BUENA VISTA EL
Campus Improvement Plan
2018/2019

Principal: Jennifer Sutton

Lead, Learn and Leave a Legacy!

Jennifer Sutton

830-778-4609

jennifer.sutton@sfdr-cisd.org

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

Lead, Learn and Leave a Legacy!

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

BUENA VISTA EL Site Base

Name	Position
Bradford, Lauren	Librarian
Dunlap, Cindy	3rd Cluster Leader
Gregg, Teresa	MRT
Hernandez, Yasmin	2nd Cluster Leader
Martinez, Ana	Counselor
Morales, Eloisa	Bil Strategist
Peimbert, Olivia	Kinder Cluster Leader
Perret, Gina	1st Cluster Leader
Romero, Arnoldo	Asst. Principal
Sutton, Jennifer	Principal
Venegas, Sandra	5th Cluster Leader
Voss, Jessica	4th Cluster Leader

Demographics

Consistency in the classrooms
Stability for ELL students by campus (home vs bilingual academies)
Math assessments
Increased computer accessibility for students

School Culture and Climate

Increase surveys 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
Leader In Me Conference event for parents/teachers/students
Leader In Me Training for staff
Conference calendar set for parent conferences

Curriculum, Instruction and Assessment

Training on dashboard, reading programs, sp.ed. and behavior strategies.
Parent trainings on reading strategies
updated curriculum with correlations to ELA to help with cross-curricular support
updated textbooks and instructional guides
vetical planning for ELA & Math
bilingual training & resources

School Context & Organization

Increase lighthouse team members
additional staff or reallocation to support spec. ed. students
consistency for behavior concerns/discipline
improved facilities that create a negative atmoshphere (Restrooms, waterfountains
mentors need time with their mentees

Student Achievement

Additional opportunities to involve parents in academic discussions
Improved SS & Science lessons based on the curriculum
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 curricul
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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

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Family & Community Involvement

Increase parent/community participation in academic nights
Create more stability for bilingual families so they don't need to move o
Stability of administrators
Increase parent volunteers on campus
Include more parent nights as various times to increase participation

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Technology

Access to internet sites that are usually blocked
equal technology in the classrooms
increase student computers in the classrooms
) printers are needed in each classroom
work orders need to be done a bit quicker

- Training to address simple tech issues for teachers
- purchased subsriptions for web access (flocabulary, scholastic, etc…)
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Comprehensive Needs Assessment

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.
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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.
- Parental Survey
- Questionaires
- Conferences
- Walk-through feedback
- Faculty Meetings

- Parent Forum feedback
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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
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Needs
- consistent discipline for students
- inability to enforce consequences due to behavior problems
- increase days for parent conferences
- Leader In Me day conference
- set conference dates
- surveys for staff/parents/students reg.
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Summary of Needs

- Increase surveys 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
- Leader In Me Conference event for parents/teachers/students
- Leader In Me Training for staff
- Conference calendar set for parent conferences
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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 _____

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- _____
- _____
- _____
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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	Needs
Curriculum Dashboard	Vertical alignment - math & reading
PD provided by the district/campus	sp.ed support training for inclusion
planning protocol collaboration	staff to assist with sm group instruction
	dashboard updated regularly
	updated textbooks and guides
	complete reading kits for all teachers
	SS & Science correlated to ELA
	Training for parents on reading programs
	Staff development for ELA program
	Additional training on dashboard

Summary of Needs

- Training on dashboard, reading programs, sp.ed. and behavior strategies.
- Parent trainings on reading strategies
- updated curriculum with correlations to ELA to help with cross-curricular support
- updated textbooks and instructional guides
- vetical planning for ELA & Math

Comprehensive Needs Assessment

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

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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	Needs
Good teacher/student ratio	Stability on home campus
Attendance at 95%	Consistency for students/teachers
Assessments done 3 times a year	More math assessments
data drives RTI component	more computer lab time for students

Summary of Needs

- Consistency in the classrooms
- Stability for ELL students by campus (home vs bilingual academies)
- Math assessments
- Increased computer accessibility for students
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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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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
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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	Needs
• Monthly calendar provided to parents	• increase participation in academic nights
• Opportunities provided to parents to participate in functions	• stability for bilingual families (campuses)
• Events created parent/school partnership	• stability of administrators
• Parent forum	•
• Parent liasion	•
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Summary of Needs

- Increase parent/community participation in academic nights
- Create more stability for bilingual families so they don't need to move campuses
- Stability of administrators
- Increase parent volunteers on campus
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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.
- HQ certifications
- T-Tess Evaluations
- Para professional evaluations
- Professional development
- stipends

- Teacher/student ratios
- Bilingual certifications/GT certifications
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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
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Needs
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- Training provided to support needs
- Mentoring of new teachers more often
- Coaching for teachers
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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
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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
- Summatives
- Benchmarks
- STAAR
- STAR Renaissance

- Power hour results
- Promotion/Retention
- Class/course grades
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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	Needs
• Parent involvement	• Parent involvement in instruction
• Teacher commitment	• Stronger curriculum in SS & Science
• State testing training	• Curriculum that is more aligned and cohesive
• TELPAS data reviews/training	• Areas to test students
• Dashboard	• Additional time & subs to test students
• Planning protocol to align instruction	•
• Grades every 6-7 weeks	•
• Data days	•
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Summary of Needs

- Additional opportunities to involve parents in academic discussions
- Improved SS & Science lessons based on the curriculum
- 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
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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
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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
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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

- new teacher computers
- new bluetooth smart pens
- easier work order system
- help desk responsive
- ipads in the classrooms
- internets & working network infrastructure
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Needs

- limited internet websites
- tech not consistent in the classrooms
- limited direction on how much tech to use
- printers needed in each classroom
- TEKS not met due to limited student computers
- work orders are sometimes slow to finish
- Training to address simple tech issues
- web based subscriptions
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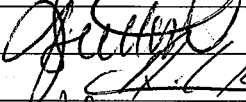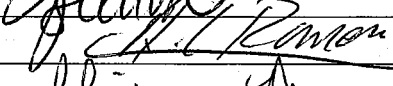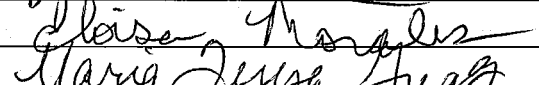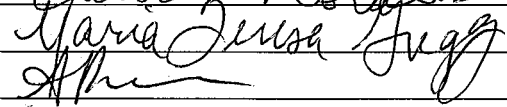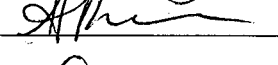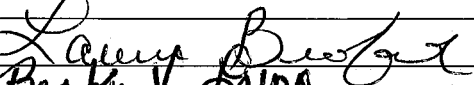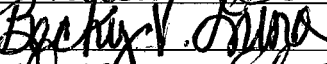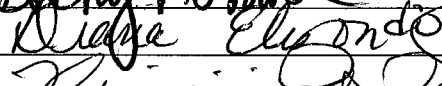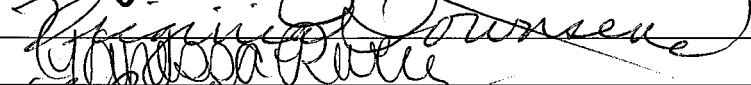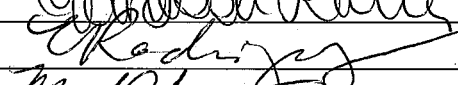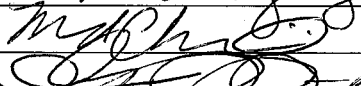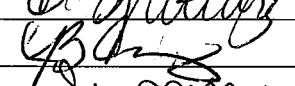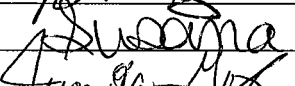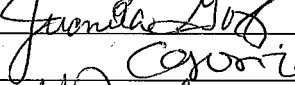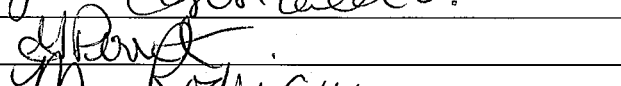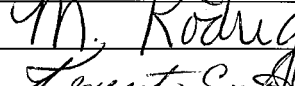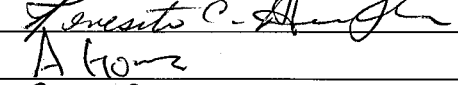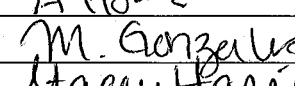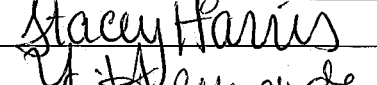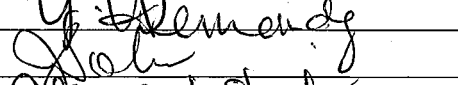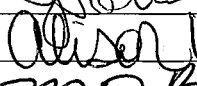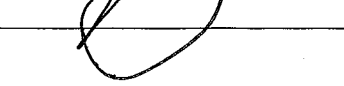
Summary of Needs

- Access to internet sites that are usually blocked
- equal technology in the classrooms
- increase student computers in the classrooms
- printers are needed in each classroom
- work orders need to be done a bit quicker
- Training to address simple tech issues for teachers
- purchased subsriptions for web access (flocabulary, scholastic, etc…)
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Buena Vista Elementary

Meeting

June 11, 2018

Principal, Jennifer Sutton	*(signature)*
Asst., Arnoldo Romero	*(signature)*
Eloisa Morales	*(signature)*
Maria Teresa Gregg	*(signature)*
Ana R. Martinez	*(signature)*
Cynthia Cordova	
Lauren Bradford	*(signature)*
Becky Luna	*(signature)*
Diana Elizondo	*(signature)*
Virginia Townsend	*(signature)*
Vanessa Rivera	*(signature)*
Esperanza Rodriguez	*(signature)*
Maria Chacon	*(signature)*
Olivia Peimbert	*(signature)*
Concepcion Gutierrez	*(signature)*
Yolanda Arrañaga	*(signature)*
Susana Arellano	*(signature)*
Juanita Gomez	*(signature)*
Cecilia Gonzalez	*(signature)*
Georgina Perret	*(signature)*
Maria Rodriguez	*(signature)*
Teresita Avila	*(signature)*
Anissa Gomez	*(signature)*
Miranda Gonzales	*(signature)*
Stacey Harris	*(signature)*
Yasmin Hernandez	*(signature)*
Josie Solis	*(signature)*
Alison White	*(signature)*
Margaret Berain	*(signature)*
Jenna Burk	*(signature)*

Name	Signature
Cindy Dunlap	*(signature)*
Annabel Hernandez	*(signature)*
Amber Poe	*(signature)*
Priscilla Scott	*(signature)*
Olga Calderon	*(signature)*
Norma Rios	*(signature)*
Laura Limon	*(signature)*
Belinda Mallen	*(signature)*
Amber Naseman	*(signature)*
Jessica Voss	*(signature)*
Olga Alicea	*(signature)*
JoAnn BuenRostro	*(signature)*
Michael Evans	*(signature)*
Rose Salazar	*(signature)*
Sandra Venegas	*(signature)*
Megan McKenna	*(signature)*
Olga Gonzalez	*(signature)*
Michelle Evans	*(signature)*
Angela Leonor	*(signature)*
Amalia Cuellar	*(signature)*
Carolina Ealy	*(signature)*
Walter Wardlaw	*(signature)*
Anna De La Rosa	*(signature)*
Laura Jenkins	*(signature)*
Maria Duman	*(signature)*
Zulma Fuentes	*(signature)*
Concepcion Arrañaga	*(signature)*
Rosa Ladd	*(signature)*
Alma Alarcon	
Diana De Los Santos	*(signature)*
Mario Hernandez	*(signature)*
Sabrina Salazar	*(signature)*
Bianca Cortez	*(signature)*
Briana Cortez	*(signature)*

Myrella Arreola	
Dolores Martinez	
Grace Bejarano	G. Bejarano

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 percent of all students will receive a Level II or Level III on STAAR for Reading, Math, Science, and Writing for the 2018-2019 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 2018-June 2019	(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 2018-June 2019	(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 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 2018-June 2019	(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. Mosts trainings conducted by MRT & Bilingual Strategist. (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 2018 - December 2018	(F)Title I - $1,000	Summative - Reports/Data from district assessments such as iLit, successmaker, Star renaissance, and STAAR.
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) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	September 2018 - June 2019	(S)Local Funds - $200	Summative - math data, district assessments, and STAAR Ready & STAAR state data.

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 percent of all students will receive a Level II or Level III on STAAR for Reading, Math, Science, and Writing for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Guided Reading training will be provided three times a year to support reading teachers. Math training will be 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)	Campus Administrators, Curriculum Coordinators, Instructional Aides, Instructional Coaches, Teachers	September 2018 - June 2019	(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
7. Begin the implementation of Leader In Me binders to hold students accountable for their own academic, discipline, and attendance for the school year. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Parents, Teachers	August 2018- June 2019	(S)Local Funds	Summative - Goal tracking for academics, behavior, and discipline based on assessments, dojo, and referrals.
8. To improve writing across grade levels, teachers will work in vertical teams to calibrate the writing process.	Campus Administrators, Instructional Aides, Teachers	August 2018 - May 2018		Summative - TELPAS writing results Writing process - six weeks to six weeks improvement
9. Purchase quality resources such as hands on manipulatives, games, and academic subscriptions to support a more rigorous academic experience for students.	Campus Administrators, Strategists, Teachers	August 2018- June 2019	(F)Title I, (S)Local Funds	Summative - Effective use of resources

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 2018-2019 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 2018-June 2019	(F)Title I - $1,000	Summative - TELPAS, STAAR, and LPAC Reports
2. Bilingual aides will be servicing students in the Advanced/Adv.High classrooms during reading, writing or math times. The aides will provide additional guided instruction to support the language proficiency component. (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 2018-June 2019	(F)Title I - $0	Summative - LPAC's, Assessments, TELPAS, STAAR. Maintain watch on campus rosters for Beg/Int classrooms.
3. Continue learning walks/planning to monitor QTEL strategies in the bilingual classroom three 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 2018-April 2019	(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.
4. 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.	Campus Administrators, Computer Aides, Instructional Aides, Strategists, Teachers	September 2018-May 2019		Summative - STAAR

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 2019 for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be given the opportunity to participate in various school extracurricular activities: UIL, Robotics, Choir, Art Club, Spanish club, Green Team Recycle club, Between the Lines Club and StuCo to demonstrate leadership. (Title I SW: 1,3,6,9) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2018-May 2019	(S)Local Funds - $1,500	Summative - Report of student participation and success Honor Roll Reports
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)	Campus Administrators, Counselors, Parental Aides, Parents, Teachers	November 2018-April 2019	(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 97.5% at Buena Vista by June 2019.

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 2018-June 2019	(S)Local Funds	Summative - Daily, weekly, per six week's cycle reports
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)	Campus Administrators	August 2018-June 2019	(F)Title I, (L)Principal Account, (S)Local Funds	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 2018 - June 2019	(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 2018 - June 2019		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 2018-June 2019	(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 2018-19 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	October 2018 - June 2019	(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 2018 - June 2019	(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 throughout the year. (Title I SW: 1,4,6,9,10) (Target Group: All) (Strategic Priorities: 4)	Counselors, Parental Aides, Parents, Teachers	August 2018- June 2019	(F)Title I - $500	Summative - Surveys, Parental meetings, Parent/Teacher conferences
4. Leader in Me Luncheon for parents will be conducted twice a year to educate parents on leader in me and how they can help the campus cultivate students character in and out of school.	Campus Administrators, Parental Aides, Teachers	September 2018 & March 2019	(F)Title I, (L)Principal Account	Summative - Parent surveys Increase in number of parent participants

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 2018-May 2019		Summative - Decrease in discipline report each six weeks
2. To provide Positive Behavior Support training (PBS) 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)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2018- June 2019		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 2018-2019 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 2018-May 2019	(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 2018-June 2019	(S)Local Funds, (S)State Compensatory	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 collaborates with other campuses to support students and reaffirm a sense of team.

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.
3. BV works with the SFDRCISD athletic dept and Heritage School by allowing our gym to be utilized throughout the school year after hours.	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	September 2018- May 2019		Summative - MOU compliance

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. Buena Vista will continue to improve parent participation 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.	Attendance Staff, Campus Administrators, Parental Aides, Parents, Teachers	August 208-June 2019		Summative - Parent sign in sheets Surveys
2. BV created a VIP day on Thursdays to have parents come on campus to read to students, help with bulletin boards, resource room support and various other tasks.	Instructional Aides, Parental Aides, Teachers	September 2018-May 2019		Formative - Monthly participation
3. BV clusters create opportunities for parents to participate in classroom presentations, mommys tea, math trainings, open houses, talent show, and holiday programs.	Campus Administrators, Cluster/Department Leaders, Parental Aides	August 2018-June 2019		Summative - Parent sign in sheets Surveys
4. Provide an end of the year parent volunteer luncheon. Parents are given a nice lunch and presented with a plaque from the campus.	Campus Administrators, Parental Aides, Teachers	May 2019	(F)Title I, (L)Principal Account, (S)Local Funds	Summative - Increase in awards Parent feedback

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 4.   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)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Teachers	October 2018-May 2019	(L)Principal Account, (S)Local Funds	Summative - Feedback from parents - oral & surveys Parent participation Increase numbers from 2018
2. Synergy Rallies are done monthly to reinforce Leader In Me. Parent Volunteer of the month is presented a gift basket at these rallies to show appreciation for their efforts. (Title I SW: 6)	Campus Administrators, Librarian, Teachers	September 2018-May 2019	(S)Local Funds	Summative - Surveys

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 2018-2019 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, 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 2018-June 2019	(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 2018-May 2019		Summative - Assessing participation on the campus by parents. Parent surveys
4. Class DOJO is utilized campus wide as a communication tool.		August 2018-June 2019		Summative - Dojo usage