

**Brownsville Independent School District**  
**Yturria Elementary**  
**2017-2018 Campus Improvement Plan**



# 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: March 04, 2014

## 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 successfully meet the academic standards set before them.

## Campus Narrative

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 580 students in grades pre-kinder through fifth. 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. Programs which are currently being offered include Dyslexia, 504, Gifted and Talented, Title I, Computer-Assisted instruction, 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.

Yturria Elementary has a team of highly qualified faculty and staff. The school’s staff is comprised of three administrators, two counselors, one librarian, thirty classroom teachers in grades Pre-k through 5th, one Physical Education coach, one Music teacher, one Dyslexia teacher, nineteen paraprofessionals, one nurse, three custodians and six cafeteria workers.

At Yturria, students are rewarded for academic success with Honor Roll, Perfect Attendance and Accelerated Reader Awards Assemblies. Students are encouraged to participate in a variety of academic and extracurricular events. This opportunity allows our students to interact with other students in the school district. Some of the events include: Track and Field, Destination Imagination, Brainsville, Chess, United Nation’s Day, Kid’s Voting, Book Club, Science Fair, Choir, Spelling Bee, Ballroom and UIL events. Our students eagerly participate in National Children’s Book Week, Fire Prevention Week, National School Bus Safety Week, National School Lunch Week, Texas School Breakfast Week, Week of the Young Child, and “Just Say No” Week. In addition, our students support charitable events such as Jump Rope for Heart, March of Dimes, Shareable Wearables, Pasta for Pennies, and United Way.

The Yturria school colors are teal and gold. We proudly display its mascot, “Ranger Frank,” named after our namesake. The faculty and staff will continue to strive in achieving high academic recognition for all its students. Below is a list of campus awards and recognitions.

TEA Recognized Campus:	1994-1995	1997-1998	1998-1999	1999-2000
	2000-2001	2003-2004	2004-2005	2005-2006
	2006-2007	2007-2008	2008-2009	2010-2011

TEA Exemplary Campus:            2001-2002      2009-2010

TEA Triple Distinction Campus:    2012-2013

TEA Six Distinction Campus:       2013-2014      2016-2017

TEA Five Distinction Campus:      2014-2015      2015-2016

NCUST Honor:                        2015-216      2016-2017

NCUST Finalist:                      2017-2018

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# Comprehensive Needs Assessment

## 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. Programs which are currently being offered include Dyslexia, 504, Gifted and Talented, Title I, Computer-Assisted instruction, 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.

Yturria Elementary School uses its Title I, State Compensatory 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 Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one 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 CNA, the committee decided to concentrate 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 the 2017-2018 and to increase the Master Grade-Level performance level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's satisfactory and advanced levels of academic performance, use effective methods of instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school and extended day tutorial and Saturday tutorials enrichment program, for students who are At-Risk and in need of continuity to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under-served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State Satisfactory Achievement Standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and designed to implement the State and local improvement plans. State Compensatory allocations will be used toward after school, extended day, and Saturday Tutorial to improve student achievement. Tier II instruction will be delivered daily in a small group setting.

By teaching the Texas Essential Knowledge Skills, teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at Yturria Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. The goal of the school is to increase the percentage of students achieving Master Grade-Level performance in the areas of Reading, Math, Writing, and Science.

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, consideration will be given to teachers who are experienced and have been successful in previous assignments. Strategies to attract highly effective teachers will include the selection of teachers from the District's and Region One's efforts to recruit teachers from outside the valley and state, paying stipends for a Master's Degree and paying stipends for math, science and social studies endorsements. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates will be priority.

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, develop English language skills, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and number of parent volunteers will increase with new program and trainings available to parents.

In addition, Title I funds will be used to purchase instructional resources such as early childhood resources, purchase more capital outlay, and pay for teachers to teach tutorials. These resources have been identified as campus needs. Our early childhood classrooms are being updated with more resources that supplement the curriculum. Our campus technology infrastructure is being updated with new smartboards, laptops, desktops, projectors, and document cameras. In addition, Title I tutorials will focus on closing achievement gaps. A percentage of funds have also been allocated to partially fund a full time registered school nurse.

An orientation for Preschool children new to school and to Yturria Elementary will be held annually before the school year begins. Fifth grade students will be given a tour to be scheduled in the spring at Stillman Middle School to become familiar and experience the middle school setting. In addition, middle school students will be invited throughout the year to participate in school assemblies.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TPRI/TEJAS LEE, TELPAS, and campus/district benchmark tests to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance and be provided a Response to Intervention plan.

All teachers will closely monitor all students' performance based on daily exercises and weekly assessments. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students who are considered At-Risk or are low performing will be monitored and provided with Tier I and RTI interventions as needed. Identified struggling students are referred to the dean of instruction and counselor and Tier II interventions are provided as needed.



The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school and Extended day tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from high mobility. In order to better utilize the 212 Migrant funds, a Migrant Student Survey was conducted to assess the supplemental support most needed by the migrant students of our campus. Migrant funds will also be used exclusively for the PFS to provide hygiene products to help with self-esteem in order to increase attendance rates. All Migrant students will receive general school supplies.

Bilingual Funds are used to provide supplemental services to help ensure that children who are Limited English Proficient attain English language proficiency and develop high levels of academic attainment. Bilingual Funds are also used to provide after school tutorials and Saturday tutorials for bilingual students. Teachers will monitor all ELL students through Aware. All teachers will have received SIOP Training and implement ELL strategies in the classroom. TELPAS results with AMAO will be shared with teachers at the start of the school year in order to identify areas of weaknesses of ELL students .

The campus will also continue to provide the state mandated State Compensatory Education Program through campus and district funded initiatives. It is the goal of the campus to identify At-Risk students who are not at grade level. The campus Dean of Instruction will closely monitor At-Risk students using the Texas Academic Performance Report, Tango Trends software, RTI plans, and Aware. In order to reach student success, the Dean will increase the amount of learning time, including after-school and extended day tutorial, summer school and/or enrichment programs. Campus, district, and state assessments will be analyzed by campus administration and reviewed in order to provide an effective setting and curriculum for At-Risk students; that will enable them to be successful.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Teachers and administrators will work closely together in planning and modifying instruction, assignments and assessments for special education students. The special education administrator will develop an inclusion schedule for each special education student based on student need. In addition, teachers and special education personnel will receive necessary training being offered by the district and region.

# Demographics

## Demographics Summary

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 97.5% for all students and 97.4% for at-risk students. 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 0.3% for all students and 0.3% 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 segregation of data.
5. The campus Dean of Instruction will monitor the increase Reading and Writing assessment scores among LEP, At-Risk, 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 subpopulations. 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 timelines related to Demographics are set forth in all sections of the 2017-2018 Campus Improvement Plan.

## Demographics Strengths

- Student to teacher ratios
- mobility/stability,
- special program participation
- 6 TEA distinctions earned in 2016-2017 school year
- strong administrative and teacher support,
- state compensatory funds for At-Risk students

- NCUST Honor Roll Campus, 2017-2018 NCUST Finalist
- Communication procedures between home and school
- ELL student placement into the Bilingual Program within the 20 day period
- Early RTI plans are in place and are updated continuously with current academic data
- Early screening for Dyslexia and Special Education Referrals
- TIER II Interventions for Migrant, LEP and At-Risk students
- After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
- Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
- Reports are readily available

### **Demographic Needs**

- Increase attendance percentage
- Increase LEP, At-Risk, Economically Disadvantaged assessment scores
- Decrease At-Risk percentages by providing more academic support/interventions for students who are strugglin academically
- Increase Reading, math, Writing, and Science assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructionl materials
- Increase student attendance

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Special Education students are not passing state exams and are failing reading, language arts, and math. during the school year. **Root Cause:** More intervention instruction is needed for special education students.

**Problem Statement 2:** Student attendance need to increase to 98%. **Root Cause:** More communication is needed between campus and parents regarding student attendance policies.

## Student Achievement

### Student Achievement Summary

Yturria Elementary School student achievement for all students in 3rd-5th grade STAAR 2016-2017 summary were:

Reading: 3rd Grade 88% , 4th Grade 76% , 5th Grade 87% ,

Math: 3rd Grade 89% , 4th Grade 88%, 5th Grade 99%,

Writing: 4th Grade 80%

Science: 5th Grade 86%

The trends identified when student performance scores were compared over a period of 3 years demonstrate that students in the 3rd and 4th grade were inconsistent yet the 5th grade students improved annually in Reading, Math and Science. The 2017 scores for all grade levels and in all subjects were well above 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 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 students.
2. At-Risk Scores will be increased by providing individualized instruction and after school tutorials in which supplies, materials, computer software and equipment will be purchased.
3. Teachers will provide instruction using the the necessary supplies, (paper, paints, 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 and USBs to provide them with the necessary tools to complete their classroom and homework assignments and reach Advanced Level Performance in all areas.

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 2017-2018 Campus Improvement Plan.

### **Student Achievement Strengths**

Students in Kindergarten through Second Grade have been successful on the yearly 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 38%**

**3rd Math 30%**

**4th Reading 30%**

**4th Math 36%**

**4th Writing 15%**

**5th Reading 39%**

**5th Math 41%**

**5th Science 26%**

- Strong STAAR Reading, Math, Writing, Science Scores (Met Academic Distinction Designations in ELA/Reading, Mathematics, and Science for 2016-2017 school year)
- Met Top 25% in Closing Performance Gaps and Postsecondary Readiness Distinction Designation for 2016-2017
- Progress Monitoring Check Points(Campus and District)and State test results (STAAR, TELPAS) are used to improve instruction

### **Student Achievement Needs**

- Areas of improvement include campus/benchmark scores, passing percentages for At-Risk students on assessments

- TELPAS scores above 60%
- Raising the overall advanced performance levels
- Raising Special populations passing percentage rates on the state assessments
- Provide TIER II/III interventions to students that are demonstrating a need to improve Reading
- Promote higher academic standards for all students
- Provide interventions to Special Education students in the areas of Reading and Math to meet the state's Performance System Safeguards

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Student achievement gaps need to decrease among Special Education and LEP students. **Root Cause:** Students are lacking basic reading, math, and writing skills.

## School Culture and Climate

### School Culture and Climate Summary

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 School Culture and Climate areas of improvement would be addressed:

1. By having teachers attend grade level planning meetings, administration will help guide and monitor planning through turn around trainings to improve delivery of classroom instruction.
2. Recruit parents for Parental Involvement Meetings by effectively informing parents via school website, fliers, School Messenger System, mail and phone calls.
3. Utilizing a recognition plan for positive behavior to promote positive school community.
4. In order to promote community representation, the campus will invite community stakeholders and provide community presentations.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to School Culture and Climate are set forth in all sections of the 2017-2018 Campus Improvement Plan

### School Culture and Climate Strengths

- The school hallways are decorated to showcase College and Career Readiness, school spirit, and academic bulletin boards
- An atmosphere of trust and mutual respect between administration/staff, student/staff, students/administration is evident
- Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
- During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes
- Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
- Counselors address students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
- Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
- Nurse involvement on Health Presentations to students
- Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Coding)
- School Dances
- Six weeks awards ceremonies
- Meet the Teacher Night
- Review 360 for Behavior Plans and Documentation
- College Awareness Day (every Thursday) to emphasize Higher Education
- Autumn Harvest, Charro Days Festival, Christmas Program, Talent Show
- Family Night at Restaurant Fundraiser

## **School Culture and Climate Needs**

- Increase teacher grade level co-planning
- Vertical alignment will be implemented amongst grade levels
- Increase parental participation in parent meetings, community presentations
- Increase student motivation activities in order to increase academic performance
- Increase positive recognition for good behavior
- Decrease discipline issues through the use of a school-wide discipline behavior plan (Review 360) and Emergency Operation Plan



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

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 Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Assure that teaches are receiving the professional development needed if we are going to excel with the STAAR Assessment.
2. Assure that regular education teachers receive proper training for special education purposes in educating students with special needs by attending trainings in special education including district professional training.
3. Enlist any teachers missing SIOP Training by monitoring training attendance and participation.
4. Allot more time to work with teachers displaying weak instructional methods in the area of reading literacy. Administrators will contact the professional development department for workshops and resources on instructional methods. Teachers will have necessary supplies to teach and will use resources provided by district administrators to support campus efforts and meet goals.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2017-2018 Campus Improvement Plan.

### **Staff Quality, Recruitment, and Retention Strengths**

- Teachers involved in the Hiring Process Highly Qualified Teachers
- Bilingual Certified Teachers
- GT Core (30 hours)
- Trained Teachers SIOP Trained
- Language Enrichment trained Strong
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs
- T-TESS and SLO

## Staff Quality, Recruitment, and Retention Needs

- Professional Development on technology educational software will be provided for all teachers,
- More professional development that targets specific STAAR assessment information
- Target teacher weaknesses in reading instruction
- Develop Teacher classroom management skills,
- Provide for more professional development that targets educating students with special needs in order to ensure that all special education students are receiving proper instruction.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Yturria Elementary works to provide a state-of-the art, high quality education. In order to provide an effective education, it is necessary to correlate Curriculum, Instruction, and Assessments. Curriculum, Instruction, and Assessment are the most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Yturria implements district curriculum initiatives and assessments as required by the state of Texas and bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepares 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 such as incorporating the models of teaching to our curriculum and instruction. Administrators and grade-level lead teachers guide and mentor new teachers. When new curricula are introduced time is allotted for teachers to dissect and explore its contents and plan for instruction. Collaboration is encouraged so that teachers learn from one another. In order to meet the more rigorous educational requirements, Yturria administrators and teachers work together to build assessments that assess the higher levels of Bloom's Taxonomy, plan effective instruction, provide students with a variety of opportunities to learn academic content, and ensure mastery of the TEKS. In addition, students are provided opportunities to learn through the use of technology in the areas of math and science (i.e. laptops, math and science software, websites). All students' performance data is reviewed consistently to ensure achievement and mastery. Students not meeting instructional goals and provided individualized interventions plans so that they are given additional opportunities to learn and master academic content. In addition, Yturria Elementary is working to become a technology rich campus and incorporate many technological applications that will support learning

### **Curriculum, Instruction, and Assessment Strengths**

- Textbook Adoption
- Curriculum Resources
- Campus made resources through use of media center
- Teacher Retention
- Knowledge of Curriculum components and TEKS
- Curriculum aligned with TEKS and state assessments
- Effective technology programs that improve academic performance
- Teachers follow TEKS
- College Readiness Standards
- Knowledge of Curriculum Frameworks Knowledge of TEKS and State Assessment Requirements and Expectations Knowledge of STAAR Blueprints
- Knowledge of Readiness and Supporting Standards
- Reached "Met Standard" status by implementing all district and campus goals and objectives Implementation of district instructional frameworks
- Library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
- Support interventions through after-school tutorials and summer school

- Staff Development that provides the knowledge, skills and strategies necessary to improve instruction Attend all district and campus staff development throughout the school year (POC and TOT)
- Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
- Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), Achieve 3000, Prodigy Math, Learning A-Z
- Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
- Teacher Fidelity and Commitment to Campus and District Initiative

### **Curriculum, Instruction, and Assessment Needs**

- Higher Order Thinking Skills and Critical Thinking need to be implemented and practiced by following curriculum and utilizing effective resources in the classroom
- More Professional Development on differentiated instruction will be provided for teachers
- Implement Vertical Alignment
- Increase English language proficiency among ELLs
- Consistent grade level planning in accordance with district curriculum
- Improve campus/district benchmarks
- More professional Development for RTI.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Yturria Elementary is committed to involving parents and community members to be involved in students' education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year

### **Family and Community Involvement Strengths**

- Monthly meetings, open door policy
- Communication with parents via emails, telephone, home visits, school website,
- Communication through appointed school liaison, and marquee.
- Parent participation in school events, field trips, and "Meet the Teacher" orientation
- Parents invited to six week/EOY award ceremonies
- Parents work on instructional materials for teachers
- Feedback given from parents regarding school needs through surveys
- Administration and teacher readily available to parents (parent conferences)
- Most of the Parent are knowledgeable of the different programs and services provided by this campus
- Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together
- School participation in different community functions throughout the school year

### **Family and Community Involvement Needs**

- Increase parent attendance at campus bi-weekly meetings and Title I Parent meeting by providing more invitations via flyers and School Messenger
- Make parents aware of educational programs and school activities through monthly parent calendar

- Increase the number of Parent Volunteers

## **School Context and Organization**

### **School Context and Organization Summary**

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 School Context and Organization areas of improvement would be addressed:

1. Ensure that teachers and professional staff attend duty stations regularly in order to supervise students by monitoring duty schedule.
2. Improve master schedule to allow students more time for classroom instruction.
3. Reorganize special programs schedules so that more time is allotted for instruction.
4. Provide a nurse schedule and supplies to allow student medical assistance in order to support academics and not disrupt the flow of education.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to School Context and Organization are set forth in all sections of the 2017-2018 Campus Improvement Plan.

### **School Context and Organization Strengths**

- School personnel make up
- Breakfast in a bag
- Effective SBDM committee
- Effective communication between faculty, staff, students, parents and administration
- Effective School Health and Safety, School Structure
- Campus Map readily available
- List of Teachers participating in after school tutorial and Saturday tutorials.

### **School Context and Organization Needs**

- Increase the number of Extracurricular Activities
- Ensure Supervision on all open areas

- Increase time for instruction
- Reorganization of schedules (Master Schedule/Special Programs)
- Ensure that custodial supplies and equipment are purchased in a timely manner.



# Technology

## Technology Summary

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides students opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order to reach our students to reach Master Grade-Level Performance status. These items include, ink cartridges for printers, ELMOs, projectors, Smart Boards, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and technology instruction.

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 Technology area of improvement would be addressed:

1. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration in the classroom instruction by teachers and students will be increased.
2. TEKS aligned software will be purchased. Printers, document cameras and projectors would increase student interaction and engagement and would be utilized with computers in which materials will be purchased (such as ink) to enable technology accessibility for teachers and staff.
3. Professional Development will be reviewed and looked at to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract offered by Tech. Dept.
4. Teachers will integrate the use of computer and will require a technology project from the students on a 6 weeks basis.

## Technology Strengths

- Use of eSchools, Tango, Eduphoria by administration and teachers to keep abreast of student data
- 2 computer labs are available to promote digital literacy
- All PK-5 classrooms equipped with projectors and ELMOs
- Students have access to computers in the classroom to promote the use of web-based educational programs
- Utilization of Aware Eduphoria/TANGO by administration

- Use of iPods in K-3rd teachers to assess students on TPRI/Tejas Lee and Progress Monitoring
- Laptops accessible to teachers for science fair projects and CPALLs assessment
- All 5th grade students have access to laptops/ipads in classroom
- Personal Laptops with WiFi per fifth grader
- Reading/Math/Science software available
- Use of website and eSchool Plus among administration and parents to view students' progress

### **Technology Needs**

- Updated computers, computer software and equipment are needed
- Teachers will attend additional professional development over various programs that will be implemented for students success and academic growth
- Teachers will increase integration of technology into classroom instruction and increase accessibility to computers for all students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent Involvement Rate



# 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)**







**Performance Objective 1:** 90% of Yturria students will demonstrate mastery in the areas of Reading, Math, Science and Writing. A minimum of 40% will demonstrate Master Grade-Level Performance on the STAAR Reading, Math, Science and Writing tests.







**Evaluation Data Source(s) 1:** STAAR 2017-2018 data, T-TESS, TPRI, Tejas LEE, Report Cards, Benchmarks and EOY.

## Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p>1) Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction and intervention activities for RTI.</p> <p>Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated 2017-2018 District Literacy Plan</p> <p>Teachers will receive professional development in the area of Reading for new and existing teachers on all modules of Texas State Literacy Plan in order to establish a working plan.</p> <p>Population will include Non-LEP, LEP, At-Risk, Migrant, Dyslexia, G/T.</p> <p>Timeline-August 28, 2017-June 8, 2018</p> <p>Daily</p> <p>CNA:p#10, 17, 19</p>	1, 3, 4, 9	Administration, Dean of Instruction and Teachers	<p>Formative: Walkthroughs, Lesson Plans, Fluency Monitoring, improved Reading grades, Report card grades, benchmark scores</p> <p>Summative: STAAR results.</p>				









<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers in Pre-Kinder through second grade will implement phonemic awareness strategies in order to improve TPRI/Tejas LEE scores.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline-August 28, 2017-June 8, 2018 CNA:p# 10</p>	1, 3, 9	Pre-Kinder through Second Grade Teachers. Dean of Instruction	Formative: Walkthroughs, Lesson Plans, Report Cards, BOY,MOY  Summative: EOY, TPRI, and Tejas LEE				
<p>3) Teachers in second through fifth grades will utilize effective classroom resources such as computer software, literature, STAAR practices, 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant  Timeline August 28, 2017-June 8, 2018  CNA:p#13, 19</p>	1, 2, 3, 9	Administration, Dean of Instruction, Teachers	Formative: Weekly Test Grades, Report Card Grades, Benchmarks, STAAR Results, BOY, MOY, TPRI, Tejas LEE, LION Summative: EOY, STAAR Results, EOY Grades				
<p>Funding Sources: 162 State Compensatory - \$17,800.00</p>							
<p>4) In order to reinforce STAAR reading objectives, teachers will implement STAAR reading objectives through the use of content based subscriptions.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018 CNA Page. 17, 19</p>	1, 2, 3, 9	Teachers, Principal, Dean of Instruction, District Specialists	Formative: Daily Lessons, Weekly Assessments, Report Card Grades, Benchmarks Summative: STAAR results				









<p>5) To prepare for the creation and support of ELA, Math, and Science lessons, on-line resources and consumable supplies will be purchased to assist in lesson creation, teacher made resources, bulletin board displays, and interactive student journals.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018 CNA Page 8</p>	1	Principal, Dean of Instruction, Classroom Teachers	<p>Formative: student interactive journals, student work samples, teacher lesson plans.</p> <p>Summative: Student test grades, EOY scores, STAAR scores.</p>			
<p>Funding Sources: 211 Title I-A - \$5,000.00, 163 State Bilingual - \$3,550.00</p>						
<p>6) 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.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal Dean of Instruction Classroom Teachers	<p>Formative: Lesson plans and Daily Schedules</p> <p>Summative: TPRI/ Tejas Lee, STAAR Results</p>			
<p>Funding Sources: 263 Title III-A Bilingual - \$5,208.00</p>						
<p>7) 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. Microphone Headphones will be purchased for ELL students to record their English speaking skills for TELPAS.</p> <p>Population: ELL students</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers	<p>Formative: Teacher walk through data</p> <p>Summative: Students' weeklt grade, campus benchmark scores, weekly fluency scores, RTI data</p>			
<p>Funding Sources: 163 State Bilingual - \$2,000.00</p>						









<p>8) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers	<p>Formative: Lesson plans, TLI classroom visuals visible in the classroom, LION</p> <p>Summative: Students' weekly reading test grades, students weekly fluency scores, TRPI / Tejas Lee EOY scores, reading benchmark scores</p>				
<p>9) Provide teachers professional development in reading, writing, math, and science NASA, climate/weather, 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 4	Principal, Dean, AP, classroom teachers, curriculum specialists	<p>Formative: Agendas and sign-in sheets for professional development meetings</p> <p>Summative: Weekly test scores, weekly fluency scores, TPRI/Tejas Lee EOY scores, benchmark scores</p>				
<p>Funding Sources: 162 State Compensatory - \$450.00</p>							
<p>10) Yturria will implement a coordinated, systematic assessment plan at the classroom level that includes weekly grade/fluency checks, C-PM, 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant: August 28, 2017-June 8, 2018 Timeline:</p>	1, 2	Principal, Dean, AP, classroom teachers, curriculum specialists	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>				



<p>11) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2	Principal, Dean, AP, bilingual classroom teachers, lead teachers	<p>Formative: lesson plans, walk-through observations, ESL time, NG Reach grades</p> <p>Summative: ELLs EOY student assessment scores</p>			
<p>12) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018 CNA page 8</p>	1, 2, 9	Principal, Dean, Classroom Teachers	<p>Formative; Classroom schedules, RTI lesson plans, RTI minutes, RTI roster</p> <p>Summative: Tier II/III EOY student assessment scores</p>			<p>Funding Sources: 211 Title I-A - \$5,820.00, 162 State Compensatory - \$3,100.00</p>
<p>13) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 9	Principal, Dean, Classroom Teachers	<p>Formative: Purchase orders, ESL lesson plans, ELPS objectives</p> <p>Summative: ELLs weekly test grades, benchmark scores, TELPAS scores, NG Reach assessment scores</p>			

<p>14) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant</p> <p>Timeline: August 28, 2017-June 8, 2018</p> <p>CNA page 8</p>	4	Principal, Dean, Classroom Teachers	<p>Formative: Meeting sign in sheets, agendas, ERO session reports, purchase orders</p> <p>Summative: Students weekly grades, benchmark scores, EOY scores</p>			
<p>Funding Sources: 211 Title I-A - \$8,000.00, 162 State Compensatory - \$1,312.00</p>						
<p>15) Instructional paraprofessionals will assist PK and computer labs in planning and delivering instruction.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant</p> <p>Timeline: August 28, 2017-June 8, 2018</p> <p>CNA page 8</p>	1, 2	Campus Principal, AP, PK teachers, instructional aides	<p>Formative: Instructional aide schedule, classroom observations</p> <p>Summative: C-PM progress monitoring, computer software student progress/use reports</p>			
<p>Funding Sources: 211 Title I-A - \$57,387.00</p>						
<p>16) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal, Dean, Librarian, Classroom teachers	<p>Formative: Library Schedule, AR student logs, library website, library lesson plans</p> <p>Summative: AR report, EOY reading scores</p>			
<p>17) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal, Dean, Teachers	<p>Formative: Lesson plans, walk-thoughts, resources available</p> <p>Summative: Math STAAR scores, benchmark scores, weekly math test grades</p>			

<p>18) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal, Dean, Teachers	<p>Formative: Classroom word walls, lesson plans</p> <p>Summative: Weekly test scores, EOY scores, STAAR scores</p>				
<p>19) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal, Dean, Teachers	<p>Formative: Weekly science grades, benchmark scores, software usage reports, lesson plans, student journals</p> <p>Summative: EOY science scores</p>				<p>Funding Sources: 162 State Compensatory - \$1,400.00</p>
<p>20) Inclusion services will be increased so that students receive more instructional time in the Least Restrictive Environment.</p> <p>Population will include Special Ed., Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Principal, dean, special education teachers	<p>Formative: Inclusion schedule</p> <p>Summative: Student scores, test scores</p>				
<p>21) 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.</p> <p>Population will include G.T., Timeline August 28, 2017-June 8, 2018</p>	1	Principal, Dean, GT teachers	<p>Formative: ID procedures for GT students, nominations, GT lesson plan projects</p> <p>Summative: Final GT projects</p>				

<p>22) Instructional resources will be purchased for early childhood classrooms that support PK guidelines, Kinder TEKS, and PPCD goals. Resources will support curriculum and instruction.</p> <p>Student population: PK-Kinder students Timeline: September 2017 CNA page 8</p>		<p>Principal, Dean, ECH teachers</p>	<p>Formative: CPM progress monitoring, TPRI/Tejas Lee, fluency reports</p> <p>Summative: Student progress reports and student grades</p>				
<p>23) Yturria Elementary will implement the following strategies that support the 2017-2018 District Literacy Plan:</p> <ul style="list-style-type: none"> <li>3 week and 6 weeks checkpoints</li> <li>Weekly fluency checks</li> <li>Interactive Content Journals</li> <li>Text Structures</li> <li>Maintenance Meetings</li> <li>LION Assessments</li> <li>Digital Literacy</li> <li>Novel Reading</li> <li>Language Enrichment</li> <li>Prescribed Extended Day Lessons</li> <li>STAAR Plan</li> </ul>			<p>Principal Dean of Instruction Classroom Teachers</p>	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources, testing schedule</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							















**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas. Students will display exemplary performance in music, choir, art, and theater arts.

**Evaluation Data Source(s) 1:** Campus data for 2016-2017 compared to campus data 2017-2018

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant</p> <p>Timeline- August 2017- May 2018</p>		Dean, Teachers	<p>Formative: Lesson plans</p> <p>Summative: Art projects, grades</p>				
<p>2) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.</p> <p>Population: UIL 4th and 5th participants</p> <p>Timeline: August 2017- December 2017</p>		Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach	<p>Formative: UIL Rules and Regulations, UIL practice schedule</p> <p>Summative: UIL Competition Results</p>				
<p>3) Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Population: 5th Grade Honor Choir students</p> <p>Timeline: May 2018</p>		Campus Principal, Music Teacher	<p>Formative: Honor choir rules and regulations,</p> <p>Summative: Honor Choir Performance</p>				

<p>4) 4th and 5th grade students will compete in UIL Art to expose them to art history.</p> <p>Student Population: 4th and 5th Grade UIL students</p> <p>Timeline: September 2017 - December 2017</p>		<p>Campus Principal, UIL Coordinator, UIL Coach</p>	<p>Formative: UIL Rules and Regulations, UIL practice schedule, Summative: UIL Competition Results</p>			
<p>5) All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 28, 2017 - June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Classroom Teachers</p>	<p>Formative: Theater Arts lesson plans, teacher observations Summative: students' theatre arts grades</p>			
<p>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.</p> <p>Population: 5th grade ballroom students</p> <p>Timeline: October 2017-May 2018</p>		<p>Campus Principal, Ballroom Coaches</p>	<p>Formative: Practice schedule Summative: Competition results</p>			
<p>7) Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents.</p> <p>Population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 28, 2017 - June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Classroom teachers, GT lead teacher, Advanced Academic Department</p>	<p>Formative: Participation rates in the competitions and events. Summative: Chess team competitions</p>			
<p>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.</p> <p>Student population: TI, ELLs, AR, Sp.Ed., GT, DYS</p> <p>Timeline: August 28, 2017 - June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Music Teacher, BISD Fine Arts Department</p>	<p>Formative: Music Schedule, Music Lesson plans, Student music performances and competitions Summative: Student music grades, music competition results, STAAR scores</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						











**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** At-Risk students at Yturria Elementary School will be perform at Approaches Grade-Level on STAAR assessments, at 'Developed' on TPRI / Tejas Lee benchmarks, at 'Advanced High' on TELPAS, and will meet the attendance goal of 98%.

**Evaluation Data Source(s) 1:** STAAR, TPRI/Tejas Lee, At-Risk student attendance, Retention Rate

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 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. Population: AR and LEP Timeline: October 10, 2017-June 8, 2018 CNA p. 8	1, 2, 9	Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers Administrator for State Compensatory Education	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				
				Funding Sources: 162 State Compensatory - \$4,918.00, 211 Title I-A - \$15,000.00			
2) The Pre-Kindergarten program will be provided the full day in order to better prepare students academically. Population: AR, LEP, TI, MI Timeline: August 28, 2017-June 8, 2018	1, 2, 3, 7, 9	Campus Principal, Dean of Instruction, Assistant Principal, Pre-Kindergarten teachers, Early Childhood Curriculum Specialist	Formative: PK lesson plans, Teacher walk thru data, PK classroom schedules, C-PM(BOY and EOY) Summative: C-PM (EOY)				
				Funding Sources: 162 State Compensatory - \$80,059.00			
3) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students. Population: AR, LEP, TI, MI Timeline: August 28, 2017-June 8, 2018	3	Campus Principal, Dean of Instruction, Administrator for State Compensatory Education	Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Teacher observation data, Lesson Plans, student progress reports, benchmark scores Summative: STAAR, Retention Rate				
				Funding Sources: 162 State Compensatory - \$65,485.00			

<p>4) Provide a campus wide Dyslexia program for identified students: 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. Population: AR Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 3, 9	Campus Principal, 504 Administrator, Dyslexia Teacher	<p>Formative: Dyslexia Schedule of services, Dyslexia Lesson plans, IAP student documentation, Dyslexia teacher walkthru observations, Required professional development for Dyslexia teachers Summative: STAAR Scores</p>			
Funding Sources: 162 State Compensatory - \$54,586.00						
<p>5) Homeless students will be identified in connection with the district's Homeless Youth Project department. Letter received from the Homeless Youth Project will be filed in students' PRC. Homeless students will be monitored through attendance and academics. Population: AR, TI, MI, LEP Timeline: August 28, 2017-June 8, 2018</p>	1, 2	Campus Principal, Assistant Principal, Dean of Instruction, Data Entry Clerk, Classroom teachers	<p>Formative: Listing of identified Homeless students, District's letter on file in PRC, Homeless students' coded on eschools Summative: Homeless students' academic progress through grades, test grades, teacher input, benchmark scores and state assessment scores</p>			
<p>6) 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: Elementary School AR Students Timeline: August 28, 2017-June 8, 2018 (As needed)</p>	4	Administrator for State Compensatory Education, Administrator for Special Programs	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR</p>			
<p>7) Extended Day services will be provide for students in PK-5th grade. Enrichment activities will be utilized in the areas of technology, library, and instruction and will follow prescribed lesson plans.  Population - Title I students, At-Risk, ELL, Special Ed. Timleline: August 28, 2017-June 8, 2018</p>	1, 2	Campus Principal, Assistant Principal, Classroom Teachers	<p>Formative: Attendance sheets; lesson plans, walk-through data Summative: EOY student scores</p>			
Funding Sources: 211 Title I-A - \$36,666.00, 162 State Compensatory - \$32,623.00						
<p>8) A highly qualified 5th grade class size reduction teacher will be funded to teach student using instructional strategies in order to build strong academic foundation. Population: 5th grade students TI, AR Timeline: August 28, 2017-June 8, 2018</p>	1, 2, 9	Principal Asisstant Principal Dean of Instruction	<p>Formative: classroom observations, lesson plans, student progress reports Summative: STAAR scores</p>			





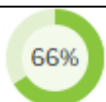
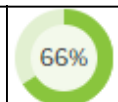
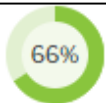
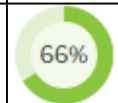
**Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Increase the Master Grade-Level performance, TPRI /TEJAS LEE/C-PM performance to 'Developed' , and TELPAS Performance to 'ADVANCED HIGH' in the areas of Reading, Math, Writing, and Science.

**Evaluation Data Source(s) 1:** STAAR , TELPAS, and TPRI/Tejas Lee 2016-2017 and 2017-2018 data comparison

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) A preschool program for children with disabilities and a Life Skills Unit will be implemented to equip special needs students with a equal educational program that will focus on gross/fine motor skills, teach level of independence, monitor functional and academic progress, and teach daily living skills. Population: Sp. Ed. Students Timeline: August 28, 2017-June 8, 2018	2, 3, 9	Campus Principal, Assistant Principal, Dean of Instruction, PPCD teacher and aides, Special Education Supervisor, Special Services	Formative: PPCD program requirements, class schedule, student progress reports, teacher/parent communication logs Summative: EOY Program Evaluation				
2) 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.  Timeline: August 28, 2017-June 8, 2018	2	Campus principal, assistant principal, data entry clerk, parent liaison	Formative: daily attendance reports, ADA, students'absences and excuses, telephone and parent conference logs. Summative: EOY attendance rate				
3) 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.  Timeline: August 28, 2017-June 8, 2018	2	Campus principal, assistant principal, classroom teachers, counselors, parent liaison	Formative: Number of rewards issued for perfect attendance. Student attendance records Summative: EOY attendance rate				
4) A documentation log binder will be kept in the office for tardiness, early releases, medical excuses and absences for each child in order to communicate / conference with parents about attendance and student academic performance. Timeline: August 28, 2017-June 8, 2018	2	Campus Principal, assistant principal, classroom teachers, data entry clerk, parent liaison	Formative: Telephone logs, students' excuses, conference log, student progress reports Summative: EOY Attendance Rate				

<p>5) 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. Timeline: August 28, 2017-June 8, 2018</p>	2	<p>Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison</p>	<p>Formative: Telephone logs, students' absence excuses, conference logs, student progress reports Summative: EOY Attendance rate</p>				
<p>6) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Timeline: August 28, 2017-June 8, 2018</p>	2	<p>Campus Principal, Assistant Principal</p>	<p>Formative: School Messenger Notification System usage reports Summative: EOY Attendance rate</p>				

 = Accomplished  
  = Continue/Modify  
  = No Progress  
  = Discontinue









## Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.











**Performance Objective 1:** Yturria will maintain a safe and disciplined environment and follow all district, state, and federal mandates regarding student safety.













**Evaluation Data Source(s) 1:** Number of discipline referrals and safety incidents in 2016-2017 compared to 2017-2018 data.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 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. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 28, 2017-June 8, 2018	2	Campus Principal, Nurse	Formative: Time and Effort Logs, Nurse and HealthStudent Referrals Summative: EOY Attendance Reports and STAAR Results				
2) To promote and ensure physical fitness, students in grades 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 28, 2017-June 8, 2018	1, 2, 9	Campus principal, PE Coach	Formative: Participation rate Summative: PE grades, Fitness gram results				
3) 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. Population: TI, ELLs, AR, Sp.Ed., GT, DYS in 3rd-5th Grade Timeline: August 28, 2017-June 8, 2018	1, 2	Campus Principal, PE coach	Formative: Participation rates Summative: Fitness gram results				
4) 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. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 28, 2017-June 8, 2018	1, 2, 9	Campus Principal, Dean of Instruction, PE coach	Formative: CATCH Health lesson plans Summative: Students' health grades, CATCH Binder				

<p>5) 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. Timeline: August 28, 2017 - June 8, 2018</p>	2	<p>Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team</p>	<p>Formative: CATCH Lesson plans, CATCH committee dates Summative: EOY program evaluation</p>			
<p>6) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Timeline: August 28, 2017-June 8, 2018</p>	2	<p>Campus Principal, Assistant Principal, Safety Coordinator</p>	<p>Safety meetings, work orders</p>			
<p>7) Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; 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. Timeline: August 28, 2017-June 8, 2018</p>	2	<p>Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach</p>	<p>Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans Summative: EOY Program Evaluation</p>			
<p>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. Timeline: August 28, 2017-June 8, 2018</p>	2	<p>Campus Principal, Dean of Instruction, PE Coach</p>	<p>Formative: PE Lesson Plans, PE schedule, Student PE grades Summative: EOY PE grades</p>			

<p>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 and preventive care for their well being.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, School nurse, district health department	Screening schedule and screening results			
<p>10) The nurse will provide medical aid to students for injuries &amp; 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.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, school nurse	Nurse documentation log			
<p>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.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, School Nurse, PE Coach	Puberty Presentation permission slips and documentation			
<p>12) Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health &amp; hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance &amp; opportunities to maintain clean clothing and health appearance for their self-esteem &amp; well being.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, School Nurse	Nurse student log of services			
<p>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.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, School Nurse	Nurse log of services			

<p>14) Provide training for administrators and new 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.  Timeline: August 28, 2017-June 8, 2018</p>	2	Principal Assistant Principal Counselors Professional Development	Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evaluation logs Summative: EOY Discipline Report			
<p>15) Campuses will develop and maintain an Emergency Operations Plan.  - Plan must be multi-hazard in nature  - Must be reviewed and updated annually by the campus safety and security committee.  - The following drills must be practiced accordingly:  Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation  Timeline: August August 28, 2017-June 8, 2018</p>	2	Campus principal, assistant principal, safety coordinator, classroom teachers	Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets			
<p>16) 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.  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus principal, assistant principal, safety coordinator, classroom teachers, school office personnel, security officer	Visitors logs, ID cards, sign-in sheets			
<p>17) 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  Timeline: August 28, 2017-June 8, 2018</p>	2	Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teach	Discipline Referrals and eSchools Discipline Reports			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

**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.**









**Performance Objective 1:** Increase parental involvement by 10% to support school's educational programs.

**Evaluation Data Source(s) 1:** Parent participation rates from 2016-2017 compared to participation rates from 2017-2018.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
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. Timeline: August 2017	6	Campus Principal, Parent Liaison, Classroom Teachers	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				
2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. Timeline: August 2017	6	Campus Principal Parent Liaison	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.				
3) Conduct an annual Title I Parent meeting to inform parents of services provided through Title I funds and school/district programs. Also conduct a parent survey to evaluate the effectiveness of District and or Camps Parental Involvement efforts. Timeline: September 2017	6	Campus Principal Parent Liaison	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 Sharp				



<p>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 28, 2017-June 8, 2018</p>	6	Campus Principal, Parent Liaison	<p>Formative: committee meeting dates, agendas, and sign-in sheets</p> <p>Summative: Composite of meeting minutes, STAAR results, student attendance rates</p>			
<p>5) Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy.          -Student Code of Conduct          -Student-Parent-School Compact          -Parental Involvement Policy          -Emergency Operation Procedures          -Volunteer Guidelines and Opportunities          Timeline: September 2017</p>	6	Campus Principal and Parent Liaison	<p>Formative: Agendas, Sign-In sheets, fliers, brochures, handouts, session evaluations</p> <p>Summative: Parental Involvement Percent number of discipline referrals</p>			
<p>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 28, 2017-June 8, 2018</p>	6	Campus Principal and Parent Liaison	<p>Formative: Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets</p> <p>Summative: Participation rates and involvement</p>			
<p>7) Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership.          Timeline: August 2017</p>	6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	<p>Formative: Grade-level / Faculty meeting agendas, sign-in sheets</p> <p>Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings</p>			

<p>8) Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer program, creating a parent resource center, and provide materials and information to parent on issues on concern to parents, such a child development, health and safety, drug education, special education, and curriculum and instruction.</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison	<p>Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources</p> <p>Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress</p>			
<p>9) Maintain regular communication by sending home : weekly folders of student work; school messenger; monthly calendars o special; events to be celebrated or taught; a regular class newsletter; weekly work sheets containing activities students and families can do together.</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	6	Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison, Classroom teachers	<p>Formative: Campus newsletters, school messenger, students' homework folders, information flyers</p> <p>Summative: students' academic progress, percentage of teacherparent conferences</p>			
<p>10) Funds will be allocated for a full time parent liaison and for payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits, department meetings, and training.</p> <p>Timeline: August 28, 2017-June 8, 2018 CNA p.7</p>	6	Campus Principal, Parent Liaison	<p>Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage, ERO session reports</p>			
Funding Sources: 211 Title I-A - \$300.00						
<p>11) Provide ample Parent Education opportunities 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</p> <p>Timeline: August 28, 2017-June 8, 2018</p>	6	Campus Principal, Parent Liaison, Classroom Teachers	<p>Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage, ERO session reports</p>			
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.**

**Performance Objective 1:** There will be an 10% improvement of the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full education potential.

90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title 1, Part C Migrant Educational Program (MEP).

**Evaluation Data Source(s) 1:** Completed PFS Monitoring Tool, Completed Request for Supplemental Support Form, C-PM, TPRI, Tejas Lee, Apenda, SAT-10

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Yturria migrant students will receive grade appropriate school supplies and or clothing on an as needed basis in order to provide students will the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>				
Funding Sources: 212 Title I-C (Migrant) - \$35.00							
<p>2) PFS migrant students will receive supplemental support services before other migrant students to ensure that NCLB requirements are addressed.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>				

<p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th grade migrant students, pre/post test results will be used by teachers and administrators to identify the migrant students performing below grade-level.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			
<p>4) Parents of Migrant PK-2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			
<p>5) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs, and promote positive social engagement.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			
<p>6) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to students.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			
<p>7) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Population; Migrant Students Timeline: August 28, 2017-June 8, 2018</p>	9	Principal, Dean, Counselors, Classroom Teachers	<p>Formative: Lesson plan checks, walk through observations, use of instructional resources</p> <p>Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores</p>			









**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**









**Performance Objective 1:** Technology Instruction will assist students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English language proficiency among ELL students to a minimum of 70% mastery.

**Evaluation Data Source(s) 1:** 2016-2017 STAAR and TELPAS scores compared to 2017-2018 scores.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
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. Student population: ELLs Timeline: August 28, 2017-June 8, 2018		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans  Summative: Standardized test scores, campus benchmark scores, students' weekly grades, teacher observations				
2) Smartboards, projectors, projector bulbs, document cameras, laptops, color printers, and software licenses 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 TELPAS. Population: T1, ELLs, AR, Sp.Ed., DYS, GT Timeline: November 2017 CNA p.8		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Projector Purchase Order, Installation schedule, classroom observations  Summative: Standardized test scores, campus benchmark scores, students' weekly grades				
Funding Sources: 211 Title I-A - \$41,800.00							

<p>3) Purchase ink cartridges for each classroom teacher so that teachers can use to print documents, HMH resources, Pearson worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, and other instructional lessons.</p> <p>Population: T1, ELLs, AR, Sp.Ed., DYS, GT</p> <p>Timeline: October 2017</p>		<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: Ink purchase orders, schedule of installation, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>			
<p>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 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 Rosetta Stone.</p> <p>Population: ELLs</p> <p>Timeline: August 28, 2017-June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>			
<p>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.</p> <p>Population: T1, ELLs, AR, Sp.Ed., DYS, GT</p> <p>Timeline: August 28, 2017-June 8, 2018</p> <p>CNA p.8</p>		<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>			

<p>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 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 Timeline: August 28, 2017-June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p>7) Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy. Timeline: August 28, 2017-June 8, 2018</p>		<p>Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p>	<p>Formative: technology class schedule, classroom observations Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



**Goal 9: 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) [SBDM added 1-12-18]**







**Performance Objective 1:** Campus 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) [SBDM added 1-12-18]

**Evaluation Data Source(s) 1:** Board Adopted Energy plan, Five-year facilities renovation plan [SBDM added 1-12-18]

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will purposely promote energy savings activities to support implementation of the district's energy saving plan. Population: Campus facilities Timeline: December 2017-June 2018 Need: Board approved goal priority.  [SBDM added 1-12-18]		Campus Administration Maintenance staff	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				
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: December 2017 to June 2018 Population: Campus facilities  [SBDM added 1-12-18]		Campus Administration Maintenance Staff	Complete all ordered repairs and upgrades. Formative: Monthly work orders summary reports Summative: Annual summary of work orders and summary reports.				

<p>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 faculty and staff.  Timeline: December 2017 to June 2018  Population: Campus facilities</p> <p>[SBDM added 1-12-18]</p>		<p>Campus Administration  Maintenance Staff</p>	<p>Complete all ordered repairs and upgrades.  Formative: Monthly work orders summary reports  Summative: Annual summary of work orders and summary reports.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.**

**(Board Goal 3) [SBDM added 1-12-2018]**

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

(Board Goal 3) [SBDM added 1-12-2018]

**Evaluation Data Source(s) 1:** Fiscal reports for campus, internal and external audit reports and FIRST ratings. [SBDM added 1-12-2018]

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
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.  Population: Campus Stakeholders  Timeline: December 2017-June 2018 Need: Board approved goal priority [SBDM added 1-10-18]	10	Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared CIP  Summative: end of year expenditure reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

**Goal 10:** The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.







(Board Goal 3) [SBDM added 1-12-2018]

**Performance Objective 2:** Teachers will be provided opportunities for extra duty pay through Extended Day services, Tutorials, and extra curricular activities.

(Board Goal 3) [SBDM added 1-12-2018]

**Evaluation Data Source(s) 2:** Teacher rosters, needs assessment surveys, TAPR report.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>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.</p> <p>Population: Campus Teachers and Staff</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Board Approved Goal Priority [SBDM added 1-12-18]</p>	5	<p>Campus Administration</p> <p>Formative: Faculty and Staff Rosters</p> <p>Summative: Needs assessment surveys and TAPR Report</p>	<p>Formative: Faculty and Staff Rosters</p> <p>Summative: Needs assessment surveys and TAPR Report</p>				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







**Goal 11: 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) [SBDM added 1-12-18]**

**Performance Objective 1:** The campus will provide the BISD Public Information Office with feature articles, student recognitions, co-/ extra- curricular activities, and parent/community events. (Board Goal 4) [SBDM added 1-12-18]

**Evaluation Data Source(s) 1:** Media requests and emails with Public Information Office, enrollment data, published photographs

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) The campus will update websites weekly to include showcasing school spirit, school accomplishments , and student and community activities.</p> <p>Population: Yturria Stakeholders</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Decreasing enrollment/ Board approved goal priority [SBDM added 1-12-18]</p>		Campus Administration	<p>The campus will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes.</p> <p>Formative: schedule of events on website and newsletters.</p> <p>Summative: End of Year report for monthly checklist results</p>				
<p>2) Yturria will promote its history and origins along with current accomplishments through the website and media venues.</p> <p>Population: Yturria Stakeholders</p> <p>Timeline: December 2017- June 2018</p> <p>Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017/SBDM 1-12-18]</p>		Principal Assistant Principal Dean of Instruction Counselor Yearbook Contact	<p>Campus accomplishments and participation will be showcased through news articles and media venues.</p> <p>Formative: schedule of weekly articles</p> <p>Summative: listing of all campuses that were presented in weekly articles</p>				

<p>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.</p> <p>Population: Yturria Stakeholders</p> <p>Timeline: December 2017- June 2018</p> <p>Need: Need: Decreasing enrollment/ Board approved goal priority [DEIC added 12-6-2017/SBDM added 1-12-18]</p>		<p>Campus Principal PIO contact Librarian Counselor Yearbook Contact</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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, fluency, vocabulary and comprehension) in order to support district mandated 2017-2018 District Literacy Plan Teachers will receive professional development in the area of Reading for new and existing teachers on all modules of Texas State Literacy Plan in order to establish a working plan. Population will include Non-LEP, LEP, At-Risk, Migrant, Dyslexia, G/T. Timeline- August 28, 2017-June 8, 2018 Daily CNA:p#10, 17, 19

# State Compensatory

## Budget for Yturria Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162 11 6118 00 132 Y 24 SSI Y	6118 Extra Duty Stipend - Locally Defined	\$3,604.00
162 11 6118 00 132 Y 30 000 Y	6118 Extra Duty Stipend - Locally Defined	\$1,314.00
162 11 6118 00 132 Y 30 ASP Y	6118 Extra Duty Stipend - Locally Defined	\$32,623.00
162 11 6119 00 132 Y 30 054	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,586.00
162 11 6119 00 132 Y 34 PKK Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$80,059.00
162 13 6497 00 132 Y 30 000 Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,485.00
<b>6100 Subtotal:</b>		<b>\$236,671.00</b>
<b>6200 Professional and Contracted Services</b>		
162 11 6249 00 132 Y 30 000 Y	6249 Contracted Maintenance & Repair	\$1,400.00
162 11 6299 00 132 Y 30 TTR Y	6299 Miscellaneous Contracted Services	\$3,100.00
<b>6200 Subtotal:</b>		<b>\$4,500.00</b>
<b>6300 Supplies and Services</b>		
162 11 6396 00 132 Y 30 000 Y	6396 Supplies and Materials - Locally Defined	\$300.00
162 11 6399 00 132 Y 30 000 Y	6399 General Supplies	\$17,800.00
162 13 6399 00 132 Y 30 000 Y	6399 General Supplies	\$1,012.00
<b>6300 Subtotal:</b>		<b>\$19,112.00</b>
<b>6400 Other Operating Costs</b>		
162 13 6497 00 132 Y 30 000 Y	6497 Fees - Locally Defined	\$450.00
<b>6400 Subtotal:</b>		<b>\$450.00</b>



**Personnel for Yturria Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Qunitanilla	Dyslexia Teacher	Dyslexia	1.0
Dr. Melinda Lopez	Dean of Instruction		1.0
Laura Dominguez	Pre-Kinder Teacher	PK	.50
Lucia Gonzalez	Pre-Kinder Teacher	PK	.50
Maxine Esparza	Pre-Kinder Teacher	PK	.50

# Title I

## Schoolwide Program Plan

Yturria Elementary School uses its Title I, State Compensatory 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.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA 5-21) over a period of one 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 CNA, the committee decided to concentrate 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 the 2017-2018 and to increase the master grade-level level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards. Strategies that will be implemented are; to provide teachers with targeted professional development, utilize resources that are STAAR aligned, hold afterschool tutorial and Saturday tutorial for at-risk students, and purchase computer license for "STEMScopes". To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's proficient and advances levels of academic performance, use effective methods of instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial and Saturday Tutorials 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; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and are designed to implement the State and local improvement plans. State Compensatory Education allocations will be used toward after school and Saturday tutorials to improve overall student achievement and success. Tier instruction will be on a daily basis during instructional time. The instruction will be a pull out of small groups being used for Tier II and Tier III instruction in an attempt to improve student knowledge and close the gap.

### 2: Schoolwide Reform Strategies

Schoolwide reform strategies start by teaching the Texas Essential Knowledge Skills. Teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at Yturria Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. Strategies to achieve our goal will be to have teacher use SIOP, ELPs and other supplemental supplies to teach bilingual students, have Kinder through 5th grade work fluency on a daily basis, implement interventions (RTI) through the 3 tier model, and provide extracurricular activities for all students. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. In addition, based on the committee's observation, all academic areas are of concern in

order to achieve 90% mastery and expand the master grade-level performance levels. The goal of the school is to increase the percentage of combined commended performance of all students in the areas of reading, math writing, and science.

In addition, our campus goals reflect on providing opportunities for all students to meet and be proficient in all content areas, use effective methods and instructional strategies that are established in scientifically-based research to 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 additional learning time to be successful in the succeeding school year; and address the needs of all low performing students not meeting academic standards.

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Teachers will attain Gifted and Talented core and on-going hours as well as attend an additional minimum of 6 hours of bilingual/literacy/technology professional development each school year. In addition, campus administration will provide guidance and support for teachers in need of assistance.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school wide program access to high qualified ongoing professional development throughout the development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will do classroom observations and evaluations, and/or district identified trainings and workshops. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority. Professional development will be conducted both at the school and the education service center as well as district conferences which will be high quality and sustained.

The professional development needs of our campus are determined by the following: STAAR scores, TAPR report, Reading Inventory Scores, Survey Results

Furthermore, all teachers will attend professional development offered by the district's curriculum department to further enhance their profession and keep abreast on the latest educational trends.

### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-qualified teachers to high needs areas will include the selection of teachers from the District's and Region's efforts to recruit teachers from out of the valley and state, paying stipends for a Master's Degree and paying stipends for math, science and social studies. The campus will keep the school's website current and will include information on all components of the campus for teacher applicants to consider.

### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills, health lifestyle and food will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and the number of parent volunteers will increase by inviting parents to attend various programs and student activities, development of a new program that includes educational and physical trainings will be made available to parents. In addition, the campus will communicate to parents the on-going programs available for volunteering opportunities.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for new preschool children to assist with the transition to Yturria Elementary will be held annually in the beginning of year. Pre K and Kinder teachers along with the paraprofessional will implement early childhood curriculum including phonemic awareness strategies, bilingual strategies such as SIOP and ELPS and implement Circle/Owl Curriculum. The campus will always be available for parents of early childhood students to tour, visit, observe, and answer questions. A tour will be scheduled in the spring at Stillman Middle school for 5<sup>th</sup> grade students to become familiar and experience the middle school.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Strategies to include teachers in the decision making are; two-thirds of the SBDM committee are teachers. In addition, teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments, reading inventories, TELPAS, fluency, weekly grades and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments to improve student achievement.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students who are considered At-Risk or are low performing will be monitored and be provided with Tier II/III, RTI interventions as needed. Identified struggling students are referred to the school dean of instruction and counselor for review. Individual intervention plans are created that target students' needs.

#### **10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education and are used to implement after school tutorial programs, Professional Development activities, to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program

In addition to those described above, Title I funds will be used to purchase and upgrade the school's technology program. Capital outlay such as Smartboards, laptops, document cameras, projectors, and printers will be purchased. Title I funds will also be available to fund tutorials, purchase instructional resources, and fund full time employees. Identified Migrant students will be supported with supplemental services designed to reduce the educational disruptions and other problems that result from repeated movement. To aid the students' transition into the school, supplies and personal items will be purchased through Title I C Migrant funds.

Bilingual funds will be used to provide supplemental services to ensure English Language Learners are developing the English language while learning academic content. Bilingual funds will also be used to purchase instructional materials that will help support the development of the English language and learn content. Funds will be available for tutoring services during extended day/week

The campus will continue to implement the State Compensatory Education Program by funding programs such as PK and Dyslexia. Funds will be allocated to purchase instructional software and student workbooks that supplement the core curriculum. School counselors and the Dean of Instruction will assure students are identified and are being provided the support they need academically. Funds will also be used to fund extended day tutorials that focus on maturing the TEKs students are struggling with. Effective instructional strategies will be provided to all At-risk students.

Special education funding provides supplemental services to eligible students as per IDEA. In order to abide by FAPE in a least restrictive environment, children who qualify for special education must receive services documented in their IEP. The school ARD committee will adhere to the law and policies of special education students to ensure they are receiving the support they need.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca E. Garza	Title I Pre-K Aide	Title I	1.0
Jose Aviles	FP Computer Aide	Title I	1.0
Norma Parker	Title I Pre-K Aide	Title I	1.0
Sherely Recio	Nurse	Title I	0.40
Susana Anzaldua	Parent Liaison	Title I	1.0

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Melinda Lopez	Dean of Instruction
Administrator	Sandra Cortez	Principal
Administrator	Jose Poy	Assistant Principal
Classroom Teacher	Yolanda Benavides	Teacher
Classroom Teacher	Evangelina Trevino	Teacher
Classroom Teacher	Maria Martinez	Teacher
Classroom Teacher	Minerva McGrath	Teacher
District-level Professional	Jose Caballero	Curriculum Specialist
Parent	Amy Tygrett	Parent
Parent	Melva M. Hausman	Parent
Business Representative	Monique Lira	Cake Shop Owner
Business Representative	Gerardo Jara	Business Owner
Community Representative	Leo Garza	Medical Professional
Community Representative	Rocio Dimas	Farmer's Market Coordinator
Paraprofessional	Susana Anzaldua	Parent Liaison
Non-classroom Professional	Anabelle Torres	Counselor
Non-classroom Professional	Veronica Borrego	Special Education Teacher

## Campus Funding Summary

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Instructional Resources and Supplies	162-11-6399-00-132-Y-Y-30-000-Y	\$17,800.00
1	1	9	Staff Development for Science	162-13-6497-00-132-Y-30-000-Y	\$450.00
1	1	12	Miscellaneous Contracted Services	162-11-6299-00-132-Y-30-TTR-Y	\$3,100.00
1	1	14	Operating Costs	163-13-6497-00-132-Y-30-000-Y	\$300.00
1	1	14	Supplies and Services	163-13-6399-00-132-Y-30-000-Y	\$1,012.00
1	1	19	Software Licences	162-11-6249-00-132-Y-30-000-Y	\$1,400.00
3	1	1	Extended Day After-School SSI Tutorial	162-11-6118-00-132-24-SSI-Y	\$3,604.00
3	1	1	Extended Day After School Tutorial	162-11-6118-00-132-Y-30-000-Y	\$1,314.00
3	1	2	3 FTEs at .50 Salary funding	162-11-6119-00-132-Y-34-PKK-Y	\$80,059.00
3	1	3	Dean of Instruction	162-13-6119-31-132-Y-30-000-Y	\$65,485.00
3	1	4	Dyslexia Teacher	162-11-6119-00-132-Y-30-054-Y	\$54,586.00
3	1	7	Extended Day Enrichment Services	162-11-6118-00-132-Y-30-ASP-Y	\$32,623.00
<b>Sub-Total</b>					\$261,733.00
<b>Budgeted Fund Source Amount</b>					\$261,733.00
<b>+/- Difference</b>					\$0
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Instructional resources and supplies	163-11-6399-00-132-Y-25-000-Y	\$3,550.00
1	1	7	LPAC Substitutes	163-13-6112-00-144-Y-25-000-Y	\$2,000.00
<b>Sub-Total</b>					\$5,550.00
<b>Budgeted Fund Source Amount</b>					\$5,550.00
<b>+/- Difference</b>					\$0
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>



1	1	5	Instructional resources and supplies	211-11-6399-00-132-Y-30-0F2-Y	\$5,000.00
1	1	12	General Supplies, 2017-2018 District Literacy Plan	211-11-6399-00-132-Y-30-0F2-Y	\$5,820.00
1	1	14	Copy Paper	211-11-6396-00-132-Y-30-0F2-Y	\$8,000.00
1	1	15	1 FTE PK Instrucional Aides	211-11-6122-06-132-Y-32-0F2-Y	\$36,578.00
1	1	15	1 FTE PK Instructional Aide	211-11-6129-06-132-Y-30-0F2-Y	\$20,809.00
1	1	22	Early Childhood Instructional Resources and Supplies	211-11-6399-00-132-Y-0F2-0Y	\$5,000.00
3	1	1	Extended Day Title I Tutorial	211-11-6118-00-132-Y-30-0F2-Y	\$15,000.00
3	1	7	Extended Day Enrichment Services	211-11-6118-00-132-Y-24-ASP-Y	\$36,666.00
6	1	10	Parent Liaison Mileage	211-61-6411-00-132-Y-30-0F2-Y	\$300.00
8	1	2	Capital Outlay, Lamps	211-11-6649-62-132-y-30-0f2-y	\$40,000.00
8	1	2			\$1,800.00
<b>Sub-Total</b>					\$174,973.00
<b>Budgeted Fund Source Amount</b>					\$174,973.00
<b>+/- Difference</b>					\$0
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1			\$35.00
<b>Sub-Total</b>					\$35.00
<b>Budgeted Fund Source Amount</b>					\$35.00
<b>+/- Difference</b>					\$0
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Reading subscriptions	263-11-6399-00-132-Y-25-000-Y	\$5,208.00
<b>Sub-Total</b>					\$5,208.00
<b>Budgeted Fund Source Amount</b>					\$5,208.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$447,499.00