



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

VILLARREAL ELEMENTARY SCHOOL

2017-2018

OUR MISSION

in progress

VILLARREAL ES

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

One of the most important things to take into account when constructing a school improvement plan is that all campus staff should be involved in the creation process. The administrative team had the academic specialists gather all of the instructional data on our campus to begin the process. The specialists team gathered all STAAR, CDB, TPRI, reading levels, and TELPAS data.

At the beginning of the school year on August 30 and September 6, 2016, administration met with grade level teams to discuss establishing learning objectives and targets, as well as to create SMART goals for the campus. We began the conversations on how to target our reading, writing, and math goals, while incorporating activities that would be focusing on our special populations (LEP and Spec Ed.) We continued to have discussions involving resources, support for teachers, and professional development to help enhance teaching practices. On October 5, 2016, administration followed up with teachers on resources available to use in reading, writing, and math as to how to use them to plan instructionally and ask what additional resources were needed to increase student learning. In addition to talking about resources, we discussed instructional planning and to ensure that we were planning appropriate lessons that would help our students make progress towards campus goals. At this time, we began to plan for after school tutorials to further support our special populations and struggling students. Mid-year data discussions continued through meetings led with administration with grade level teachers on January 11, 2017 to evaluate our vertical planning session at a staff meeting. Teachers discussed the need to meet with prior and after grade levels in order to align objectives for all subjects to better instruct our students and guide them towards progress. After the implementation of SMART goals, instructional planning talks, resources, and support on March 1 and 22, 2017, grade level teams reviewed data from common assessments, CDBs, mock testing, and IRIs. Administration and teachers discussed individual students and those not making progress, as well as the percentage of students reading on level per class then as a grade level to report on SIP.

On April 24, 2017, a leadership meeting was held to review and analyze the reading and writing data that was gathered. It was critical to make sure that genuine discussion would take place in regards to decisions based on the needs of the campus. We reviewed our goals from the 2016-2017 school year and felt as a campus we hadn't fully met campus goals. Therefore, we discussed the need to maintain the same goals to see more progress. We also discussed the need to incorporate technology at every grade level. So we created a Technology committee of staff so that they would visit a campus who currently is using technology at various grade levels. The design team would come back and share with the campus/grade level on how to best integrate technology into the curriculum.

On May 19, 2017, another team meeting was held by the administrative team to follow up on the SIP process. We reviewed the activities that would support the goals for the 2017-2018 school year. As a leadership team we finalized the activities and changed only a few to meet our goal. At this time, the team finalized the SIP plan for the 2017-2018 school year. On May 30, 2017 the SAT committee approved the SIP plan for the 2017-2018 school year.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>Demographics- Enrollment: 740 LEP:40% Special Education:13% Economically Disadvantaged:88%</p> <p>We have a very diverse population of students at our campus, therefore when reviewing data, we consistently look at our sub pops as: Hispanic, EcoDis, Special Education, LEP (Spanish and English students), ESL. Villarreal has three different programs on campus: dual language, bilingual and ESL, along with collaborative. Therefore when we look at data, we have to focus much of our attention on how students are progressing. Being at a Title 1, bilingual campus with about 40% LEP makes data reviewing complex, but important to focus on all sub pops.</p> <p>We have found through our last year and current year STAAR scores, as well as our CDB's and common assessments that our Spanish speaking LEP students are underperforming our general education students as well as English speaking LEP students. Therefore, we have incorporated many targeted interventions to enhance our student performance in that sub-pop. In most cases in all subject areas- reading, math, and writing there is about at least a 15 percent difference in scores. Looking at TELPAS scores in grades 2nd-4th grade, between 50-55 percent of our ELL students are making that one level progression. We will begin creating a plan of action utilizing TELPAS data, and look at a common intervention targeted on English language.</p> <p>Our special education students are also not performing at the level we would like for them to. Although, we have seen an increase in special education students passing their STAAR assessments in 3rd and 5th grade. Our 5th grade students, overall did a better job this year in this sub pop that in the past. We will continue to review our interventions for our special education students to ensure their effectiveness.</p> <p>Included below are our STAAR results, and consistently review CDB data along with common assessments.</p> <p>STAAR results -</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Math</th> <th>Writing</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3rd - 72%</td> <td>75%</td> <td></td> <td></td> </tr> <tr> <td>4th - 55%</td> <td>63%</td> <td>51%</td> <td></td> </tr> <tr> <td>5th - 73%</td> <td>86%</td> <td></td> <td>73%</td> </tr> </tbody> </table> <p>Every Wednesday as an admin team, specialists we meet with grade level teachers to discuss instructional strategies, common assessment data, and to discuss instructional plans that would target specific sub pops, student levels of each child on campus.</p>	Reading	Math	Writing	Science	3rd - 72%	75%			4th - 55%	63%	51%		5th - 73%	86%		73%
Reading	Math	Writing	Science														
3rd - 72%	75%																
4th - 55%	63%	51%															
5th - 73%	86%		73%														

CSF 2: Use of Quality Data to Drive Instruction
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.
<input checked="" type="checkbox"/> Student attendance
<input type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other

Findings	<p>Common assessment and CDB data disaggregation was conducted by academic specialists and classroom teachers. Classroom teachers plan each Monday after school, and discuss common assessment data to drive their instructional plan for the following week. Specialists are their to also assist with any planning, small targeted group instruction.</p> <p>Each Wednesday, administration meets with grade levels to review data and support each team, group of students based on needs. Together looking at data, we create instructional action plans that are driven by the data from the assessments- TEK based. We ensure to follow up on instructional plans every other week to get a snap shot of effectiveness of plan/interventions.</p> <p>Each week, administration meets with instructional coaches (academic specialists) to review data, teacher walk throughs (celebrations/glows; needs/grows) so that we can structure teacher/student support.</p> <p>Data review meetings were focused on CDB data, common assessments and reading level progress. All grade level teachers participated, along with administration and academic specialists.</p> <p>Staff is at different levels of proficiency in regards to common assessments, data analysis and data desegregation (PLC's). We continue to develop into a consistent model when formatting and reviewing data for all grade levels. Our data disaggregation in grades K-5th looks similar because academic specialists broke all data down utilizing the same format. This provides the campus with some consistencies in reviewing formal and informal data.</p> <p>Classroom grades do not necessarily reflect student performance on different assessments.</p>
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CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other

Findings	<p>Campus leadership structure consists of campus leadership team, grade level teams, academic specialist and campus event quadrant leaders. We currently have about 25 school staff on leadership team. We have a large team to assist in creating a collaborative culture instructionally and socially.</p> <p>According to our campus surveys, Campus leadership is a good representation of the Villarreal staff members.</p> <p>Teacher surveys and teacher input through the use of meetings, discussions reflect the need for more through communication amongst our bilingual/dual language teachers as well as the need for teacher to become more accountable for their classroom data. The survey also show that teachers/staff continue to want more direction with the RTI process, and develop consistencies in all grade levels.</p> <p>Campus goals have been created through the 2017-2018 SIP process that included many people, and much feedback. The goals were created based on the needs assessment(data). Administration, instructional coaches also ensure to monitor teacher performance through the use of walk-throughs (admin)and push-ins (academic specialists); data from common assessments/CDB's; feedback and any instructional support needed is provided to the teacher in a timely manner.</p> <p>We have created campus goals with data (we had at that point), and will continue to do so for the upcoming year utilizing STAAR data. In reviewing data that has just been released, we will focus on goals that will continue to target writing campus wide due to 4th grade STAAR scores being at 51%. Our reading, math and science also have some room for growth, therefore we drafted goals targeting those content areas as well. In addition, we will continue to focus on goals that address our ELLs and Special Education population. Not only do we create campus goals (as a staff), but the staff then split into grade level teams and create team goals that are revisited consistently. We look forward to doing more breaking up of data during our campus data day in August 2017.</p>
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CSF 4: Increased Learning Time	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/>	Response to Intervention
<input checked="" type="checkbox"/>	Interventions implementation and effectiveness
<input type="checkbox"/>	Student identification for increased learning time
<input checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>Response to Intervention needs to be consistently implemented with students in the classroom, and documentation in RTI needs to be consistently inputted and updated. To help with this process we are going to have monthly RTI meetings where teachers are required to attend so that data can be inputted into the database.</p> <p>Grade levels need to meet consistently for students in the RTI process. This year the RTI team consisting of grade levels, counselors, academic specialists and administration met once a month to review student progress/regression. It was during that time that we also discussed if we needed to proceed to at Tier III or provide teacher/student with anymore instructional support. We will continue this process next year.</p> <p>The majority of our RTI Tier III meetings began in October, next year we will have a clear road map for teachers to follow to begin Tier III meetings at the beginning of September.</p> <p>Student tutorials were offered to all grade levels this year after school and all 3rd, 4th, and 5th grade teachers stayed after school since October to tutor. We had one 1st grade class stay to tutor after school. More primary grade teachers stayed to tutor in after school in the Spring semester and would like to incorporate more tutorials for all grade levels next year. We hired a bilingual day tutor to assist with 2nd and 3rd grade since October and we will continue to have in school tutoring sessions.</p> <p>Next year we will continue to have the same support for students to receive increased learning time- our rotation specialists working with enrichment groups (per grade level) during campus intervention time, our instructional coaches working with all grade level teachers as well as targeted small instructional groups to provide students with a second dose of instructional intervention targeted to meet their needs. The instructional coaches also work with grade level teachers to ensure they are providing students with the most qualified tier 1 instruction.</p> <p>During campus intervention time, all instructional coaches, along with all teachers, instructional assistants are pulling small groups to target the instruction needed (Monday thru Thursday from 8-830). We will also continue to bring in our Bilingual tutor beginning in September to target our Spanish LEP students in grades 1st, 2nd, 3rd and 4th grades.</p>
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CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Family and community activities
<input checked="" type="checkbox"/>	Family and community input
<input checked="" type="checkbox"/>	Family and community services
<input checked="" type="checkbox"/>	Second language communication
<input type="checkbox"/>	Other

Findings	<p>For our Family nights, we had an average of over 55% of our families in attendance. This continues to be a huge strength at Villarreal.</p> <p>Our annual parent survey showed that although parents felt like there were enough family events offered to our parents, they still felt like more could be added.</p> <p>As a campus we continue to need quicker access to translation services for our families that speak languages other than English or Spanish. We have numerous families who speak Arabic and many other languages and access to translation services is something we need.</p> <p>We have a great partnership with the Community in Schools social worker, counselors and our San Antonio Metro Health Liaison to enhance our family/parent events. Throughout the year we had between 8-10 family events where we all partnered up to provide parents with a broader range of activities that met their community needs-for example, health collaborative with San Antonio Health, along with students making healthy, easy snacks on site, and providing parents with additional resources they may be lacking for their students.</p> <p>ESOL classes continue to offered at Villarreal for the community to attaining the English language. NISD has offered the classes based on community needs. We look forward to offering more NISD community classes for the upcoming year.</p> <p>Overall, we feel very confident with the events we have on campus, and the high number of parent attendance. We will, however, be working to incorporate more parent cafecitos with topics relevant to our families and include training to invite more parent volunteers to feel they can be a part of our school community.</p>
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CSF 6: School Climate
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.
<input checked="" type="checkbox"/> Teacher surveys
<input checked="" type="checkbox"/> Parent surveys
<input type="checkbox"/> Student surveys or panels
<input type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other

Findings	<p>Based on our parent surveys conducted at the end of the year, 97% of parents felt their children were safe at school.</p> <p>Based on the surveys received, the majority of our teachers said they enjoy coming to work every day. We currently have 6 teachers on the transfer/no return list. So far only one has been picked up at another bilingual campus. Overall, we have a great climate at campus, where ever one does whatever it takes to get students to academically and socially progress, be successful.</p> <p>One area we are tweaking next year will be with our campus wide discipline program- PBIS, and the different incentives we offer. We are looking at moving into offering a campus store for positive Jag Paws, rather than receiving lanyard/school spirit sticks.</p> <p>Student daily attendance is an area that we want to improve in. We would like to be in the top 20% of the district in attendance. This year we really focused on embedding attendance incentives throughout the year, and even did a final EOY attendance field trip for those students who came to school daily. Our VP worked very closely with NISD's truancy officer in assisting with formally warning families of students with excessive absences.</p>
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CSF 7: Teacher Quality
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	<p>Based on staff surveys, vertical team collaboration needs to take place on a more frequent basis across the grade levels as well as within the bilingual cohort of teachers. Teacher support is based on walk throughs, teacher experience, and classroom data. We support teachers in a differentiated approach:</p> <ol style="list-style-type: none"> 1. pulling small targeted guided groups in writing, reading, math within classroom 2. pushing in to collaborate with teacher (as in collaborative model)- instructional coaches working in classrooms as parallel, small group/station, etc. 3. modeling/observing (gradual release model) instructional coach uses "I do, We do, You do." 4. Instructional specialists planning with each team along with individual groups of teachers who need a little more in depth planning (depending on teacher experience).. <p>There seems to be a strong alignment between campus CDB score and STAAR data. Third grade consistently scores well on CDB's and did perform well on Reading and Math STAAR assessment. Our fifth grade cohort has consistently outperformed(on CDB's) their fourth grade CDB scores. When looking at STAAR data, the fifth grade cohort of students outperformed themselves by about 35% in math and 20% in reading.</p> <p>Campus Professional staff development has been focused on the needs of the campus. Staff development this year has focused on Reading, writing and grammar. Most teachers have done a great job implementing the balanced literacy block (writing/reading).</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

40% of our grade levels are not planning effectively and efficiently utilizing a PLC model.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 2

30% of our students are not reading on grade level.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 3

100% of our students will have time scheduled to independently read a book of their choice at their level.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 4

49% of our students did not meet standards in writing.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 5

30% of our students did not meet STAAR standards in Math.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 6 School Climate
- CSF 7 Teacher Quality

Campus: VILLARREAL ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/30/2017

SAT Member	Name	Signature
Principal	April Mata-Tausch	
Parent Community Representative	Sarah McDonald	
Staff Representative	Helena Cortes	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kristie Rodriguez	Staff Member
Ericka Avila	Administrator
Magaly Mochen	Staff Member
Camille Sosa	Staff Member
Yvette Zamarripa	Staff Member
Claudia Uresti	Staff Member
Estella Munoz	Staff Member
Sallie McVay	Staff Member
Priscilla Guerrero	Staff Member
Eunice Sanchez	Staff Member
Elisa Orosco	Community Member
Veronica Campos-Martinez	Staff Member
Maria Moreno	Staff Member
Yvonne Ramirez	Community Member

CAMPUS: VILLARREAL ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Block Walk (Cluster Campuses), Kick off/Staff Meeting, Teacher work Day	Collaboration	All Staff	All Students	Title I	6
08/22/2017		Villarreal Staff Development (in house training)- instructional expectations, PLC Foundations	Instruction	All Staff	All students	Title I	6
08/23/2017		Staff Development (Work Day)/Team Planning	Curriculum	All Staff	All students	Title I	6
10/09/2017		Progress Monitoring of SIP (vertical alignment)	Instruction	Professional Staff	All students		3
11/20/2017		Teacher planning/Teacher choice hours	Collaboration	All staff	All students		
11/21/2017		Teacher planning/Teacher choice hours	Collaboration	All staff	All students		
02/19/2018		District Staff Development- Making Thinking Visible	Instruction	Professional Staff	All students		3

CAMPUS: VILLARREAL ES

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	69%	33%	70%	74%	76%	68%	39%	18%	70%
African-American	60%	20%	65%	62%	72%	75%	50%	0%	75%
Hispanic	70%	33%	70%	70%	74%	69%	39%	17%	70%
White	67%	33%	60%	84%	86%	50%	29%	21%	55%
Economically Disadvantaged	65%	30%	70%	66%	68%	65%	35%	14%	70%
Special Education	39%	17%	35%	44%	48%	39%	28%	6%	35%
At-Risk	59%	21%	60%	58%	58%	60%	28%	11%	60%
Limited English Proficient	63%	27%	65%	62%	63%	57%	25%	11%	60%
Asian	44%	19%	45%	89%	78%	54%	23%	15%	55%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	100%	100%	100%
Two or More	75%	75%	80%	80%	87%	100%	100%	100%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	44%	16%	60%	64%	62%	52%	28%	10%	60%
African-American	0%	0%	10%	53%	56%	100%	0%	0%	100%
Hispanic	47%	17%	60%	60%	59%	50%	27%	9%	55%

White	50%	25%	60%	72%	73%	17%	17%	17%	55%
Economically Disadvantaged	42%	15%	55%	56%	52%	49%	25%	8%	55%
Special Education	13%	0%	25%	33%	32%	38%	25%	0%	40%
At-Risk	34%	15%	45%	44%	37%	38%	22%	8%	40%
Limited English Proficient	39%	20%	50%	54%	49%	39%	24%	8%	45%
Asian	17%	0%	30%	85%	72%	80%	40%	20%	80%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	100%	0%	0%	100%
Two or More	0%	0%	N/A	70%	76%	100%	100%	33%	100%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students	70%	27%	75%	79%	80%	75%	39%	18%	78%
African-American	40%	0%	55%	66%	72%	63%	25%	0%	65%
Hispanic	72%	28%	75%	77%	78%	76%	39%	18%	80%
White	87%	13%	70%	87%	88%	71%	36%	36%	75%
Economically Disadvantaged	66%	25%	65%	73%	73%	74%	36%	17%	75%
Special Education	39%	19%	40%	53%	56%	50%	25%	14%	50%
At-Risk	61%	18%	70%	67%	65%	70%	32%	14%	75%
Limited English Proficient	63%	24%	75%	73%	72%	69%	30%	14%	75%
Asian	38%	19%	45%	94%	86%	77%	31%	8%	40%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	80%	78%	100%	100%	0%	100%
Two or More	75%	75%	85%	82%	89%	100%	100%	67%	100%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	
All Students	78%	33%	85%	73%	76%	73%	37%	14%	75%
African-American	50%	0%	55%	59%	68%	100%	0%	0%	100%
Hispanic	77%	33%	85%	68%	73%	77%	39%	16%	80%
White	100%	14%	95%	84%	87%	67%	33%	0%	70%
Economically Disadvantaged	74%	30%	80%	65%	67%	68%	33%	10%	75%
Special Education	33%	17%	40%	44%	46%	38%	23%	8%	40%
At-Risk	70%	16%	75%	56%	59%	66%	28%	6%	70%
Limited English Proficient	58%	16%	55%	57%	58%	53%	21%	2%	55%
Asian	50%	50%	60%	89%	75%	0%	0%	0%	50%
American Indian	N/A	N/A	90%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.1%	96%
African-American	95.4%	95.8%	95.6%	96%
Hispanic	95.6%	95%	95.1%	96%
White	96%	95.8%	94.5%	95%
Economically Disadvantaged	95.4%	94.4%	95%	96%
Special Education	94.5%	93.9%	94.7%	95%
Limited English Proficient	96.4%	95.8%	96.1%	96%
Asian	97.8%	96.8%	95.5%	96%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	96.4%	96%
Two or More	95.9%	96%	95.6%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.32%	1%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : 40% of our grade levels are not planning effectively and efficiently utilizing a PLC model.

Goal : 100% of our grade level teams will successfully implement a PLC (Professional Learning Community) model throughout the school year.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, ELL
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	August 2017-May 2018
November Progress Check	Pre-K through 5th grade level teams are implementing a uniformed planning structure using common assessments, CDB's, small group information and recursive review to meet the needs of their students. Each team plans each Monday after school until 4:30 in place of a staff meeting. Academic specialists are split up by grade levels, and join all teams in planning. The specialists provide instructional support by sharing resources/activities.
March Progress Check	100% of teams in prek - 5th grade are utilizing the PLC structure. Teams meet every Monday from 3:10 - 4:30 to discuss common assessments, student growth, interventions, and enrichment needed for students. Academic Specialist participate in grade level PLCs to support student needs and provide resources/activities as needed. Administration attends grade level PLCs and are present to answer clarifying questions, monitor PLC process.
June Progress Check	100% of teams in prek - 5th grade are continuing to utilize the PLC structure. Teams meet every Monday from 3:10 - 4:30 to review student data and discuss necessary adjustment to instruction needed for students. Student intervention/enrichment is thoughtfully planned out to meet student needs based on common assessment data. Academic Specialist participate in grade level PLCs to support student needs and provide resources/activities as needed. Administration attends grade level PLCs and are present to answer clarifying questions, monitor PLC process.

Activity 1

Activity	Each team will develop and progress monitor each month (at least) SMART goals based on campus goals.
Person Responsible	Grade level teams, specialists, administration
Monitoring Measures	Administration/specialists will continue to have on going goal oriented conversations centered around campus goals, we would like to see a tracking sheet of goals.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teams will use in depth planning by developing higher order thinking questions and rigorous activities utilizing TEKS, KUDS.
Person Responsible	Grade level teams, specialists, administration
Monitoring Measures	The grade level teams will be observed by administration/specialist, common assessment/PLC data meetings, along with walk throughs/TTESS evaluations.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Academic specialists, certified tutors will be involved in team planning to assist with any questions with curriculum or content that grade levels may have.
Person Responsible	Grade level teams, specialists, administration
Monitoring Measures	The grade level lesson plan will be reviewed by administration/specialists. Common Assessment, CDB and Mock data will also be evident in the planning and should be addressed during the planning protocol. Instructional coaching meetings (each Friday with administration)
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Staff will implement structures/strategies of PLC training for planning/reviewing data.
Person Responsible	Administration, staff trained for PLC model
Monitoring Measures	Administration/specialists/PLC trained staff will observe/facilitate team PLC meetings. We will also be utilizing a data protocol sheet that will be reviewed, along with data from common assessments, CDB's, STAAR mocks.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	During planning/PLC teachers, academic specialists will plan for 2 technology projects, along with incorporating technology with instructional workstations (based on data, curriculum).
Person Responsible	teachers, academic specialists, TSS, Technology coach, admin
Monitoring Measures	lesson plans, walk throughs, planning
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 7, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : 30% of our students are not reading on grade level.

Goal : 75% of our students will be reading on grade level according to Fountas and Pinnell or DRA(Spanish Students) assessments. 50% of our special education population will have an increase in reading level by at least 2 levels.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	Title III, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	49% of students are currently reading on level and are continuing to make progress. Teachers continue to monitor students progress for growth during small group instruction and 9 week assessment checks. Teachers utilize running records, comprehension checks, and common assessments to monitor student growth. Academic Specialists meet once a week to discuss student s not making progress and discuss a plan of action for the students. Academic Specialists push in/pull out to offer support to those struggling students.
March Progress Check	March - 46% of students are reading on grade level or above according to Fountas and Pinnell/DRA. 9% of our SPED have made an increase by at least 2 levels. Students participated in morning reading intervention daily from 8:00 - 8:30. Afterschool tutoring is also being provided in reading for the spring semester 2X a week for 13 weeks. Student also has access to istation during literacy stations in the reading block daily.
June Progress Check	June - 46% of our students completed the school year reading at the expected ending reading level for their grade level. 65% of our special education students had an increase in reading by at least 2 levels. Throughout the school year students were targeted for morning intervention in reading daily from 8:00 - 8:30. Afterschool tutoring in reading was also offered to students 2x a week for 13 weeks in the spring semester. Student were also able to utilize istation as an intervention during balanced literacy.

Activity 1

Activity	Guided Reading lesson plans will be utilized based on TEKS skills/strategies utilizing data.
Person Responsible	Classroom teacher, Specialists, Administration
Monitoring Measures	Reading levels, common assessments, STAAR, CDB's, Teacher anecdotal notes, Tier process, using Genre Characteristics, TPRI's, IRI's
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Academic Specialists and support Staff will be utilized as instructional coaches to guide teacher instruction during the "push in" model.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	IRI's, Running Records, Anecdotal notes, Walk throughs, observations, Common Assessments, CDB's
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers and specialists will develop question stems to help guide reading comprehension, fluency, and accuracy Before/During/After reading with an emphasis on vocabulary.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	Walk throughs, Planning, IRI's, Running Records, Anecdotal notes, Common Assessments, CDB's, journals
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	All teachers in grades Kinder through fifth will plan and implement campus wide workstations in the area or reading utilizing data, student interests, and authentic literature.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	IRI's, Running Records, Anecdotal notes, Common Assessments, CDB's, journals
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 7, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	During our family events and PTA meetings we will inform parents of NISD/Campus expectations in the area of reading, writing, math and science.
Person Responsible	Academic Specialists, Administration, All Staff, PTA
Monitoring Measures	Parent surveys, parent sign in's, staff/administration presentations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 6, SWC 7, SWC 10
Promote Community Involvement	

Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : 100% of our students will have time scheduled to independently read a book of their choice at their level.

Goal : 90% of our teachers from Kinder through Fifth will implement independent reading for 20-30 minutes daily.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Title III
Timeline for Implementation	August 2017-June 2018
November Progress Check	80% of K-5th teachers are implementing Independent Reading. Teachers helps students to choose just right books, and books to help develop fluency. Teachers also conduct conferences with students so that teachers are able to assess a student's ability to apply the skill or strategy that have been taught and get sense of what and how students are thinking as they read.
March Progress Check	85% of K-5th teachers are implementing Independent Reading. Teachers conference with student to ensure that books that are chosen are appropriate and meet the student reading level. Administration conducts walk-throughs and has observed teachers in every grade level kinder through fifth grade conducting conferences with students assessing student's understanding of the text. Students are also encouraged to use sticky notes in independent read in order to make connections with text and to display their understanding of targeted reading skills.

June Progress Check	90% of our k- 5th teaches have successfully implemented independent reading into their daily balanced literacy block. Teachers conference with students to ensure that the books they are reading independently are appropriate for their instructional reading level. Student utilize sticky notes with fidelity and are able to make meaningful connections. Teaches continued to conference with students routinely throughout the entire school year to assess students ability to apply reading strategies and further their reading skills. Administration continued walk-throughs throughout the year and provided both teachers and students with feedback on independent reading.
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Activity 1

Activity	Teachers will utilize journals/sticky notes with students(within journals)to monitor student comprehension and understanding of text during independent reading.
Person Responsible	Teachers, Specialists, Administration
Monitoring Measures	Conferencing notes, observations, journals, running records
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will conduct individual conferring / strategy groups during Independent Reading to monitor skills just introduced or not mastered.
Person Responsible	Teachers, Specialists, Administration
Monitoring Measures	TEKS checklist, observations, journals, CDB's, Common Assessments, IRI's, running records
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9, SWC 10

Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers will use higher order thinking questions with students to help them to think beyond the text.
Person Responsible	Teachers, Specialists, Administration
Monitoring Measures	TEKS checklist, observations, journals, CDB's, common assessments, IRI's, running records
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Parents will be presented with different mediums of books students have read, see different activities they can do at home with literacy and books, and attain a better sense of knowledge of how independent reading at home each can have such a positive impact on students' reading progress during literacy family events.
Person Responsible	All staff, Administration
Monitoring Measures	Literacy event turn out, surveys, sign in sheets, content being presented to parents, Display of student review of text being read, technology usage

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, SWC 7, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : 49% of our students did not meet standards in writing.

Goal : 65% of our 4th graders will pass writing STAAR. 55% of our ELLs will pass the writing staar and 50% of our special education students will pass the writing staar.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Title III, State Compensatory
Timeline for Implementation	August 2017- June 2018
November Progress Check	4th grade teachers and specialists are working on meeting the 65% goal for passing STAAR Writing. Recent CDB data has 43% passing for 4th grade English, 50% passing for 4th grade Spanish, with 47% passing on the 4th grade level. Specialists and 4th grade teachers are planning writing lesson plans based on CDB data/common assessments to ensure teachers understand criteria to be taught by following a more structured plan of action.
March Progress Check	4th grade grade teachers and specialist continue to work towards meeting the 65% for passing the STAAR writing. 30% of our 4th graders, 30% of our ELLs and 8% of our SPED students will pass writing STAAR according to recent Writing Mock Test. 40% of our English, 24% Spanish, 30% ELLs and 8% of SPED students are currently meeting the writing expectations for staar writing. Goal setting conferences were conducted with grade level students to review writing goals and growth.
June Progress Check	50% of 4th grade students passed the writing staar. 50% of our ELL 4th graders passed the writing staar and 6% of our SPED students passed the writing staar. The teachers and academic specialist worked throughout the year to target students for writing intervention. For the 2018-2019 school year, the campus will continue to work on increasing the writing capacity of the students in K-5th grade.

Activity 1

Activity	Teachers will use authentic literature for writer's craft to address specific genre characteristics.
Person Responsible	Teachers, Specialists, Administration
Monitoring Measures	Writing products, rubrics, journals, Telpas, walk-throughs, observations, lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will develop lessons according to skills needed that address grammar within the context of writing workshop.
Person Responsible	Teachers, Specialists, Administration
Monitoring Measures	writing products, journals, common assessments, CDB's, Telpas, Walk-throughs, observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	In grades pre-kinder through fifth teachers will be utilizing a writers workshop model.
Person Responsible	Teachers, Specialists, administration
Monitoring Measures	journals, writing compositions, walk-throughs, observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9, SWC 10
Promote Community Involvement	

Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Parents will be exposed to different writing activities, 4th grade Writing STAAR assessment, student journals, to see how we vertically prepare our students from grades pre-kinder to fifth grade for becoming writers.
Person Responsible	Admin, all staff, parents
Monitoring Measures	parent survey, parents sign in, activities prepared for parent events - literacy events
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, SWC 10
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Embed writing common assessments within the year, and schedule them on calendar to drive instruction, intervention.
Person Responsible	Literacy academic specialists, administration, teachers, tutors, IA's
Monitoring Measures	Common assessment data, planning, lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : 30% of our students did not meet STAAR standards in Math.

Goal : In grades 3-5, 75% of our students will meet standards on math STAAR. In grades 3-5, 55% of our special education students will pass the math staar.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Title III, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	64% of Villarreal students passed the 2017 Math Screener. Teachers, specialists and administration are working on reaching the goal of 85% passing. Specialists are planning, providing resources and pushing in/pulling out to help meet the needs of students. Teachers are working on using higher order thinking questions in centers and small groups to address the rigor of STAAR.
March Progress Check	53% of our students will meet standards on STAAR according to recent CDB/MOCK data. 22% of our SPED students will pass the Math STAAR according to recent CDB/MOCK data. Math tutoring will be offered 2X a week for 13 weeks in the spring. 80 students in grades 3-5 participated in math tutoring in the spring semester. Math intervention was offered daily from 8:00 - 8:30 for. Forty three students in third grade participated in math intervention and 45 students in 5th grade participated in math intervention.

June Progress Check	In 3rd grade, 74% of our student passed the math staar and 33% of our Sped.Ed population passed the math staar. In 4th grade 68% of our student passed the math staar and 10% of our spec.ed students passed the math staar. In 5th grade 85% of our student passed the math staar, and 61% of our spec. ed students passed the math staar. Our overall cumulative average was 76% of student in 3rd-5th grade passed the math star and 35% of spec.ed students passed the math staar. Students in grades 3-5 were offered math tutoring 2X a week for 13 weeks. Math intervention was offered daily from 8:00 - 8:30 a.m. As a campus, we are showing progress in the area of math and will continue to work on growth for the 2018-2019 school year.
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Activity 1

Activity	Teams will develop higher order thinking questions for specific stations utilizing math TEKS and KUDS.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	Math journals, Pre-formatted Graphic Organizer, walk-throughs, observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Based on student performance, teachers will utilize data to develop and plan for workstations, problem solving, recursive review, current skill, and fact fluency.
Person Responsible	Administration, Teachers, Specialists
Monitoring Measures	common assessments, Journals, pre-formatted graphic organizer, HOTS questions, walk-throughs, observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	During math planning, teams will curriculum map utilizing KUD's, district timelines and Pearson.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	Journals, pre-formatted graphic organizer, CDB's, common assessment, planning meeting(Administration/specialists present), lesson plans, curriculum maps
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Teachers will effectively plan for guided math utilizing their classroom and grade level data.
Person Responsible	Administration, Specialists, Teachers
Monitoring Measures	Journals, Pre-formatted graphic organizer, grade level planning(PLC's - administration/specialists present), lesson plans, walk-throughs, observations
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	During family nights, families will be exposed to different math activities, STAAR assessments and grade level TEKS through activities.
Person Responsible	All Staff, administration
Monitoring Measures	parent surveys, parent participation
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6, SWC 7
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Villarreal will have a health centered program through clubs held during the 2017-2018 school year. Students will learn how to be involved, healthy and/or take care of our community.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
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Funding Needed	
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>We are currently offering more than 15 clubs.</p> <p>Marathon Kids-Students are walking, jogging throughout the school year to complete 13 miles. They receive incentives to help motivate them.</p> <p>Mayor's Fitness Council-Villarreal has two students that represent the campus with other San Antonio 5th Graders to discuss different health initiatives.</p> <p>Gardening-Students plant different vegetables, plants, take care of it, observing different aspects that are involved with a garden.</p> <p>Violin/Strings-Ms. Borden works with students in teaching them how to play a violin.</p> <p>Young Astronauts-NISD program that teaches students the different space aspects in a hands on learning approach that enriches what they have learned in Science.</p> <p>Flight Club-Students learn about and design different types of flying items such as kites, parachutes, paper airplanes and rockets.</p> <p>Young Gentleman's Organization-Our 5th grade boys will learn about different social skills to help them in becoming gentlemen.</p> <p>Solar Cars-Students learn to build cars that would run off solar power. They end the club with a race to test their solar cars.</p> <p>Jag News-Student learn about broadcasting and participate in how to present in front of cameras as well as how to do the production side of it.</p> <p>Patrols-Students learn about safety rules and assist with morning duty in helping with traffic flow and getting students out of their vehicles.</p> <p>Friendly Book Club-Students read a book of their choice and have a discussion about it.</p> <p>Boxing for Fitness (Communities in Schools)-CIS students work after school with a certified boxer to learn basic boxing techniques.</p> <p>Team Building Club-After school program that allows CIS student to develop strong, trusting relationships with others.</p> <p>Choir-Students are able to learn various music techniques and songs and apply it during various performance. STEAM</p> <p>Team-Engineer design program where students create Rube Goldberg machines</p> <p>Girls on the Run-Girls in 4th and 5th grade train weekly in order to run a 5K.</p>

<p>March Progress Check</p>	<p>We have completed much of this goal with the following-</p> <p>Marathon Kids-Students continue walking, jogging throughout the school year to complete 13 miles. Mayor's Fitness Council-Our two student ambassadors are in the process of finishing their project. They have presented at Family Nights and will work on the greenhouse project in April. Gardening-Students have planted and gathered radishes and lettuce. There was a presentation done on Family Night on healthy eating.</p> <p>Violin/Strings-Ms. Borden had students perform in December and continues rehearsals.</p> <p>Young Astronauts-The students met for their final meeting to do Star Gazing at Ward Elementary.</p> <p>Flight Club-Students learn about and design different types of flying items such as kites, parachutes, paper airplanes and rockets. Young Gentleman's Organization-Our 5th grade boys continue learning about different social skills to help them in becoming gentlemen. They have weekly meetings and four guest speakers have come by.</p> <p>Solar Cars-Students learn to build cars that would run off solar power. They end the club with a race to test their solar cars.</p> <p>Jag News-Student learn about broadcasting and participate in how to present in front of cameras as well as how to do the production side of it.</p> <p>Patrols-Students learn about safety rules and assist with morning duty in helping with traffic flow and getting students out of their vehicles. Friendly Book Club-Students met and have finished this club.</p> <p>Boxing for Fitness (Communities in Schools)-CIS students work after school with a certified boxer to learn basic boxing techniques. -After school program that allows CIS student to develop strong, trusting relationships with others. This club finished in the fall.</p> <p>Choir-Students are able to learn various music techniques and songs and apply it during various performance.</p> <p>STEAM Team-Engineer design program where students create Rube Goldberg machine</p> <p>Girls on the Run-Girls in 4th and 5th grade train weekly in order to run a 5K.</p>
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<p>June Progress Check</p>	<p>This year we were able to complete this goal with participation from over 150 students in clubs:</p> <p>Marathon Kids-The students were able to complete their 13 miles for the season and finished training hard in the Spring.</p> <p>Mayor's Fitness Council-Our two student ambassadors finished their project and were recognized at the city Mayor's Fitness Council award ceremony. They kept up with the greenhouse as students from kinder have gone in to help maintain the plants in there.</p> <p>Gardening-Students finished the year by harvesting their radishes and lettuce. They would meet at the garden every Tuesday until the end of the year to talk about healthy soil and to discuss recipes for their families.</p> <p>Violin/Strings-Ms. Borden had a final recital in May in which the students were able to present a wide array of songs to the community.</p> <p>Young Astronauts-The students met for their final meeting and we will continue this club on our campus next year.</p> <p>Flight Club-Students learn about and design different types of flying items such as kites, parachutes, paper airplanes and rockets.</p> <p>Young Gentleman's Organization-Our 5th grade boys were able to attend field trips at Microsoft and to a conference luncheon at NAC with our superintendent Dr. Woods. They continued to meet about proper etiquette and how to be productive members of society. The year culminated with a Mother's Day luncheon in which they used food from the garden to prepare a meal for all of their mothers.</p> <p>Solar Cars-Students learned to build cars that would run on solar and battery power. They competed at the Northside district wide event in May. All of the students in the club were in attendance and worked hard to place in the competition. The club will continue next year.</p> <p>Jag News-Student learn about broadcasting and participate in how to present in front of cameras as well as how to do the production side of it. They continued to broadcast up until the end of the year over the PA system even though they did not have access to a camera. The sponsors have gotten trained on the new video and YouTube system and will begin the next school year with all of the resources needed to go live.</p> <p>Patrols-Students learned about safety rules and assist with morning duty in helping with traffic flow and getting students out of their vehicles. They continued their patrol through the end of the school year and were able to take a field trip to the fire station to learn about safety procedures. They then attended the city wide Safety Patrol conference and represented Villarreal well.</p> <p>Book Club-Students met and have finished this club.</p> <p>Boxing for Fitness (Communities in Schools)-CIS students work after school with a certified boxer to learn basic boxing techniques. -After school program that allows CIS student to develop strong, trusting relationships with others. This club finished in the fall.</p> <p>Choir-Students are able to learn various music techniques and songs and apply it during various performance. They were able to finish up their last performance through PTA and attended various field trips to the symphony to learn about music.</p> <p>Girls on the Run-Girls in 4th and 5th grade trained weekly in order to run a 5K. The last 5k race was at the beginning of May, in which we had the most participation of girls since the club began on our campus. There were 14 girls that participated and about 20 teachers that sponsored or supported the club.</p> <p>Arts and Crafts (CIS)-There were about 10 students that enrolled in this club through CIS in the Spring and it finished up in May. The students learned about how to create project using art.</p>
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Activity	Villarreal will offer new clubs this school year to more students that are focused on health and fitness.
Person Responsible	Administration, staff
Monitoring Measures	Number of times club meets, student service projects, visual appearance(garden and campus grounds), PTA/family events
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	Campus will participate in girls on the run program for grades 4-5.
Person Responsible	San Antonio Health Metro department (liaison), Villarreal staff
Monitoring Measures	Participation of program-practices and 5k
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 3

Activity	During the year, our students will participate in Go Noodle at least once per day.
Person Responsible	All staff
Monitoring Measures	Go Noodle usage, parent participation in Go Noodle activities during parent events
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 4

Activity	Implement a discipline model that focuses on building character, reinforcing good behavior, and structured around positive oriented goals/rules/expectations.
Person Responsible	All staff
Monitoring Measures	number of discipline referrals, positive referrals, jag paw patrol
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 5, SWC 7, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 5

Activity	We will offer Marathon Kids as a club for running/jogging/walking for grades K-3rd.
Person Responsible	Coaches, staff, admin,
Monitoring Measures	Student cards with miles run, days met, number of students participating in club
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 3, SWC 5, SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	