell PK 3-4	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Not Applicable	y	1.07	Exemplary
9	Buena Vista K-5	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.19	Exemplary
10	Chavira K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.18	Exemplary
11	Calderon K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.17	Exemplary
12	Lonnie Green K-5	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	Recognized	Exemplary	Exemplary	y	1.22	Exemplary
	District Ratings	Exemplary- 1.31	Exemplary-1.48	Recognized-1.9	Exemplary-1.38	Exemplary-1.15	Recognized-1.55	Exemplary-1.22	Exemplary-1.41	Compliant	1.44	Exemplary

*GT not in effect until Kinder

Exemplary	Less Than a total 1.5
Recognized	Total of 1.5 - 2.4
Acceptable	Total of 2.5 - 3.4
Unacceptable	Total of 3.5 - 4

6/8/2017

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD

Accountability Rating

Met Standard

Met Standards on

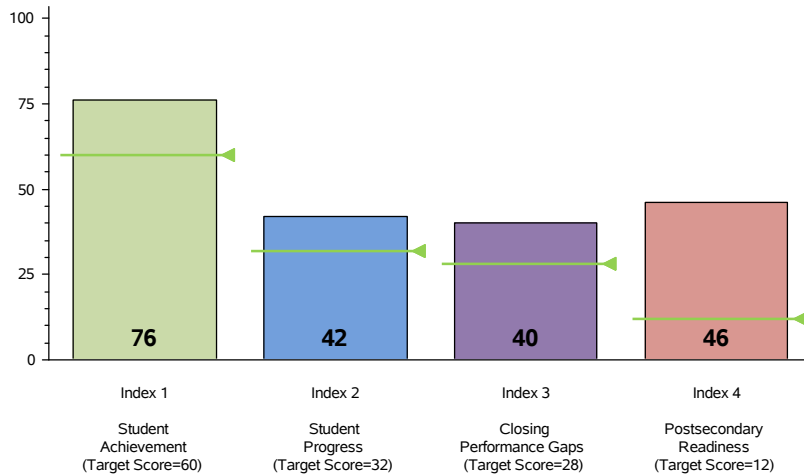
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	675	889	76
2 - Student Progress	415	1,000	42
3 - Closing Performance Gaps	646	1,600	40
4 - Postsecondary Readiness			
STAAR Score	46.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		46

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	690 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	49.9
Percent English Language Learners	21.4
Mobility Rate	10.0
Percent Served by Special Education	8.0
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	12 out of 19 = 63%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	24 out of 31 = 77%

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

TEXAS EDUCATION AGENCY
2017 System Safeguards - Status Report
 BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y	N	N	n/a	4	6	67
Mathematics	Y		Y	Y					Y	N	N	n/a	4	6	67
Writing	Y		Y						N			n/a	2	3	67
Science	Y		Y						N		N	n/a	2	4	50
Social Studies												n/a	0	0	
Total													12	19	63

Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Mathematics	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total													24	31	77
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88.5%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Performance and Participation Data Table
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	256	3	203	43	0	6	0	1	110	13	33	n/a
Total Tests	336	3	281	45	0	6	0	1	167	34	72	64
% at Approaches Grade Level Standard	76%	100%	72%	96%	-	100%	-	100%	66%	38%	46%	n/a
Mathematics												
# at Approaches Grade Level Standard	263	3	211	43	0	5	0	1	111	17	37	n/a
Total Tests	336	3	281	45	0	6	0	1	167	34	72	64
% at Approaches Grade Level Standard	78%	100%	75%	96%	-	83%	-	100%	66%	50%	51%	n/a
Writing												
# at Approaches Grade Level Standard	74	1	60	10	0	2	0	1	31	4	6	n/a
Total Tests	109	1	94	11	0	2	0	1	56	9	22	18
% at Approaches Grade Level Standard	68%	100%	64%	91%	-	100%	-	100%	55%	44%	27%	n/a
Science												
# at Approaches Grade Level Standard	82	1	65	15	0	1	0	0	30	6	10	n/a
Total Tests	108	1	91	15	0	1	0	0	51	16	28	26
% at Approaches Grade Level Standard	76%	100%	71%	100%	-	100%	-	-	59%	38%	36%	n/a
Social Studies												
# at Approaches Grade Level Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	365	3	306	49	0	6	0	1	188	35	n/a	77
Total Students	366	3	307	49	0	6	0	1	188	35	n/a	77
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	361	3	302	49	0	6	0	1	184	35	n/a	74
Total Students	362	3	303	49	0	6	0	1	184	35	n/a	74
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2017 System Safeguards - Graduation and Federal Limits Data Table
 BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

- Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.