Brownsville Independent School District

Yturria Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: November 6, 2019
Public Presentation Date: October 3, 2019

Mission Statement

Campus Mission Statement

As part of a supportive, non-discriminatory, cooperative environment, each student at Yturria Elementary School will

be given opportunities to develop academic, social, emotional and physical skills. Meeting the individual needs of all

students is the primary goal and mission of the Yturria Elementary faculty and staff.

Updated: August 14, 2019

District Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue

higher educational opportunities and who will become responsible citizens in a changing global society by

utilizing all resources to provide equitable opportunities for students.

Vision

All Yturria Elementary students will succesfully meet the academic standards set before them.

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Comprehensive Needs Assessment

Revised/Approved: May 31, 2019

Needs Assessment Overview

Mary and Frank Yturria Elementary School, built in 1992, was named after a well-known and prominent Brownsville couple whose civic and community involvement have greatly impacted the community. Yturria Elementary School, whose motto is "Learning Today, Leading Tomorrow," is located in the northwest part of Brownsville, Texas, and serves approximately 590 students in grades pre-kinder 3 through fifth grade. The campus has been recognized by the National Center for Educational Achievement as a 2010 Higher Performing School and recognized as NCLB Title I, Part A Distinguished Performance campus. In addition, the campus has been recognized through the National Center for Urban School Transformation both in 2015-2016 and in 2016-2017 school years and in 2017-2018 as a finalist. In the 2018-2019, Yturria won the NCUST gold award, being the only elementary winning the gold. Programs which are currently being offered include Dyslexia, 504, Gifted and Talented, Title I, Computer-Assisted instruction, STEM, Bilingual Education, Content Mastery, Preschool Program for Children with Disabilities, Life Skills Units, Resource, and Inclusion. These instructional programs enhance, enrich and offer an alternative to students with unique learning styles.

The students of Yturria Elementary School are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL, Wriitng, Math, Science, Social Studies. PE, Music, Teachnology, and the Arts. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual Education. All students are required to meet the passing standard of the four assessments (Reading, Math, Writing, and Science) which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Yturria Elementary School is comprised of 40 faculty members, 3 campus administrators, 1.5 counselors, 16 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 3 office staff, 1 parent liaison, and 3 custodians.

YturriaElementary is committed to the following District Reform Strategies:

- Sustaining Texas Literacy Initiatives:
- BOY/MOY/EOY Data Analysis,
- Explicit Instruction (Routines/Strategies, Fluency, and Comprehension), and Academic Vocabulary,
- Sheltered English/Esperanza Instruction,
- CIRCLE/Owl Model,
- Response to Intervention Model,
- Accelerated Reader Program,
- Six Traits of Writing,
- Language Enrichment,
- and the Dyslexia Program.

Yturria Elementary School uses its Title I-Part A, State Compensatory, Bilingual, and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The District conductes comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental

community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the surveys (CNA), Yturria concentrates on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2019-2020 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, data-analysis of teacher groups assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Attain attendance rates through student motivational activities such as six weeks perfect attendance awards, end of year prize drawings and perfect attendance celebration. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements.
- Provide tutorials to students that are demonstrating a need to improve.
- Supplemental materials and/or software will be purchased to aid teachers in implementing the curriculum.
- Purchase recognition materials (i.e. trophies, plaques, certificates, etc.) to recognize students' achievement (attendance or academic).
- Provide "Bullying and Safety" presentations for all students at the beginning of the school year to promote a safe, comfortable and learning environment and provide a school wide discipline behavior plan to decrease discipline issues.
- Allot time to work with teachers displaying weak instructional methods and who are in need of classroom management strategies.
- Provide teachers more Professional Development on explicit instruction and more time for planning intervention instruction to meet all assessment (TPRI/Tejas Lee, STAAR) standards for all student populations.
- Add technology that will support classroom instruction and provide more computer access for students in all classrooms.
- Promote a more active parental involvement by creating a school climate that support family/school involvement and invite parents to present talks and/or demonstrations about their specialized knowledge or skills .
- Increase formal and informal communication with parents, staff, and students

To accomplish these objectives, Yturria Elementary will provide opportunities for all children in meeting the State's "master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that...

- Strengthen the core academic program;
- Increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year;
- Include strategies for meeting the educational needs of historically under-served populations; and
- Include strategies to address the needs of all children in school, particularly the needs of low-achieving at-risk students who are not meeting the State student academic achievement standards

Demographics

Demographics Summary

Yturria Elementary is located in the north side of the city of Brownsville and currently services 590 students. Enrollment has increased slightly due to the open enrollment policy curently in place. The student population consists of Economically disadvantage, English Learners, At-Risk, Special Education, Dyslexia, Gifted and Talented, Migrant, and Homeless. The academic instructional line for students is Stillam and Manzano Middle Schools and Veterans Memorial Early College High School. Preocesures for overseeing dempgraphic concerns include verifying daily attendance, alotting time for teacher/parent conferences,and intevetion instruction for all At-Risk students.

At-Risk Percentage: 66%

English Learners - 38%

Econimcally Disadvantaged - 75%

Migrant - 0.01%

Special Education - 12%

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographic areas of improvement would be addressed:

1. The attendance rate for all students was 97% for all students and. Daily attendance and tutorial attendance will be closely monitored for all students including at-risk students in order to improve student attendance.

2.   Increase attendance rates through student motivational activities such as perfect attendance awards and prize drawings. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements.

3.   The retention rate for all students was 0.6% for all students and 0.8% for at-risk students. In an attempt to decrease At-Risk percentages teachers will provide more academic support by providing research-based interventions for students struggling academically increase the percentage of English proficiency by providing research-based literacy strategies during school and after school tutorials.

4.   Students in special programs will improve District and State Exam scores by individualizing instruction according to the desegragagation of data.

5.   The campus Dean of Instruction will monitor the increase Reading and Math assessment scores among LEP, At-Risk, Homeless, and Economically Disadvantage Students. Teachers will be trained through administration how to identify students in these categories. Teachers will monitor closely students who are in these sub populations. Teachers and teacher aides will monitor academic performance through daily assessments, grades, attendance, and comprehensive unit assessments.

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation time-lines related to Demographics are set forth in all sections of the 2019-2020 Campus Improvement Plan.

Demographics Strengths

Demographic Strenghts:

1. Student to teacher ratios
2. mobility/stability,
3. special program participation
4. 6 TEA distinctions earned in 2018-2019 school year
5. strong administrative and teacher support,
6. state compensatory funds for At-Risk students
7. NCUST Honor Roll Campus, 2017-2018
8. NCUST Gold Award Winner 2018-2019
9. Communication procedures between home and school
10. EL student placement into the Bilingual Program within the 20 day period
11. Early RTI plans are in place and are updated continuously with current academic data
12. Screening for Dyslexia and Special Education Referrals
13. TIER II Interventions for Migrant, LEP and At-Risk students
14. After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
15. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
16. Reports are readily available

Demographic Needs

1. Increase attendance percentage (Dem #2)
2. Increase LEP, At-Risk, Economically Disadvantaged assessment scores (Dem #4)
3. Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically (Dem #5)
4. Increase Reading and Math assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructionl materials (Dem #4,5)
5. Decrease the number of students on a RTI plan and move students to Tier 1 (Dem #4,5)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase attendance rate among At-Risk students **Root Cause:** Communication to parents on district attendance policy

Problem Statement 2: Increase in number of students identified as 'At-Risk' through student academic performance in core subject areas. **Root Cause:** Provide more academic support and interventions to identified At-Risk students who are struggling academically .

Student Academic Achievement

Student Academic Achievement Summary

Student academic success is monitored through the disaggregation of student performance data: STAAR, Fluency, Weekly Grades, TELPAS, TPRI, Tejas Lee, CPALLS. Data is disaggregated consistently to identify areas needing improvment such as meeting state test passing standards and TEKS mastery. Data is reviewed on a weekly basis through the analysis of progress monitoring, weekly grades, RTI plans, benchmarks, etc. Administrators and teachers loos at students' scores and break down objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target low student expectations. If needed, teachers plan for intervention instruction.

Yturria Elementary School student achievement for all students in 3rd-5th grade STAAR 2018-2019 summary were:

Reading: 3rd Grade 84% , 4th Grade 84% , 5th Grade 98 % , All Grades: Economically Disadvantaged 88%, English Learners 82%, Special Ed. 83%

Math: 3rd Grade 89% , 4th Grade 80%, 5th Grade 100%,   All Grades: Economically Disadvantaged 89%, English Learners 88%, Special Ed. 73%

Writing: 4th Grade 86%, Economically Disadvantaged 82%, English Learners 85%, Special Ed. 64%

Science: 5th Grade 94%, Economically Disadvantaged 93%, English Learners 88%, Special Ed. 75%

The trends identified in the areas of Writing andScience showed growth in in some areas and loss in Reading and Maths. The 2019 scores for all grade levels and in all subjects were above or at the District average.

 The trends identified when all students performance was compared with all student groups indicate the At-Risk, LEP and Special Education populations scored slightly lower than the other groups and therefore are a priority in our main focus of campus tutorials and pullouts interventions.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

1. Assessment Scores (such as benchmarks and state assessments) will be improved by providing individualized instruction and provide before school and after school tutorials for at-risk, ELs, special ed, and dyslexic students.   Campus software will be purchased to support litearcy instruction.

2. Subpopulation Scores will be increased by providing individualized instruction and after school tutorials in which supplies, materials, computer software (Achieve 3000, Education Galaxy, STEMScopes) and equipment (Desktops, IPADs) will be purchased.

3. Teachers will provide instruction using the the necessary supplies, (paper, workbooks, markers, pencils, etc.) and the most up to date and targeted resources following the TEKS and STAAR format in order to reach Master Grade-Level Performance in all areas.

4. Migrant students will receive school supplies, such as binders, pens, pencils, highlighter, paper, notebooks, and USBs to provide them with the necessary tools to complete their classroom and homework assignments and reach Advanced Level Performance in all areas.

5. Title I and Bilingual, and State Compensatory Funds will be used to purchase the following items needed to carryour the instructional program:

Copy Paper, Pencils, Pens, Forms, Workbooks, Audio-visual aids, Printer toner, staples, playground equipment, art equpment, digital cameras, Software, software licences, and technology equipment that include Desktop Computers. .

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2019-2020 Campus Improvement Plan.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

1. Students in Pre-Kindergarten through Second Grade have been successful on the yearly CPALLS, Texas Primary Reading Inventory (TPRI) and Tejas Lee. Students consistently achieve the Developed standard on the assessed areas, Master Grade-Level performance. Our campus has received Six Distinction Designations: Academic Achievement in English Language Arts/Reading Academic Achievement in Mathematics Academic Achievement in Science Top 25 Percent: Closing Performance Gaps Postsecondary Readiness.

Master Grade Level Scores

3rd Reading 31%

3rd Math   29%

4th Reading 26%

4th Math 28%

4th Writing 13%

5th Reading 40%

5th Math 69%

5th Science 36%

- Strong STAAR Reading, Math, 3rd-5th Reading Average 89% Math 3rd-5th Average 90%
- Progress made in the areas of Writing and Science
- Progress Monitoring Check Points(Campus and District)and State test results (STAAR, TELPAS) are used to improve instruction

2. Progress Monitoring Assemsents and STAAR test results are used to improve instruction.

3. Horizontal Alignment among grade-levels that meet and discuss instruction to improve all content areas.

4. Provide tutorials and summer school opportunties for students who are needing to improve in all content areas.

5. Provide small group instruction to students needing intervention.

6. School wide high expecations for all students.

7. Social and emotional development for students: character education, growth mind-set, clubs and extra curricular activities

Student Acedmic Achievement Needs

1. Areas of improvement include campus/benchmark scores, passing percentages for subpopulations students on assessments (SA #1-5)

2. TELPAS scores above 60% (SA #1-5)

3. Raising the overall meets/masters performance levels in area areas (SA #1-5)

4. Raising Special populations passing percentage rates on the state assessments in all areas (SA #1-5)

5. Provide TIER II/III interventions to students that are demonstrating a need to improve Reading (SA #1-5)

6. Promote higher academic standards for all students (SA #1-5)

7. Provide interventions to Special Education students in the areas of Writing and Science to meet the state's Performance System Safeguards (SA #1-5)

8. Provide teachers with additional vertical alignment meetings to discuss explicit academic instruction, student data, and review resources across grade-levels. (SA #1-5)

9. Provide teachers with addtional materials and supplies by purchasing classroom instructional materials that will support instruction with Title I, Bilingual, and State Compensatory funds. (SA #1-5)

10. Increase fluency, comprehension, academic vocabulary, word reading, and phonics percentages in the TPRI/Tejas Less assessments. (SA #1-5)

11. Strengthen Early Childhood School Readiness (SA #1-5)

12. Writing across the curriculum (SA #1-5)

13. Increase STEM project-based learning (SA #1-5)

14. Purchase new desktops computers, projectors, IPADs, Chrome Books tom maximize instructional technology support in the classroom. (SA #1-5)

15. Purchase new desktops computer for administration to monitor student progress and academic programs. (SA #5)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Meets and Masters percentages dropped in Reading and Math. **Root Cause:** Plan for more and increase rigor during instruction.

Problem Statement 2: Some reading and math skills still below grade-level expectations in all grad-levels. **Root Cause:** Continued need to implement math and literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.

School Processes & Programs

School Processes & Programs Summary

Yturria Elementary continues to evaluate school processes and programs periodically to ensure students are receiving a high quality education that allows their academic, social, and emotional needs to be met in a safe school environment. Yturria reviews data sources that include campus needs surveys, teacher feedback, student scores, and daily reports. Meanwhile, Yturria maintained and sustained effective programs and practices to ensure both students and teachers needs were begin met.

In the area of curriculum and instruction, administration and teachers planned together to target students' needs and gaps. Teachers were given planning time to plan effective lessons. In addition professional development was provided at the campus and district levels to ensure teachers were up to date with all the current trends. Weakly grade-level meetings are conducted so that teachers and administration can meet and discuss students' progress and curriculum and instruction.

Curriculum and Instruction:

Curriculum, Instruction, and Assessment are one of most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Yturria Elementary implements district curriculum initiatives and assessments as required by the state of Texas. Yturria bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. In doing this process, Yturria Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities.

Yturria Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced, Yturria allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and interventions is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another. With the increase rigor of STAAR, data meetings are scheduled consistently right after District and/or Reading/Math Inventory Assessments (including CPALLS, OWL, TPRI/Tejas LEE assessments) to identify student expectations/root problems as to why students are not meeting the standards. results, campus/district benchmark results are use to improve instruction. in addition, Administration will purchase desktops and projectors to use for running reports and turn around meeting presentations.

Reports from TANGO, CPALLS, TPRI/TEJAS are utilized to identify students who are struggling and in need of academic needs. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs. Administrators at this campus hold high expectations for all teachers and staff, therefore, teachers hold high academic, behavioral and social expectations for all students. Curriculum, Instruction and Assessment are supported by various technology programs: Smarty Ants, Achieve 3000, LION STEMSCOPES, TANGO, AWARE, and other programs provided to students through our Library rotations.

Language Arts

1 Yturria implements a high quality literacy plan provided by the district alongside campus initiatives to improve reading and writing. First the decision was made to start targeting and tracking students Lexile scores. With this goal, new campus software was brought in to supplement the language arts curriculum. In addition, teachers were provided professional development. Further more, campus initiatives sustined included fluency tracking, Accelerated Reading, interactive journals, literactue units, etc.

 Math

#2 Similar to ELA, campus software was provided for students to supplement the curriculum. Teachers attend professional development throughout the school year. Additionally, students work with interactive journals and manipulatives to enhance their learning.

Science

#3 New campus software was brought in to support the regular curriculum. STAAR scores increased in the areas of wriitng and science.. Students in 3rd-5th work with science fair projects each year. The science teacher attended all required professional development this school year.

Social Studies

#4 The curriculum and instruction department purchased weekly social students newsletters to support instruction. In addition, students participated in social studies workshops presented by curriculum department and community members. Furthermore, all students participated in a social studies project this school year.

Technology

#5 This school year, more student devices were purchased in order to head to a 1 to 1 campus. Also, more desktop computers and projectors will be purchased alongside tablets to replace obsolete desktops and devices. More project based learning and STEM initiatives will be implemented so that students are working more with technology resources. More funds were allocated to continue purchasing new printers to upgrade the technology program .

 Personnel (recruiting/support/retain)

Yturria Elementary uses hiring committees composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and an evaluation instrument are used to document applicant responses and written feedback from the hiring committee. Teacher performance records are kept by the school principal. New teachers are proved mentors so that they are introduced into the profession.

All teachers and instructional paraprofessionals are highly qualified. The campus administration, Curriculum/Instruction Specialists and other BISD identities/departments provide professional development to support learning in the classroom. All teachers are Bilingual certified, SIOP trained and have 30 hours of GT training. Every year, teachers are asked to have 6 hours of on-going Bilingual and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required 30 hours of staff development as part of the high-quality Pre-Kinder component. Teachers have also received training in the following areas: T-TESS (teacher evaluation), ELPS, Language Enrichment refreshers, Content Area strategies, and STAAR Assessment strategies. All staff members are also provided with a two-day PD requirements (back to school in service) with topics that include 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan.

6 Throughout the year, a limited amount of teachers are asked to attend Region I training in the areas of Reading, Math, Writing, and Science Administration ensures that high quality instruction is delivered to all of Yturria students and provides support by making appropriate recommendations for successful implementation of instructional strategies along with RTI interventions. After teachers attend professional development, the implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Yturria Elementary.

Administration and Organization

Yturria Elementary analyzes the school context and organization by looking at school logistics, infrastructures, decision making and overall leadership. A master schedule is provided for all classes to be able to participate in PE, Library, Music, and Computer classes. In addition, classroom teachers must allot daily intervention time for their Tier II and III students. A calendar with school events is provided to all faculty and staff as well as parents with all the additional events taking place at the campus. Each grade level has a representative for ELS, Math, Science, and Social Studies , as well as a Lead Teacher, SBDM member, and any other required representative.

Furthermore, Yturria maintain, reviews and updated an Emergency Operations Plan in order to prevent, protect against, respond to, recover from the effects of incidents in order to reduce the loss of life and property and harm to the environment. All stakeholders are trained on the emergency operation of the school.

School Processes & Programs Strengths

School Processes and Programs Strenghts:

1. Knowledge of TEKS, Curriculum, Scope and Sequence, Content , Frameworks
2. Knowledge of STAAR Blueprints
3. Knowledge of STAAR Readiness and Supporting Standards
4. Implementation of Campus/District Inititavies in C & I
5. A Library program equipped with AR, books, ebooks, technology integration, lessons correlated with classroom teachers' lessons
6. Extended Day and Tutorials
7. Respond to Intervention for students struggling
8. Weekly Grade Level meetings that cover curriculum and instruction
9. Data meetings that review reading inventory, grade, and benchmark scores
10. Use of district resources such as Eduphoria/TANGO
11. Support with T-TESS and SLOs
12. Attending all required professional development and conferences
13. Technology Upgrades for classrooms and computer labs
14. Purchase of classroom resources that support instruction
15. Weekly Walkthroughs Rotation Schedule
16. Grade Level Meetings with Principal and Dean Weekly
17. Felxible Scheduling to meet the needs for all students
18. Master Schedule
19. On Going Monitoring of Students in Special Programs and Supoprt Plans
20. Character Education Provided by Counselors
21. Full time Nurse and Security Guard
22. Access to community partnership
23. Well Maintained Facilities

School Processes and Programs Needs

1. Increase opportunities for teachers to plan instruction (SA #1-4)
2. Increase parental involvement (SPP #1-6)
3. Increase communication between parents and schools (SP #1-6)
4. Increase attendance rates (Dem #1-4)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase Rapid Vocabulary Naming (Pre-Kinder), Fluency in 1st/2nd Grade, Reading Comprehension/Word Reading in 1st Grade and Phonics in 2nd grade in the EOY TPRI assessment. **Root Cause:** Implementation of Fluency, Reading Comprehension, Word Reading, Academic Vocabulary, and Phonics with fidelity.

Perceptions

Perceptions Summary

Yturria Elementary analyzes the school culture and climate to ensure students are being provided a well rounded education in a safe environment. In addition, administration meets with faculty and staff to get feedback from staff on any issues or concerns. Administration works diligently to ensure all members of the campus are content, safe, and provided a positive environment. Furthermore, administration also makes time to hear parent concerns and issues and works to rectify those concerns and issues so they are assured their children are receiving the best education in a safe environment.

Our school counselors, teachers, and administrators always promote anti-bullying throughout the year, Administrators make sure to address any bullying issues immediately to ensure students feel safe when they come to school.

Students are encourages to join all of the extra curricular programs Yturria offers: Chess, UIL, Destination Imagination, Coding, STEM, Science Fair, Ballroom, Choir, and Cheer-leading.

2018-2019 CNA surveys indicated the following:

Students feel they are learning important things

Students look forward to coming to school everyday

Students feel safe at their school

Students feel established rules are fair

Students feel the school is always clear

Students feel teachers help them when needed

Staff feel safe at the school

Teachers feel discipline is addressed accordingly

Teachers feel thier is mutual respect among administration, and students.

Teachers feel facilities are well maintained

Parents feel thier children are safe at school

Parents are content with the education their children are receiving

1 Yturra Elementary is committed to involving parents and community members to be involved in thier children's education. Yturria Elementary has a parent center and a full time parent liaison. In addtion, Yturria uses its SBDM committee to make decisions that will positively impact the school.

Perceptions Strengths

Perceptions Strengths:

1. The school hallways are decorated to showcase College and Career Readiness, school spirit, and academic bulletin boards
2. An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
3. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
4. During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
5. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
6. Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
7. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
8. Nurse involvement on Health Presentations to students
9. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Coding)
10. School Dances
11. Six weeks awards ceremonies
12. Meet the Teacher Night
13. Successed for Behavior Plans and Documentation
14. College Awareness Day (every Thursday)to emphasize Higher Education
15. Autum Harvest, Charro Days Festival, Christmas Program, Talent Show
16. Family Night at Restaurant Fundraiser

Perception Needs:

1. Increase teacher grade level co-planning (SA #1-4)
2. Vertical alignment will be implemented amongst grade levels (SA #1-4) (PER #1)
3. Increase parental participation in parent meetings, community presentations (PER #1)
4. Increase student motivation activities in order to increase academic performance (Dem #1-4)
5. Increase positive recognition for good behavior (Den #1-4)
6. Decrease discipline issues through the use of a school-wide discipline behavior plan (Successed) and Emergency Operation Plan (SAA #1-4)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase the percentage of parent attendance in weekly parent meetings. **Root Cause:** Have more opportunities for parents to attend meetings throughout the day.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Yturria student performance for all students, all grades, all subjects will exceed 2020 Meets Grade Level, and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Sources: STAAR Performance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
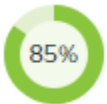
Strategy 1: Teachers in second through fifth grades will utilize effective classroom resources such as computer software, literature, STAAR practices, calculators, cameras, student planners, visual aids, novels and materials (paper based) on assessed at-risk students needs in order to improve STAAR results in the areas of reading (comprehension and fluency) math, writing and science. STAAR Workbooks will be purchased for At-Risk students.
 	
CNA SAA #3, 9
Population: All students
 	
Timeline: August 14, 2019-May 27, 2020
    Strategy's Expected Result/Impact: Formative:Weekly Test Grades, Report Card Grades, Benchmarks, STAAR Results, BOY, MOY, TPRI, Tejas LEE, LION
    Summative: EOY, STAAR Results, EOY Grades
    Monitor: Administration, Dean of Instruction, Teachers
    Title I Schoolwide Elements: 2.4
    Funding Sources: Instructional Supplies - 162 State Compensatory - 162-11-6399-00-132-Y-30-000 - $16,000
	Nov	**Feb**	**Apr**	**June**

	60%	90%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: In order to reinforce STAAR reading objectives, teachers will implement STAAR reading objectives through the use of content based subscriptions. CNA# p. 11	**Nov**	**Feb**	**Apr**	**June**
Population will include G.T., Special Ed., Title 1, At Risk, BilinguPopulation: All students Timeline: August 14, 2019-May 27, 2020 CNA SAA #1 **Strategy's Expected Result/Impact:** Formative: Daily Lessons, Weekly Assessments, Report Card Grades, Benchmarks Summative: STAAR results **Monitor:** Teachers, Principal, Dean of Instruction, District Specialists	50%	85%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: All students will be provided with Texas Literacy Initiative strategies that include Think, Turn, Talk, making connections, creating mental images, making inferences and predictions, asking and answering relevant questions, determining importance and summarizing, and monitoring and clarifying. Through TLI and district initiatives, students will also be provided writing strategies.	**Nov**	**Feb**	**Apr**	**June**
Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 14, 2019-May 27, 2020 CNA SAA #1 **Strategy's Expected Result/Impact:** Formative: Lesson plans, TLI classroom visuals visible in the classroom, LION Summative: Students' weekly reading test grades, students weekly fluency scores, TRPI / Tejas Lee EOY scores, reading benchmark scores **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers **Title I Schoolwide Elements:** 2.4	50%	85%	100%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Yturria will implement a coordinated, systematic assessment plan at the classroom level that includes weekly grade/fluency checks, C-PALLs, TPRI/Tejas Lee, English Proficiency assessments, District Checkpoints, STAAR practice tests, TELPAS practice tests and benchmarks to provide reinforcement of reading skills for all students in order to meet our reading and writing targets. Teachers will increase the use of data and data analysis to inform all decision making regarding curriculum and instruction. Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 14, 2019-May 27, 2020 CNA SAA #10 **Strategy's Expected Result/Impact:** Formative: Lesson plan checks, walk through observations, use of instructional resources Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores **Monitor:** Principal, Dean, AP, classroom teachers, curriculum specialists **Title I Schoolwide Elements:** 2.4	**Nov** 55%	**Feb** 90%	**Apr** 100%	**June** 100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The campus library will provide literacy education to all students by providing reading lessons, promoting children's literature, the Accelerated Reading program, literacy sponsored events, and supplementing the regular curriculum. All students will be required to take library books home daily. Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 14, 2019-May 27, 2020 CCNA SAA #4 **Strategy's Expected Result/Impact:** Formative: Library Schedule, AR student logs, library website, library lesson plans Summative: AR report, EOY reading scores **Monitor:** Principal, Dean, Librarian, Classroom teachers **Funding Sources:** Reading Materials - 199 Local funds - 199-12-6329-00-132-Y-99-000-Y - $1,500, Library Supplies - 199 Local funds - 199-12-6399-00-132-Y-99-000-Y - $1,000	**Nov** 60%	**Feb** 90%	**Apr** 100%	**June** 100%

Strategy 6 Details	Reviews			

Strategy 6: Implement an integrated, challenging, standards-based, inquiry -centered math curriculum as demonstrated through Pearson Math, OWL, etc. as a means to improving math instruction and reinforce the math TEKS and guidelines.
 	
Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
 	
Timeline: August 14, 2019-May 27, 2020
CCNA SAA #3
    Strategy's Expected Result/Impact: Formative: Lesson plans, walk-thoughs, resources available
 	
    Summative: Math STAAR scores, benchmark scores, weekly math test grades
    Monitor: Principal, Dean, Teachers
    Title I Schoolwide Elements: 2.4
	Formative			**Summative**

	Nov	Feb	Apr	June
	55%	90%	100%	100%

Strategy 7 Details	Reviews			

Strategy 7: PK-5th grade teachers and special programs teachers will support math and science vocabulary, problem solving, graphing, estimation, and safety guidelines on a daily basis.
 	
Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
 	
Timeline: August 14, 2019-May 27, 2020
 	
CCNA SAA #1
    Strategy's Expected Result/Impact: Formative: Classroom word walls, lesson plans
 	
    Summative: Weekly test scores, EOY scores, STAAR scores
    Monitor: Principal, Dean, Teachers
	Formative			**Summative**

	Nov	Feb	Apr	June
	50%	90%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Teachers will integrate the science curriculum through purchased resources that include STEMSCOPES, EDUSMART, so that students will develop an understanding of the scientific method through investigations, journaling, and technology in order to implement a standards-based curriculum and assessments. 40% of instruction will be hands-on investigations. Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 14, 2019-May 27, 2020 CCNA SAA #1	Formative			Summative
	Nov	Feb	Apr	June
	55%	90%	100%	100%
Strategy's Expected Result/Impact: Formative: Weekly science grades, benchmark scores, software usage reports, lesson plans, student journals Summative: EOY science scores **Monitor:** Principal, Dean, Teachers **Funding Sources:** Software Renewal - 162 State Compensatory - 162-11-6299-62-132-Y-30-000-Y - $900				

Strategy 9 Details	Reviews			
Strategy 9: Yturria Elementary will implement the following strategies that support the District Literacy Plan: 6 weeks checkpoints Weekly fluency checks Interactive Content Journals Text Structures Maintenance Meeting Digital Literacy Novel Reading Language Enrichment Prescribed Extended Day Lessons STAAR Plan Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA SAA #3	Formative			Summative
	Nov	Feb	Apr	June
	50%	85%	100%	100%
Strategy's Expected Result/Impact: Formative: Lesson plan checks, walk through observations, use of instructional resources, testing schedule Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores **Monitor:** Principal Dean of Instruction Classroom Teachers				

Strategy 10 Details	Reviews			
Strategy 10: All students will work on hands on writing approaches, the writing process, and interactive writing journals. STAAR writing scores will increase 10% for the 2019-2020 school year. CNA p. 11	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Title I Students Timeline: 2August 14, 2019-May 27, 2020 CCNA SAA#12 **Strategy's Expected Result/Impact:** Formative: Lesson plan checks, walk through observations, use of instructional resources, interactive journals Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores **Monitor:** Principal Dean of Instruction Classroom Teachers	50%	85%	100%	100%

Strategy 11 Details	Reviews			
Strategy 11: All students will receive a student planner to write down assignments, upcoming activities, and communicate with parents on a daily basis. Student planners will be purchased. CNA p11	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Title I Timeline: August 14, 2019-May 27, 2020 CCNA SAA #9 **Strategy's Expected Result/Impact:** Formative: Daily Planner Checks Summative: EOY student scores **Monitor:** Principal Dean of Instruction Classroom Teachers	50%	85%	100%	100%
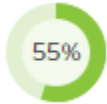
Strategy 12 Details	Reviews			
	Formative			**Summative**
Strategy 12: Migrant students will receive an equal education that includes a rigorous and enriching curriculum. Extra curricular activities will be offered as well. Academic progress will be monitored.	**Nov**	**Feb**	**Apr**	**June**
Population : Migrant Timeline: August 14, 2019-May 27, 2020 SAA#4 **Strategy's Expected Result/Impact:** Summative: Progress reports and academic scores Formative: EOY report cards, state assessment scores **Monitor:** Principal Dean Counselors Teacher	0%	65%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
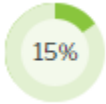
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Yturria early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

    Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers in Pre-Kinder through second grade will implement phonemic awareness strategies in order to improve TPRI/Tejas LEE scores.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
 	
Timeline: August 14, 2019-May 27, 2020
CCNA SAA #11
    Strategy's Expected Result/Impact: Formative: Walkthroughs, Lesson Plans, Report Cards, BOY,MOY
 	
    Summative: EOY, TPRI, and Tejas LEE
    Monitor: Pre-Kinder through Second Grade Teachers. Dean of Instruction
	65%	95%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Yturria will offer full day PK with a high quality Curriculum. Instructional paraprofessionals will assist PK and computer labs in planning and delivering instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: Early Childhood
Timeline: August 14, 2019-May 27, 2020
CCNA SAA #11
    Strategy's Expected Result/Impact: Formative: Instructional aide schedule, classroom observations
 	
    Summative: C-PALLS progress monitoring, computer software student progress/use reports
    Monitor: Campus Principal, AP, PK teachers, instructional aides
    Title I Schoolwide Elements: 2.5
    Funding Sources: State Comp PK 4 Teacher Salary - 162 State Compensatory - 162-11-6119-00-132-Y34-000-Y - $135,446
	55%	90%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Instructional resources will be purchased for early childhood classrooms that support PK guidelines, Kinder, 1st, TEKS, STEM, and PPCD goals. Resources will support curriculum and instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Student population: PK-1st students Timeline: August 14, 2019-May 27, 2020 CCNA SAA#9 **Strategy's Expected Result/Impact:** Formative: CPM progress monitoring, TPRI/Tejas Lee, fluency reports Summative: Student progress reports and student grades **Monitor:** Principal, Dean, ECH teachers **Funding Sources:** Classroom Centers - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $1,750	75%	95%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Yturria Elementary will expand Early Childhood Programs to include the 3 year old program and Pre-Kindergarten. Early Childhood information sessions will be held periodically throughout the year so that parents know about the curriculum and students' progress	**Formative**			**Summative**
Timeline: August 14, 2019-May 27, 2020 CCNA SAA#11	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: Lesson plans, 3K frameworks, CPALLS BOY/MOY, progress monitoring Summative: CPALLS EOY, 3K guidelines, T-TESS observations **Monitor:** Administration 3 Year Old Teachers **Funding Sources:** Stipends - 211 Title I-A - 211-11-6117-00-132-Y-24-3YR-Y - $1,800	65%	85%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: ECH students will participate in outdoor activities daily to develop gross motor skills. Playground equipment will be purchased to furnish the playground area.	**Formative**			**Summative**
Timeline: February 2019-May 2019	**Nov**	**Feb**	**Apr**	**June**
CNA Page 10 Timeline: August 14, 2019-May 27, 2020 CCNA SAA#11 **Strategy's Expected Result/Impact:** Formative: Daily schedules Summative: EOY PK guidelines **Monitor:** Administration ECH teachers	15%	70%	100%	❌

0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue

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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

    Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Classroom teachers will provide literacy education to all students by providing reading lessons, promoting children's literature, and supplementing the regular curriculum with current events weekly readers.
Population:
TI, ELLs, AR, Sp.Ed., GT, DYS
Timeline: August 14, 2019-May 27, 2020
CCNA SAA #10
 	
    Strategy's Expected Result/Impact: Formative: Lesson plans and Daily Schedules
    Summative: TPRI/ Tejas Lee, STAAR Results
 	
    Monitor: Principal
    Dean of Instruction
    Classroom Teachers
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	50%	85%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: Tier II/III students will be provided research-based instructional intervention strategies daily in a small group setting in all content areas. A Response to Intervention (RTI) plan will be developed for students who are struggling.
 	
Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
Timeline: August 20, 2018-May 30, 2019
CCNA SAA#5
 	
    Strategy's Expected Result/Impact: Formative; Classroom schedules, RTI lesson plans, RTI minutes, RTI roster
 	
    Summative: Tier II/III EOY student assessment scores
    Monitor: Principal, Dean, Classroom Teachers
    Title I Schoolwide Elements: 2.6
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	50%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Life Skills, PPCD, and Inclusion services will be increased so that students receive more instructional time in the Least Restrictive Environment. Instructional Resources will be purchased for special education students that will support their academic needs and their program requirements.	Formative			Summative
	Nov	Feb	Apr	June
Population will include Special Ed. Timeline: August 14, 2019-May 27, 2020 CCNA SAA#7 **Strategy's Expected Result/Impact:** Formative: Inclusion schedule Summative: Student scores, test scores **Monitor:** Principal, dean, special education teachers **Funding Sources:** Instructional Supplies - 166 State Special Ed. - 166-11-6399-00-132-Y-23-0P1-Y - $1,100, Instructional Supplies - 166 State Special Ed. - 166-11-6399-00-132-Y-23-0P3-Y - $650, Copy Paper - 166 State Special Ed. - 166-11-6393-00-132-Y-23-000-Y - $300, Instructional Supplies - 166 State Special Ed. - 166-11-6399-00-132-Y-23-0P4-Y - $750, Awards - 166 State Special Ed. - 166-11-6498-00-132-Y-23-0P3-Y - $300	70%	90%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Teachers in grades 2nd-5th will purchase instructional resources for their classrooms that will enhance and support instruction and classroom environment.	Formative			Summative
	Nov	Feb	Apr	June
CCNA SAA #9 October 2019 Population: Title I students CCNA SAA #7 **Strategy's Expected Result/Impact:** Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results **Monitor:** Principal Dean Classroom Teachers **Funding Sources:** Classroom Materials - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $8,704	70%	90%	100%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, programs by 5% over 2018-2019 enrollment.

    Evaluation Data Sources: Student lists, attendance, participation, BISD events participation

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Students identified at Gifted and Talented will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population will include G.T.
 Timeline: August 14, 2019-May 27, 2020
    Strategy's Expected Result/Impact: Formative: ID procedures for GT students, nominations, GT lesson plan projects
 	
    Summative: Final GT projects
    Monitor: Principal, Dean, GT teachers
	50%	95%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: The classroom teacher will provide art instruction based on thematic units, seasonal themes, and or art TEKS. Students will be exposed to appropriate grade level art theory, fundamentals and techniques to increase art appreciation. Art equipment and digital cameras will be purchased to support the Fine Arts curriculum.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
 Timeline: August 14, 2019-May 27, 2020
 CCNA SAA #4
    Strategy's Expected Result/Impact: Formative: Lesson plans
 	
    Summative: Art projects, grades
    Monitor: Dean, Teachers
	40%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.	Formative			Summative
	Nov	Feb	Apr	June
Population: UIL 4th and 5th participants Timeline: August 14, 2019-December 20, 2019 **Strategy's Expected Result/Impact:** Formative: UIL Rules and Regulations, UIL practice schedule Summative: UIL Competition Results **Monitor:** Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach	20%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.	Formative			Summative
	Nov	Feb	Apr	June
Population: 5th Grade Honor Choir students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Honor choir rules and regulations, Summative: Honor Choir Performance **Monitor:** Campus Principal, Music Teacher	15%	80%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Theater Arts lesson plans, teacher observations Summative: students' theater arts grades **Monitor:** Campus Principal, Dean of Instruction, Classroom Teachers	45%	80%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: 5th grade students will participate in Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population: 5th grade ballroom students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Practice schedule Summative: Competition results **Monitor:** Campus Principal, Ballroom Coaches	35%	90%	90%	→

Strategy 7 Details	Reviews			
Strategy 7: Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Participation rates in the competitions and events. Summative: Chess team competitions **Monitor:** Campus Principal, Dean of Instruction, Classroom teachers, GT lead teacher, Advanced Academic Department	50%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: The full time music teacher will enhance music across the content areas based on monthly and/or seasonal themes and the music TEKS. Students will be exposed to appropriate grade level music fundamentals and techniques to improve music appreciation. Instruments will be purchased for the music program. CNA P. 16-17	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Student population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Music Schedule, Music Lesson plans, Student music performances and competitions Summative: Student music grades, music competition results, STAAR scores **Monitor:** Campus Principal, Dean of Instruction, Music Teacher, BISD Fine Arts Department	50%	90%	100%	100%

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Students will participate in STEM activities and lessons during Extended Day tutorials. STEM activities and kits will be purchased for students to use and build using engineering and math skills. CNA page 11 Student Population: All Title I students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Extended Day Lesson plans, walk-throughs Summative: EOY student grades and assessment scores **Monitor:** Campus Principal Dean of Instruction STEM teachers	**Nov**	**Feb**	**Apr**	**June**
	55%	85%	100%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: 100% of English Language Learners will perform at 'Advanced High' on the TELPAS assessment for the 2019-2020 school year.

    Evaluation Data Sources: Progress Monitoring Reports each six weeks on Eduphoira. TELPAS scores.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. LPAC Committee will be provided substitutes to ensure Bilingual Paperwork is complete and current for LPAC. Teachers will prepare students for mastery of TELPAS test. Instructional resources will be purchased for ELL students to develop their English speaking skills for TELPAS.
 	
Population : English Learners
Timeline: August 14, 2019-May 27, 2020
CCNA SAA#2
  Strategy's Expected Result/Impact: Formative: Teacher walk through data
 	
  Summative: Students' weekly grade, campus benchmark scores, weekly fluency scores, RTI data
  Monitor: Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers
  Funding Sources: Classroom Supplies - 163 State Bilingual - $2,000, Instructional Resources - 263 Title III-A Bilingual - 263-11-6399-00-132-Y-25-000-Y - $3,208
	Formative			**Summative**

	Nov	Feb	Apr	June
	50%	95%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: Provide SIOP instruction daily to support ELL students transitioning into English. All PK-5th ELL students will increase oral language skills in the area of listening, speaking, writing, and reading through the use of sheltered instructional strategies.
 	
Population : English Learners
Timeline: August 14, 2019-May 27, 2020
CCNA SAA#2
  Strategy's Expected Result/Impact: Formative: lesson plans, walk-though observations, ESL time, NG Reach grades
 	
  Summative: ELLs EOY student assessment scores
  Monitor: Principal, Dean, AP, bilingual classroom teachers, lead teachers
	Formative			**Summative**

	Nov	Feb	Apr	June
	55%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: In order to meet high TELPAS scores and AMAOS in K-5th, teachers will utilize instructional resources that promote English Language Proficiency. Supplemental instructional resources will be purchased to prepare ELL students for English attainment and test preparation. Student workbooks and newsletter subscriptions will be ordered for ELL students. Copy paper will be ordered to create workbooks from the ELA/SLA curriculum.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population : English Learners Timeline: August 14, 2019-May 27, 2020 CCNA SAA#2	45%	95%	100%	100%
Strategy's Expected Result/Impact: Formative: Purchase orders, ESL lesson plans, ELPS objectives Summative: ELLs weekly test grades, benchmark scores, TELPAS scores, NG Reach assessment scores **Monitor:** Principal, Dean, Classroom Teachers				

Strategy 4 Details	Reviews			
Strategy 4: ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. LPAC Committee will be provided substitutes to ensure Bilingual Paperwork is complete and current for LPAC. Teachers will prepare students for mastery of TELPAS test.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Population : English Learners Timeline: August 20, 2018-May 30, 2019 CCNA SAA#2	50%	85%	100%	100%
Strategy's Expected Result/Impact: Formative: Teacher walk through data; Monthly LPAC reprt Summative: Students' weekly grade, campus benchmark scores, weekly fluency scores, RTI data **Monitor:** Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 6: All Yturria Elementary students will participate in a High Quality PE program, Nutritious meals program, and be provided health services all designed to increase students fitness skills, learn physical education TEKS, participate in CATCH program lessons, eat healthy, and be healthy at school.

Evaluation Data Sources: PE and Health education grades will increase as compared to the 2018-2019 school year.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			

Strategy 1: Purchase new physical education equipment to support the PE curriculum and program so that students are actively engaged in fitness activities.
CNA Page 11
 	
Population: All students
Timeline: August 14, 2019-May 27, 2020
 	
    Strategy's Expected Result/Impact: Formative: Lesson plans, Grades, Teacher observations
 	
    Summative: Fitness Gram Results, EOY program evaluation, CNA responses
    Monitor: Principal
    Dean
    PE coaches
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	70%	100%	100%	100%

Strategy 2 Details	Reviews			

Strategy 2: To promote and ensure physical fitness, students ingrades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least
30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530.
Population: TI, ELLs, AR, Sp.Ed., GT, DYS
Timeline: August 14, 2019-May 27, 2020
    Monitor: Administration
    PE Coach
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	50%	90%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low performing students at school-wide campuses to improve overall health in order to improve student attendance/performance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: TI, ELLs, AR, Sp.Ed., GT, DYS
 	
Timeline: August 14, 2019-May 27, 2020
    Strategy's Expected Result/Impact: Formative: Time and Effort Logs, Nurse and HealthStudent Referrals
    Summative: EOY Attendance Reports and STAAR
    Results
    Monitor: Campus Principal,
    Nurse
	50%	90%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: TI, ELLs, AR, Sp.Ed., GT, DYS in 3rd-5th Grade
Timeline: August 14, 2019-May 27, 2020
    Strategy's Expected Result/Impact: Formative: Participation rates
    Summative: Fitness gram results
    Monitor: Campus Principal,
    PE coach
	25%	100%	100%	→

Strategy 5 Details	Reviews			
Strategy 5: Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.	**Formative**			**Summative**
Population: TI, ELLs, AR, Sp.Ed., GT, DYS	**Nov**	**Feb**	**Apr**	**June**

Timeline: August 14, 2019-May 27, 2020
    Strategy's Expected Result/Impact: Formative:
    CATCH Health lesson plans
    Summative: Students' health grades, CATCH Binder
    Monitor: Campus Principal, Dean of Instruction, PE coach
	50%	90%	100%	100%

Strategy 6 Details	Reviews			
Strategy 6: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892. Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: CATCH Lesson plans, CATCH committee dates Summative: EOY program evaluation **Monitor:** Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team	**Formative**			**Summative**
	Nov	Feb	Apr	June
	55%	95%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy.Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans Summative: EOY Program Evaluation **Monitor:** Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach	**Formative**			**Summative**
	Nov	Feb	Apr	June
	55%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891. Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: PE Lesson Plans, PE schedule, Student PE grades Summative: EOY PE grades **Monitor:** Campus Principal, Dean of Instruction, PE Coach	**Formative**			**Summative**
	Nov	Feb	Apr	June
	60%	100%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: School nurse will establish a schedule for screenings: - weight/height - eye/ear - dental - diabetic - other medical checks Students will be evaluated in their physical development for the purpose of providing support Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Screening schedule and screening results **Monitor:** Campus Principal, School nurse, district health department	**Formative**			**Summative**
	Nov	Feb	Apr	June
	55%	100%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: The nurse will provide medical aid to students for injuries & personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school. Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Nurse documentation log **Monitor:** Campus Principal, school nurse	**Formative**			**Summative**
	Nov	Feb	Apr	June
	50%	95%	100%	100%

Strategy 11 Details	Reviews			
Strategy 11: School nurse, in conjunction with PE coaches, will conduct 4th grade puberty education presentation. Students will receive awareness in their physical/emotional growth and development. Population: 4th Grade Timeline: April 2020 **Strategy's Expected Result/Impact:** Puberty Presentation permission slips and documentation **Monitor:** Campus Principal, School Nurse, PE Coach	**Formative**			**Summative**
	Nov	Feb	Apr	June
	20%	20%	40%	→

Strategy 12 Details	Reviews			
Strategy 12: Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health & hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance & opportunities to maintain clean clothing and health appearance for their self-esteem & well being. Population: All students Timeline: August 14, 2019-May 27, 2020 **Strategy's Expected Result/Impact:** Nurse student log of services **Monitor:** Campus Principal, School Nurse	**Formative**			**Summative**
	Nov	Feb	Apr	June
	40%	100%	100%	100%

Strategy 13 Details	Reviews			
Strategy 13: Supplies will be purchased for the school nurse to ensure proper medical care, hygienic care, sanitary care, and health care of all students during the school day. Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA DEM #4 **Strategy's Expected Result/Impact:** Nurse log of services **Monitor:** Campus Principal, School Nurse **Funding Sources:** Health Supplies - 199 Local funds - 199-33-6399-00-132-Y-99-000-Y - $200	**Formative**			**Summative**
	Nov	Feb	Apr	June
	50%	100%	100%	100%

Strategy 14 Details	Reviews			
Strategy 14: 5th grade students will participate in Yoga Wellness Classes and presentations to promote healthy lifestyles and fitness. Population: 5th Grade Students Timeline: January 2020-May 2020 **Strategy's Expected Result/Impact:** Formative: Agendas and sign-in sheets Summative: Program Evaluation **Monitor:** Campus Administration PE Dept 5th Grade Teachers **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	0%	100%	100%	100%

Strategy 15 Details	Reviews			
Strategy 15: Counselors will provide the following services to staff and students: Character Education Bullying presentations Crisis Management Conflict Resolution Gifted and Talented Individual Counseling District Initiatives **Strategy's Expected Result/Impact:** Formative: Master Schedule Counselor Logs Summative: EOY Program Evaluation Counselor Logs **Monitor:** Principal Counselors	Formative			Summative
	Nov	Feb	Apr	June
	20%	50%	100%	100%

	No Progress		Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Yturria facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

    Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will purposely promote energy savings activities to support implementation of the district's energy saving plan. Population: Campus facilities Timeline: August 14, 2019-May 27, 2020	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.
    Formative: Monthly comparison of energy usage
    Summative: Annual comparison of energy usage
 	
    Monitor: Campus Administration
    Maintenance staff
	65%	90%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus facilities needs assessment in order to repair and upgrade facilities in order to provide a safe and healthy learning environment for all staff and students. Timeline: August 14, 2019-May 27, 2020	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Complete all ordered repairs and upgrades.
    Formative: Monthly work orders summary reports
    Summative: Annual summary of work orders and summary reports.
 	
    Monitor: Campus Administration
    Maintenance Staff
	55%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: The campus will report maintenance requests consistently in order to ensure all repairs are completed timely in order to provide a safe learning environment to all students, faculty and staff. Timeline: August 14, 2019-May 27, 2020	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Complete all ordered repairs and upgrades.
    Formative: Monthly work orders summary reports
    Summative: Annual summary of work orders and summary reports.
 	
    Monitor: Campus Administration
    Maintenance Staff
	60%	90%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.	Nov	Feb	Apr	June
Timeline: August 14, 2019-May 27, 2020 CCNA DEM #4 **Strategy's Expected Result/Impact:** Safety meetings, work orders **Monitor:** Campus Principal, Assistant Principal, Safety Coordinator **Funding Sources:** Custodial Overtime - 199 Local funds - 199-51-6121-47-132-Y-99-000-Y - $100, Custodial Supplies - 199 Local funds - 199-51-6315-00-132-Y-99-000-Y - $8,038	65%	100%	100%	100%
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Yturria will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

    Evaluation Data Sources: Campus Budget Reports, Spending Timelines

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School Supplies and Bulletin Board sets will be purchased to ensure all At-Risk, Title I and Migrant students have the needed supplies to supplement our instructional program. Items include Pencils, Folders, Highlighters, Pens, Poster Boards, Glue Sticks, Colored Paper, Tag Board, Construction Paper, Crayons, Markers, Tape, laminating rolls, etc.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Title I, Migrant August 14,2019-December 20,2019 CCNA SAA#9	60%	100%	100%	100%

Strategy's Expected Result/Impact: Formative: Purchase Orders
    Summative: Budget Goals Balance
    Orders received, EOY clearance
 	
    Monitor: Administration
    Secretary
    Office Clerk
 	
    Funding Sources: School Supplies - 199 Local funds - 199-11-63-99-00-132-Y-11-0-00-Y - $6,600, School Supplies - 199 Local funds - 199-11-63-99-51-132-Y-11-0-00-Y - $400, School Supplies - 199 Local funds - 199-11-63-99-16-132-Y-11-0-00-Y - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: All funds will be used to purchase resources teachers and students will need to be successful in the classroom to include: STAAR Workbooks in Reading, Math, Writing, Science, STEM, Coding	**Formative**			**Summative**
CNA p. 11	**Nov**	**Feb**	**Apr**	**June**
Population: All students Timeline: August 14, 2019-December 20,2019 CCNA SAA #9	60%	95%	100%	100%

Strategy's Expected Result/Impact: Formative: Purchase Orders, Workflow
    Summative: Budget Spending Goals met, Orders Received, EOY clearance
 	
    Monitor: Administration
    Classroom Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Copy Paper will be purchased to use in printing instructional materials for students and teachers. CNA page 11	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All students Timeline: August 14, 2019-December 20,2019 CCNA SAA#9 **Strategy's Expected Result/Impact:** Formative: Purchase Orders Summative: Budget Goals Balance Orders received, EOY clearance **Monitor:** Administration Secretary Office Clerk **Funding Sources:** Copy Paper - 211 Title I-A - 211-11-6396-00-132-Y-30-0F2-Y - $5,000, Copy Paper - 199 Local funds - 199-11-63-96-00-132--Y-11-000-Y - $2,100	50%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Provide Transportation to students for educational field trips throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All students Timeline: August 14, 2019-December 20,2019 CCNA SAA #9 **Strategy's Expected Result/Impact:** Formative: Transportation Requests Summative: EOY Budget **Monitor:** Administration Classroom Teachers **Funding Sources:** Transportation - 199 Local funds - 199-11-6494-00-132-Y-11-000-Y - $1,000	35%	60%	60%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: Significant progress made toward meeting Objective
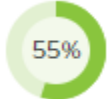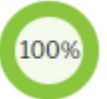
Strategy 1 Details	Reviews			
Strategy 1: The campus will support programs and classrooms in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA SAA #9 **Strategy's Expected Result/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Monitor:** Campus Administration SBDM Committees	40%	90%	90%	→
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: The district and campuses will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

    Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: In order to retain highly qualified teachers and staff will receive non-monetary incentives such as positive notes, certificates, accomplishments acknowledgement, etc. in order to show the appreciation for their hard work.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: Campus Teachers and Staff
 	
Timeline: August 14,2019-May 27, 2020
CCNA SPP #1
  Strategy's Expected Result/Impact: Formative: Faculty and Staff Rosters
  Summative: Needs assessment surveys and TAPR Report
  Monitor: Campus Administration
  Formative: Faculty and Staff Rosters
  Summative: Needs assessment surveys and TAPR Report
	60%	85%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Administration will attend high quality professional development that will support campus leadership goals and initiatives.	**Formative**			**Summative**
Population: Administration	**Nov**	**Feb**	**Apr**	**June**

Timeline: August 14, 2019-June 16, 2020
CCNA SAA #4
  Strategy's Expected Result/Impact: Formative:
Travel information and costs
Summative:
EOY Scores and Walk-throughs and T-PESS
  Monitor: Campus Administration
District Administration
  Funding Sources: Travel and Conference Costs - 199 Local funds - 199-23-6411-23-132-Y-99-000-Y - $4,117
	55%	90%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Yturria will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

    Evaluation Data Sources: Media records with Public Information Office, enrollment data, Campus Websites

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will update websites weekly to include showcasing school spirit, school accomplishments , and student and community activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: Yturria Stakeholders
 	
Timeline: August 14,2019-May 27, 2020
    Strategy's Expected Result/Impact: The campus will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes.
 	
    Formative: schedule of events on website and newsletters.
 	
    Summative: End of Year report for monthly checklist results
    Monitor: Campus Administration
	65%	90%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Yturria will promote its history and origins along with current accomplishments through the website and media venues.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: Yturria Stakeholders
Timeline: August 14,2019-May 27, 2020
    Strategy's Expected Result/Impact: Campus accomplishments and participation will be showcased through news articles and media venues.
    Formative: schedule of weekly articles
    Summative: listing of all campuses that were presented in weekly articles
    Monitor: Principal
    Assistant Principal
    Dean of Instruction
    Counselor
    Yearbook Contact
	50%	90%	100%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**

Strategy 3: Yturria will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events.
 	
Population: Yturria Stakeholders
 	
Timeline: August 14,2019-May 27, 2020
    Strategy's Expected Result/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.
 	
    Formative: Submissions of information for articles and showcases
 	
    Summative: annual compilation of articles and presentation/showcases
    Monitor: Campus Principal
    PIO contact
    Librarian
    Counselor
    Yearbook Contact
	Nov	**Feb**	**Apr**	**June**

	60%	90%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Yturria will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Yturria Elementary will promote and inform parents on District of Innovation features and calendar. DEIC representative will attend all DEIC meetings to receive firsthand information on District of Innovation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 14,2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Calendar of all DEIC meetings DEiC meeting agendas Parent informational meetings Summative: Sign in Sheets Evlauations **Monitor:** Principal Dean DEIC representative Parent Liaison	60%	90%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchoo,l behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The percentage of Special Education students placed in ISS will decrease by looking at alternative means of disciplining special education students. Population: Special Education Students Population: All Students Timeline: August 14,2019-May 27, 2020 **Strategy's Expected Result/Impact:** Discipline Referrals and eSchools Discipline Reports **Monitor:** Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teach	**Nov**	**Feb**	**Apr**	**June**
	35%	85%	100%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Provide training for administrators and teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Population: All Students Timeline: August 14,2019-May 27, 2020 **Strategy's Expected Result/Impact:** Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evluation logs Summative: EOY Discipline Report **Monitor:** Principal Assistant Principal Counselors Professional Development	Nov	Feb	Apr	June
	35%	100%	100%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans at the campus to ensure students are safe in the event of a crisis.

   Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

   Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.	**Formative**			**Summative**
- Plan must be multi-hazard in nature	**Nov**	**Feb**	**Apr**	**June**
- Must be reviewed and updated annually by the campus safety and security committee.	65%	100%	100%	100%
- The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation				
Population: All Students				
Timeline: August 14,2019-May 27, 2020				
Strategy's Expected Result/Impact: Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets				
Monitor: Campus principal, assistant principal, safety coordinator, classroom teachers				

Strategy 2 Details		Reviews			
		Formative			**Summative**

Strategy 2: Campuses must have an identification security system.
- All faculty must obtain and display an Identification Card while on school grounds
- All students must obtain and display an Identification Card while on school grounds
- Visitors must present an identification at Sign-In and
- Escorted at all times.
 	
Population: All Students
Timeline: August 14,2019-May 27, 2020
    Strategy's Expected Result/Impact:
    Visitors logs, ID cards, sign-in sheets
    Monitor: Campus principal,
    assistant principal,
    safety coordinator,
    classroom teachers,
    school office
    personnel, security
    officer
		Nov	**Feb**	**Apr**	**June**

		60%	95%	95%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.

Evaluation Data Sources: There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019 CCNA SPP#3 **Strategy's Expected Result/Impact:** Formative: Copy of policy, agendas, sign-in sheets Summative: Parental involvement participation rates, Composite of End of Year survey at least 90%, Title I Parental Involvement checklist, student attendance rates **Monitor:** Campus Principal, Parent Liaison, Classroom Teachers **Title I Schoolwide Elements:** 3.1	100%	100%	100%	100%

Strategy 2 Details		Reviews		
Strategy 2: Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019 CCNA SPP #3 **Strategy's Expected Result/Impact:** Formative: Copy of policy, agendas, sign-in sheets Summative: Composite of survey results at 100% participation,percent of Title I parental involvement checklist, student attendance rates. **Monitor:** Campus Principal Parent Liaison	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Conduct an annual Title I Parent meetings (at various dates/times) to inform parents of services provided through Title I funds and school/district programs throughout the school year. Also conduct a parent survey to evaluate the effectiveness of District and or Camps Parental Involvement efforts. Timeline: September 2019 - March 2020 CCNA SPP#3 **Strategy's Expected Result/Impact:** Formative: Agendas and Sign-in sheets, Title I parental involvement program Summative : Composite of survey results at 100%, Title I parental involvement checklist, Attendance rates **Monitor:** Campus Principal Parent Liaison **Title I Schoolwide Elements:** 3.2	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: The campus will ensure the representation of community and parental involvement in the decision-making process. Parents will participate in the review and or revision of the following to ensure program requirements are met: -Parental Involvement Policy -Campus Improvement Plan -LPAC -SBDM -DPAC Timeline: August 14,2019-May 27, 2020 CCNA SPP#2 **Strategy's Expected Result/Impact:** Formative: committee meeting dates, agendas, and sign-in sheets Summative: Composite of meeting minutes, STAAR results, student attendance rates **Monitor:** Campus Principal, Parent Liaison **Title I Schoolwide Elements:** 3.1	Formative			Summative
	Nov	Feb	Apr	June
	45%	75%	100%	100%

Strategy 5 Details	Reviews			

Strategy 5: Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy. Offer a variety of dates and times to accommodate all parent schedules.
-Student Code of Conduct
-Student-Parent-School Compact
-Parental Involvement Policy
-Emergency Operation Procedures
-Volunteer Guidelines and Opportunities
Timeline: September 2019
CCNA SPP#3
 	
    Strategy's Expected Result/Impact: Formative:
    Agendas, Sign-In sheets, fliers, brochures, handouts,
    session evaluations
    Summative:
    Parental Involvement Percent
    number of discipline referrals
 	
    Monitor: Campus Principal
    and Parent Liaison
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	100%

Strategy 6 Details	Reviews			

Strategy 6: Capitalize on district and community resources by creating partnership agreements with agencies and organizations and inviting community organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.
 	
Timeline: August 14,2019-May 27, 2020
 	
CCNA SPP #3
 	
    Strategy's Expected Result/Impact: Formative:
    Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets
 	
    Summative:
    Participation rates and involvement
 	
    Monitor: Campus Principal
    and Parent Liaison
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	60%	85%	100%	100%

Strategy 7 Details	Reviews			
Strategy 7: Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 14,2019-May 27, 2020 CCNA SPP#3 **Strategy's Expected Result/Impact:** ormative: Grade-level / Faculty meeting agendas, sign-in sheets Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	100%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer	**Formative**			**Summative**
program, creating a parent resource center, and provide materials and information to parent on issues on concern to	**Nov**	**Feb**	**Apr**	**June**
parents, such a child development, health and safety, drug education, special education, and curriculum and instruction. Timeline: August 14,2019-May 27, 2020 CCNA SPP#2 **Strategy's Expected Result/Impact:** Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison **Funding Sources:** Supplies for Parent Center - 211 Title I-A - 211-61-6399-00-132-Y-30-0F2--Y - $900, Miscellaneous Costs - 211 Title I-A - 211-61-6499-53-132-Y-30-0F2-Y - $900	65%	85%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Maintain regular communication by sending home : weekly folders of student work; school messenger; monthly calendars of special; events to be celebrated or taught; a regular class newsletter; weekly work sheets containing activities students and families can do together. Timeline: August 14,2019-May 27, 2020 CCNA SPP#3 **Strategy's Expected Result/Impact:** Formative: Campus newsletters, school messenger, students' homework folders, information flyers Summative: students' academic progress, percentage of teacher parent conferences **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison, Classroom teachers	**Formative**			**Summative**
	Nov	Feb	Apr	June
	65%	85%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Provide ample Parent Education opportunities and times through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:Early Childhood Reading Strategies,Effective teaching strategies,Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons, Community agencies / organizations Timeline: August 14,2019-May 27, 2020 CCNA SPP#3 **Strategy's Expected Result/Impact:** Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report Summative: Parent meeting attendance percentage, student attendance percentage, session reports **Monitor:** Campus Principal, Parent Liaison, Classroom Teachers **Title I Schoolwide Elements:** 3.2	**Formative**			**Summative**
	Nov	Feb	Apr	June
	60%	85%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Parent Liaison will travel to student homes to inquire about student absences. Liaison will document all visits and travel time. Yturria will participate in "Walk for the Future" a district activity to assist At-Risk students. Population: All students Timeline: August 14,2019-May 27, 2020 CCNA Dem #1	Nov	Feb	Apr	June
	70%	75%	100%	100%

Strategy's Expected Result/Impact: Formative: Student absence report.
Summavtive: Attendance percentage

Monitor: Campus Principal,
Parent Liaison,

Funding Sources: Mileage - 211 Title I-A - 211-61-6499-00-132-Y-30-0F2-Y - $300, Walk for the Future - 162 State Compensatory - 162-61-6399-00-132-Y-30-000-Y - $100

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Replenish Parent Center Supplies such as folders, tape, glue sticks, for the purpose of school sponsored projects, school events, and parent meetings. Parent Volunteers will use supplies. Population: Title I Students Timeline: August 14, 2019 - May 27, 2020 CCNA : Perceptions Needs #3	Nov	Feb	Apr	June
	25%	100%	100%	100%

Strategy's Expected Result/Impact: Formative: Sign in Sheets and Agendas
Summative: EOY evaluation

Monitor: Campus Administration
Parent Liaison
Parent Volunteers

Funding Sources: Parent Center Supplies - 211 Title I-A - 211-61-6399-00-132-Y-30-0F2-Y - $900

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)
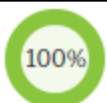
Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			

Strategy 1: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction and intervention activities for RTI. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, vocabulary, and comprehension) in order to support district mandated Literacy Plan. Teachers will receive professional development in the area f Reading for new and existing teachers on all modules of the Texas State Literacy Plan in order to establish a working plan. Training supplies will be purchased.
 	
Population: All Students
 	
Timeline: August 14,2019-May 27, 2020
 	
CCNA SPP #4
    Strategy's Expected Result/Impact: Formative: Classroom Observations, Lesson Plans, Fluency Checks, Improved Reading Grades, Reading Benchmark Scores, TPRI/Tejas Lee, C-PALLS, Reading Benchmark scores
 	
    Summative: EOY TPRI/Tejas Lee, C-PALLS, TELPAS Reading Scores, STAAR Reading scores, EOY reading grades.
    Monitor: Administration, Dean of Instruction, Teachers
    Title I Schoolwide Elements: 2.6
    Funding Sources: Training Supplies - 162 State Compensatory - 162-13-6399-65-132-Y-30-000-Y - $1,000 , Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-132-Y30-000-Y - $99,012, PD Supplies - 211 Title I-A - $1,709
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	60%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. Bilingual certified teachers will be provided with SIOP training. Population: All Students Timeline: August 14,2019-May 27, 2020 CCNA SPP #4 **Strategy's Expected Result/Impact:** Formative: Log-in access to TexasGateway.org, attending PD training, Agendas, Sign-in Sheets Summative: SIOP training certificates, Training Evaluations and Attendance Reports **Monitor:** Administration, AP Dean, Bilingual Classroom Teachers, Bilingual Lead Teacher	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	85%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers professional development in reading, writing, math, and science NASA, STEAM, to include TLI learning strategies , ELPS, Bloom's Taxonomy, Depth of Knowledge, research-based instructional strategies, sheltered instruction, and intervention strategies for Tier II/III students. Professional Development will occur throughout the school year during grade-level meetings and co-planning days. Purchase materials for PD. Population: All Students Timeline: August 14,2019-May 27, 2020 CCNA SPP #4 **Strategy's Expected Result/Impact:** Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts Summative: Training Certificates, Evaluations, and Attendance Reports **Monitor:** Administration, Dean of Instruction, Teachers **Funding Sources:** Professional Development Supplies - 211 Title I-A - $1,200	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	100%	100%	100%

Strategy 4 Details	Reviews			

Strategy 4: Provide professional development for Yturria teachers on correlating models of teaching to designated grade-level assessments in order to monitor/adjust/align instruction and increase student achievement in all content areas. Materials will be purchased to include student workbooks, teacher editions, planners, school supplies, and consumable resources. Copy paper will be purchased for copying. Laminating rolls will purchased to laminate student agendas, handouts, folders, and bulletin board materials.
Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant
Timeline: August 14,2019-May 27, 2020
 	
CCNA SAA 1-4
    Strategy's Expected Result/Impact: Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts
 	
    Summative: Training Certificates, Evaluations, and Attendance Reports
    Monitor: Administration, Dean of Instruction, Teachers
	Formative			Summative

	Nov	Feb	Apr	June
	45%	100%	100%	100%

Strategy 5 Details	Reviews			

Strategy 5: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate, and receive the latest information for state assessments.
 	
Population: At-Risk Students
 	
Timeline: August 14,2019-May 27, 2020
 	
CCNA SAA 1-4
    Strategy's Expected Result/Impact: Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts
 	
    Summative: Training Certificates, Evaluations, and Attendance Reports
    Monitor: Administration, Dean of Instruction, Teachers
    Funding Sources: Registration and Travel for Technology Conference - 211 Title I-A - $1,709
	Formative			Summative

	Nov	Feb	Apr	June
	60%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Yturria will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught technology TEKS using a computer and/or Internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition, technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among ELLs to a minimum of 70% mastery. Achieve 3000 Software will be purchased to support Literacy. Education Galaxy and Vocabulary City will be purchased to support the core content areas. CNA page 11 Student population: All students Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1 **Strategy's Expected Result/Impact:** Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans Summative: Standardzed test scores, campus benchmark scores, students' weekly grades, teacher observations **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers **Funding Sources:** Achieve 3000 Software - 211 Title I-A - 211-11-6395-65-132-Y-30-0F2-Y - $9,596.05, Education Galaxy School License - 211 Title I-A - 211-11-6299-00-132-Y-30-000 - $3,100, Vocabulary Spelling City - 162 State Compensatory - 162-11-6299-62-132-Y-30-000-Y - $900, Licenses - 211 Title I-A - 211-11-6399-62-132-Y-0F2-Y - $800	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	70%	85%	100%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Desktops , Chromebooks , IPADs, and projectors will be purchased and used to assist teachers and students	**Nov**	**Feb**	**Apr**	**June**

Strategy 2: Desktops , Chromebooks , IPADs, and projectors will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% master grade-level performance in the areas of reading, math, writing, and science and 70% advanced high mastery on State Assessments and to support Kindergarten EL students literacy.
Population:
CNA page 12 Multiple Measure: Student Achievement
T1, ELLs, AR, Sp.Ed., DYS, GT
Timeline: August 14,2019-May 27, 2020
CCNA SPP Tech#1

Nov: 60% Feb: 100% Apr: 100% June: 100%

Strategy's Expected Result/Impact: Formative:
Projector Purchase Order,
Installation schedule, classroom observations

Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Monitor: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

Funding Sources: Desktop Computers - 162 State Compensatory - 162-11-6398-62-132-Y-30-337-Y - $99,360, IPADs - 211 Title I-A - 211-11-6398--62-132--Y-30-0F2-Y - $14,718, IPAD Licences - 211 Title I-A - $853, Projectors - 211 Title I-A - $10,000

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Purchase ink cartridges and 2 printers classroom teachers so that teachers can use to print documents, STAAR resources, Pearson worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, and other instructional lessons.	**Nov**	**Feb**	**Apr**	**June**
Population: T1, ELLs, AR, Sp.Ed., DYS, GT Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1	100%	100%	100%	100%

Strategy's Expected Result/Impact: Formative:
Ink purchase orders, schedule of installation,
classroom observations
Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Monitor: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

Funding Sources: Color Printers - 211 Title I-A - 211-11-6398-62-132-Y-30-0F2-Y - $2,500

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology TEKS; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital	**Nov**	**Feb**	**Apr**	**June**
citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Student headphone sets will be purchased for the use of campus software. Population: All students Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1 **Strategy's Expected Result/Impact:** Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	70%	90%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The campus will ensure accessibility to instructional technology devices in order to improve student achievement. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Projectors will be purchased to project lessons to students. IPAD covers will be purchased. Population: T1, ELLs, AR, Sp.Ed., DYS, GT Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1	**Nov**	**Feb**	**Apr**	**June**
	70%	85%	100%	100%
Strategy's Expected Result/Impact: Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades				
Monitor: Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers				
Funding Sources: Projectors - 211 Title I-A - 211-11-6398-62-132-Y-30-0F2-Y - $2,080, IPAD Covers - 211 Title I-A - $200				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year. Students will be exposed to instructional modules to increase comprehension in various content areas. In addition technology instruction will support students to	**Nov**	**Feb**	**Apr**	**June**
increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Microsoft Office licenses will be purchased for student laptops. Population: All students Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1 **Strategy's Expected Result/Impact:** Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	60%	80%	100%	100%

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities:	**Nov**	**Feb**	**Apr**	**June**
Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy. Population: All students Timeline: August 14,2019-May 27, 2020 CCNA SPP Tech#1 **Strategy's Expected Result/Impact:** Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades **Monitor:** Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	55%	90%	100%	100%

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Desktops and printers will be purchased for teachers and administrators to use to monitor student progress, prepare presentations, present at campus meetings, and to work on administrative responsibilities.	**Nov**	**Feb**	**Apr**	**June**
Timeline: October 2019-June 2020 CCNA SPP Tech #1 **Strategy's Expected Result/Impact:** Formative: Computer usage reports and meeting agendas Summative: EOY year student data, PD reports **Monitor:** Campus Administration **Funding Sources:** Desktops - 211 Title I-A - 211-23-6398-65-132-Y-30-0F2-Y - $2,727, Laptops - 211 Title I-A - 211-23-6398-65-132-Y-30-0F2-Y - $749	100%	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: Campus attendance rate, At-Risk Student Attendance

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management that ensure campus student attendance meets district and state rates so that students meet their full educational potential.	Nov	Feb	Apr	June
Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA Dem #1 **Strategy's Expected Result/Impact:** Formative: daily attendance reports, ADA, students'absences and excuses, telephone and parent conference logs. Summative: EOY attendance rate **Monitor:** Campus principal, assistant principal, data entry clerk, parent liaison	65%	65%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students ' perfect attendance achievement that increase learning performance.	Formative			Summative
	Nov	Feb	Apr	June
Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA Dem #1 **Strategy's Expected Result/Impact:** Formative: Number of rewards issued for perfect attendance. Student attendance records Summative: EOY attendance rate **Monitor:** Campus principal, assistant principal, classroom teachers, counselors, parent liaison **Funding Sources:** Awards - 199 Local funds - 199-11-6498-00-132-Y-11-000-Y - $3,400, Counselors' Supplies - 199 Local funds - 199-31-6399-00-132-Y-99-000-Y - $200	50%	70%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: Teachers, attendance clerk, and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.	Formative			Summative
	Nov	Feb	Apr	June
Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA Dem #1 **Strategy's Expected Result/Impact:** Formative: Telephone logs, students' absence excuses, conference logs, student progress reports Summative: EOY Attendance rate **Monitor:** Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison	55%	80%	100%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Population: All students	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 14, 2019-May 27, 2020 CCNA Dem #1 **Strategy's Expected Result/Impact:** Formative: School Messenger Notification System usage reports Summative: EOY Attendance rate **Monitor:** Campus Principal, Assistant Principal	45%	60%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Yturria will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide a campus wide Dyslexia program for identified students:	**Formative**			**Summative**
The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.	**Nov**	**Feb**	**Apr**	**June**

Population: AR
Timeline: August 14, 2019-May 27, 2020
CCNA SAA 1-4
 	
    Strategy's Expected Result/Impact: Formative:
    Dyslexia Schedule of services, Dyslexia Lesson plans,
    IAP student documentation, Dyslexia teacher walkthru
    observations, Required professional development
    for Dyslexia teachers
    Summative:
    STAAR Scores
    Monitor: Campus Principal,
    504 Administrator,
    Dyslexia Teacher
    Title I Schoolwide Elements: 2.6
	55%	75%	100%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science. Copy paper is needed for supplemental instructional resources.	**Nov**	**Feb**	**Apr**	**June**
CNA page 8 Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA SAA 1-4	60%	80%	100%	100%

Strategy's Expected Result/Impact: Formative:
At-Risk/Title I student Tutorial Rosters
Tutorial Attendance Sheets
Tutorial Lesson Plans, Walk thru observation data,
benchmark scores, student progress reports
Summative:
STAAR results, Retention Rate

Monitor: Campus Principal,
Dean of Instruction,
Assistant Principal,
Tutorial Teachers
Administrator for
State Compensatory
Education

Title I Schoolwide Elements: 2.5

Funding Sources: Extra Duty Pay - 263 Title III-A Bilingual - 263-11-6118-00-132-Y-25-000-Y - $2,000, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-132-Y-24-SSI-Y - $5,082, Extra Duty Pay - 162 State Compensatory - 162-11-6118-000-132-Y-30-000-Y - $38,191, Extra Duty Pay - 211 Title I-A - 211-11-6118-00132-Y-30-)f2-Y - $2,051, Extra Duty Pay - 163 State Bilingual - 163-11-6118-00-132-Y-25-000-Y - $3,500

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Extended Day Services will be provided for students to attend to engage in Literacy, Writing, Science, STEM, and Homework Assistance for all students all year long. CNA page 8 Population: All students Timeline: August 14, 2019-May 27, 2020 CCNA SAA 1-4 **Strategy's Expected Result/Impact:** Formative: Rosters Attendance Sheets Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate **Monitor:** Campus Principal Assistant Principal Dean of Instruction Extended Day Teachers **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Extra Duty Pay - 211 Title I-A - 211-11-6118-00-132-Y-24-ASP-Y - $22,977.95	**Nov** 60%	**Feb** 85%	**Apr** 100%	**June** 100%
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

State Compensatory

Budget for Yturria Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-132-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$5,082.00
162-11-6118-00-132-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$38,191.00
	6100 Subtotal:	**$43,273.00**
6200 Professional and Contracted Services		
162-11-6299-62-132-Y-30-000-Y	6229 Tuition and Transfer Payments	$500.00
	6200 Subtotal:	**$500.00**
6300 Supplies and Services		
162-11-6395-62-132-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	$1,300.00
162-11-6399-00-132-Y-30-000-Y	6399 General Supplies	$16,000.00
162-13-6399-00-132-Y-30-000-Y	6399 General Supplies	$1,000.00
	6300 Subtotal:	**$18,300.00**

Personnel for Yturria Elementary

Name	Position	Program	FTE
Claudia Quintanilla	Dyslexia Teacher	504	1.0
Dr. Melinda Lopez	Dean of Instruction		1.0
Laura Lisa Garza-Dominguez	Pre-Kinder	State Compensatory	.50
Lucia Gonzalez	PK 4	Early Childhood	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was developed, reviewed, and reviewied by adminsitration, teachers, parents, and other stakeholders on May 24, 2019. In addition, needs assessments were conducted at the begiining of year teacher in-service with administration, teachers, staff, and district personnel to review campus priorities and academic needs and resources to purchase. During weekly grade-level meetings, campus and student needs were discussed as the year progressed. The processed used to prioritize campus needs include reviewing date sources (see below), pointing out areas of need, and together coming up with plans and procdures on how to improve areas.

The following Mulitple Measures were targeted:

Demographics: Increase student attendance, Closing achievment gaps among sub-groups

Student Achievement: Increase test scores in reading, math, and writing, use budget to puchase high quality instructional resources and more technology

School Processes and Procedures: Increase parental involvement and meeting attendance

Perceptions: Decrease student discipline incidents

The following sources were used:

1. BISD ARE Created Surveys for Students/Parents/Stagg

2. STAAR EOY, TPRI EOY, CPALLs EOY, Campus Benchmarks, EOY student Grades, Retention Lists, RTI Lisits, Fluency Scores,

3. Data Analysis Meetings throughout the year (BOY/MOY, District Checkpoints, Campus Benchmarks Results), record of meetings with dean of instruction

4. 2018-2019 STAAR Scores

5. Failure reports every 3 weeks

6. RTI listings

7. Communication with parents

8. Daily attendance reports

These factors influence the decision-making process for the campus in order to improve and strenghten the education program.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Following Stakholders addressed the needs of the Campus Improvement Plan:

Sandra Cortez, Principal

Jose L. Poy, Assistant Principal

Dr. Melinda Lopez, Dean of Instruction

Pk- 5th Grade SBDM reps

SBDM Parents (2)

SBDM Business Reprensetatives (2)

Parent Liaison

Campus Special Porgram Personnel

Curriculum and Instruction Personnel

All members assisted in addressing the campus goals. All goals are inplace to address and assist in the following:

Provide students with a high-qulaity and challenging curriculum

Strengthen all acdemic programs

Increase learning opportunties

Target the academic needs of all subpopulations not meeting academic goals

Improve the qulality of teaching

Foster the academic, social, and emotional needs of all of Yturria students

Increase student attendance and parental involvement attendance

Review budget and make deicsions on purchases

When meeting with the SBDM and faculty and staff quarterly, each goal was reviewed to determing completion and effectiveness. Once it was determined, the CIP goals and strategies were revised, changed, and updated.

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarerly by the SBDM and grade-levels to provide on-going feedback and updates.

November 29, 2019

Febraury 29, 2020

April 30, 2020

June 5, 2020

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be posted on the Campus webiste and presented and discuseed to all stakeholders and will reviewed periodically throughout the school year during SBDM meetings, faculty meetings, parent meetings, and grade-level meetings. Administration and Parent liaison will be availabe to orally translate any components of the CIP to parents who speak only Spanish.

2.4: Opportunities for all children to meet State standards

The following opportunities will be available to students to meet State Standards:

Expansion of 3 year old programs that will target early literacy and readiness (Goals 1.2.2, 1.2.4)

Expansion of PK programs that will target early literacy and readiness (Goal 1.2.4)

Literacy Instruction that will focus on mastering phonemic awarenes and phonics, spelling, writing, fluency, vocabulary, comprehension, reading skills, and increase Lexile scores (Goals 1.1.3, 1.1.5, 1.1.9, 1.3.1, 1.3.4)

Writing tools and instruction for students to learnig the writing process (Goal 1.1.10)

Bilingual instruction focuding on English langauge development (Goal 1.5.1, 1.5.2, 1.5.4)

Science instruction that allows students to think scientifically and learn content (Goal 1.1.8)

STEM lesson that will allow students to develop their engineering knowledge (Goal 1.4.9)

Supplemental instructional resources that are highly effective and research based (Goals 1.1.1, 1.2.3)

Accelerated Instruction for students not mastering content (Goals 1.3.2, 9.2.2)

Internvetion instruction for students with learning gaps in ELA, math. science. and social studies (Goal 1.3.2)

Dyslexia Services, Special Education Services (Goals 1.3.3, 9.2.2)

Technology applications that include Smartboards, IPADs, software programs that support the core curriculum (Goal 8.1.4)

Extra curriculan activities that promote students' social emotional care (Goal 9.2.3)

2.5: Increased learning time and well-rounded education

Administration plans a master schedule that increase learning time in the classroom. With this in minds, students are contantly learning all the core subject areas with a rigorous and engaging curriculum (Goals 1.1.3, 1.1.5, 1.1.9, 1.3.1, 1.3.4, 1.1.10, 1.1.8). Furthermore, the Yturria will now be intergrating STEM education lessons with the core curriculum (Goal 1.4.9). In addition, Extended Day and Tutorials are planned with rigorous lessons in the areas of Literacy, ELA, Math, and Scinece giving more time to target student expectaitons (Goal 9.2.3). With accompaning extra curricular activities, students are provided with a well-rounded education (Goal 1.4). The CIP contains goals and strategies in all content areas that focus on stregthening the academic program. The following extra-curricular activities promote academic, social, and emotional development: Chior, Recorder, Book Club, Ballroom, UIL, Chess, DI, Coding, Vollyball, Track and Field, Running Club, AR, etc (Goal 1.4) . In addition, Accelerated Instruction, Reasearch-based strategies, tutorials, technology integration will be provided to students in the foundation curriculum daily and after school in order to increase students achievment (Goals 1.3.2, 9.2.2).

2.6: Address needs of all students, particularly at-risk

The CIP addresses the needs of all students on the school, but focuses on At-Risk students. Addressing the needs of At-Risk:

Intervention Instruction Tier II and Tier III (Goal 1.3.2)

At-Risk Tutorials (Goal 9.2.2)

Campus Software (Goal 8.1.1)

Accelerated Instruction (Goal 1.3.2, 9.2.2)

Communication with parents regarding progress

Progress Monitoring

Accesibilites such as notes, manipulative, small group testing, oral administraion, extended time

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Yturria will commiunicate with parents via flyers, campus website, phone messenger, parent meetings the information of the parental involvement program and policy (Goals 6.1.5, 6.1.9). Opportunties for family engagement will be provided through activities such as assemblies, Open House, Meet the Teacher, awards assemblies, student performances, family literacy nights, and school festivals (Goals 6.1.8, 6.1.10). An annual Title I meeting will be held at the begging of the school year that will convey pertient infomation and weekly meetings will be conducted on a variety of topics (Goals 6.1.3). An annual Title I-A meeting will be scheduled at the beginning of the school year to inform parents of services and activities provided through Title I Funds, continuously involve parents in the planning, review. and improvement of programs under Title I-A including the Parent and Family Engagement Policy (Goals 6.1.3, 6.1.1).

Previous School Year, Title I Compacts were reviewed on 5/24/19 by the SBDM and parent representatives.

This school year, Title I Compacts were reviewed on 5/21/20 by the SBDM and parent representatives for the 2020-2021. school year.

3.2: Offer flexible number of parent involvement meetings

Parents will be offiered many topics throughout the school year (Goals 6.1.6, 6.1.8, 6.1.10). Meetings will cover:

Title I Policy - September 2019 - 1:30 pm /   Title I policy review for 2020-2021 school year May 2020 - 8:30 am

Compacts - September 2019 - 1:30 pm / Student/Parent Compact review for the 2020-2021 school year May 2020 - 8:30 am

Curriculum and Instruction

State Testing

Dyslexia and GT services

Choice Slips

Report Cards

Grading Policy

Access to resources

School information such as rules and procedures, uniforms, safety, contact information

Nutrition and Health Topics

Presentations from the community

and more

Meetings will be conducted weekly in the AM or the PM to accomodate parent schedules. Some meetings will be held in the evenings to accomodate working parents. All meetings will be held on campus. All SBDM meetings will be held on campus.

Title I Personnel

Name	Position	Program	FTE
Jose Aviles	Computer Lab Aide		1.0
Minerva McGrath	Class Reduction Teacher		1.0
Sherely Recio	Nurse		0.40

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Sandra Cortez	Principal
Non-classroom Professional	Anabelle Torres	Counselor
Classroom Teacher	Laura Dominguez	PK Teacher
Classroom Teacher	Adriana Sauceda	Kinder Teacher
Classroom Teacher	Teresa Flores	1st Grade Teacher
Classroom Teacher	Jacqueline Thibodeaux	2nd Grade Teacher
Classroom Teacher	Diana Anzaldua	3rd Grade Teacher
Classroom Teacher	Solang Rodriguez	4th Grade Teacher
Classroom Teacher	Liliana Hernandez	5th Grade Teacher
Classroom Teacher	Veronica Borrego	Special Education
Business Representative	Steve Torres Torres	Golden Corral Marketing
District-level Professional	Carol Lutsinger	Science Specialist
Business Representative	Gerardo Jara	Self Employed
Community Representative	Leo Garza	Medical Professional
Community Representative	Vero Rosenbaum	Farmers Market
Parent	Aidee Gonzalez	Parent
Parent	Amy Tygrett	Parent
Parent Involvement	Susana Anzaldua	Parent Liaison
Meeting Facilitator	Melinda Lopez	Dean of Instruction

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Reading Materials	199-12-6329-00-132-Y-99-000-Y	$1,500.00
1	1	5	Library Supplies	199-12-6399-00-132-Y-99-000-Y	$1,000.00
1	6	13	Health Supplies	199-33-6399-00-132-Y-99-000-Y	$200.00
2	1	4	Custodial Overtime	199-51-6121-47-132-Y-99-000-Y	$100.00
2	1	4	Custodial Supplies	199-51-6315-00-132-Y-99-000-Y	$8,038.00
3	1	1	School Supplies	199-11-63-99-00-132-Y-11-0-00-Y	$6,600.00
3	1	1	School Supplies	199-11-63-99-51-132-Y-11-0-00-Y	$400.00
3	1	1	School Supplies	199-11-63-99-16-132-Y-11-0-00-Y	$1,000.00
3	1	3	Copy Paper	199-11-63-96-00-132--Y-11-000-Y	$2,100.00
3	1	4	Transportation	199-11-6494-00-132-Y-11-000-Y	$1,000.00
3	3	2	Travel and Conference Costs	199-23-6411-23-132-Y-99-000-Y	$4,117.00
9	1	2	Awards	199-11-6498-00-132-Y-11-000-Y	$3,400.00
9	1	2	Counselors' Supplies	199-31-6399-00-132-Y-99-000-Y	$200.00
				Sub-Total	$29,655.00
				Budgeted Fund Source Amount	$29,655.00
				+/- Difference	$0.00
162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Supplies	162-11-6399-00-132-Y-30-000	$16,000.00
1	1	8	Software Renewal	162-11-6299-62-132-Y-30-000-Y	$900.00
1	2	2	State Comp PK 4 Teacher Salary	162-11-6119-00-132-Y34-000-Y	$135,446.00
6	1	11	Walk for the Future	162-61-6399-00-132-Y-30-000-Y	$100.00
7	1	1	Training Supplies	162-13-6399-65-132-Y-30-000-Y	$1,000.00
7	1	1	Dean of Instruction Salary	162-13-6119-00-132-Y30-000-Y	$99,012.00
8	1	1	Vocabulary Spelling City	162-11-6299-62-132-Y-30-000-Y	$900.00
8	1	2	Desktop Computers	162-11-6398-62-132-Y-30-337-Y	$99,360.00
9	2	2	Extra Duty Pay	162-11-6118-00-132-Y-24-SSI-Y	$5,082.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	Extra Duty Pay	162-11-6118-000-132-Y-30-000-Y	$38,191.00
				Sub-Total	$395,991.00
				Budgeted Fund Source Amount	$395,991.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Classroom Supplies		$2,000.00
9	2	2	Extra Duty Pay	163-11-6118-00-132-Y-25-000-Y	$3,500.00
				Sub-Total	$5,500.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Instructional Supplies	166-11-6399-00-132-Y-23-0P1-Y	$1,100.00
1	3	3	Instructional Supplies	166-11-6399-00-132-Y-23-0P3-Y	$650.00
1	3	3	Copy Paper	166-11-6393-00-132-Y-23-000-Y	$300.00
1	3	3	Instructional Supplies	166-11-6399-00-132-Y-23-0P4-Y	$750.00
1	3	3	Awards	166-11-6498-00-132-Y-23-0P3-Y	$300.00
				Sub-Total	$3,100.00
				Budgeted Fund Source Amount	$3,100.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Classroom Centers	211-11-6399-00-132-Y-30-0F2-Y	$1,750.00
1	2	4	Stipends	211-11-6117-00-132-Y-24-3YR-Y	$1,800.00
1	3	4	Classroom Materials	211-11-6399-00-132-Y-30-0F2-Y	$8,704.00
3	1	3	Copy Paper	211-11-6396-00-132-Y-30-0F2-Y	$5,000.00
6	1	8	Supplies for Parent Center	211-61-6399-00-132-Y-30-0F2--Y	$900.00
6	1	8	Miscellaneous Costs	211-61-6499-53-132-Y-30-0F2-Y	$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	11	Mileage	211-61-6499-00-132-Y-30-0F2-Y	$300.00
6	1	12	Parent Center Supplies	211-61-6399-00-132-Y-30-0F2-Y	$900.00
7	1	1	PD Supplies		$1,709.00
7	1	3	Professional Development Supplies		$1,200.00
7	1	5	Registration and Travel for Technology Conference		$1,709.00
8	1	1	Achieve 3000 Software	211-11-6395-65-132-Y-30-0F2-Y	$9,596.05
8	1	1	Education Galaxy School License	211-11-6299-00-132-Y-30-000	$3,100.00
8	1	1	Licenses	211-11-6399-62-132-Y-0F2-Y	$800.00
8	1	2	IPADs	211-11-6398--62-132--Y-30-0F2-Y	$14,718.00
8	1	2	IPAD Licences		$853.00
8	1	2	Projectors		$10,000.00
8	1	3	Color Printers	211-11-6398-62-132-Y-30-0F2-Y	$2,500.00
8	1	5	Projectors	211-11-6398-62-132-Y-30-0F2-Y	$2,080.00
8	1	5	IPAD Covers		$200.00
8	1	8	Desktops	211-23-6398-65-132-Y-30-0F2-Y	$2,727.00
8	1	8	Laptops	211-23-6398-65-132-Y-30-0F2-Y	$749.00
9	2	2	Extra Duty Pay	211-11-6118-00132-Y-30-)f2-Y	$2,051.00
9	2	3	Extra Duty Pay	211-11-6118-00-132-Y-24-ASP-Y	$22,977.95
				Sub-Total	$97,224.00
				Budgeted Fund Source Amount	$97,224.00
				+/- Difference	$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Resources	263-11-6399-00-132-Y-25-000-Y	$3,208.00
9	2	2	Extra Duty Pay	263-11-6118-00-132-Y-25-000-Y	$2,000.00
				Sub-Total	$5,208.00
				Budgeted Fund Source Amount	$5,208.00
				+/- Difference	$0.00
				Grand Total	$536,678.00