

# Brownsville Independent School District

## Yturria Elementary

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



# 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

Yturria Elementary School is located in Brownsville, Texas. Yturria Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1992 with 6 classrooms added in the ensuing years. The main campus was originally comprised of 34 classrooms, a cafeteria, library, and gymnasium.

The student population at Yturria Elementary School is approximately 560 and serves 55.63% identified as at-risk students in grades Pre-Kinder through 5<sup>th</sup> Grade. According to the PEIMS Data Review of our campus profile, 97.1 % of the student population is Hispanic and 83.4 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 28.3% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Yturria Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and extracurricular programs such as Ballroom Dancing are offered for students. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented and Bilingual programs. All students are required to meet the passing standard of the four assessments of the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Yturria Elementary School is comprised of 48 teachers, 3 campus administrators, 1.5 counselors, 6 professional support personnel, 7 non-classroom staff, and 5 educational aides. The ethnicity of Yturria Elementary School staff is 91.9 % Hispanic, 8% White. The teaching staff is also 16.2% male and 83.8% female.

Yturria Elementary School's most recent campus initiatives include the following:

1. Grade-level Vertical Alignment
2. Grade-level Planning

Yturria Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as UIL, Science Fair, Choir and Ballroom Dancing.

School Namesake: Ranger Frank

School Colors: Teal and Gold

School Mascot:

Ranger

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# Comprehensive Needs Assessment

## Needs Assessment Overview

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 (CNA 20-35) 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 2016-2017 and to increase the Level III Advanced 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 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 Comp. allocations will be used toward after school 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 Level III Advanced 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.

An orientation for Preschool children from Head Start to assist with the transition to Yturria Elementary will be held annually in the spring. 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.

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 SELP, 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.

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 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 as well as 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 and Aware. In order to reach student success, the Dean will increase the amount of learning time, including after-school 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. **CIP:** 3.1.6, 4.1.1, 4.1.2, 4.1.3
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. **CIP:** 1.1.1, 1.1.2, 1.1.4, 1.1.7, 1.3.2, 3.1.6, 4.1.1, 4.1.2, 4.1.3
3. The retention rate for all students was 1.6% for all students and 1.6% 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. **CIP:** 1.1.1, 1.1.8, 1.1.10, 1.1.13, 1.1.23, 1.3.3, 1.3.4, 1.3.5, 3.1.1, 3.1.3, 3.1.11
4. Students in special programs will improve District and State Exam scores by individualizing instruction according to the segregation of data. **CIP:** 1.1.18, 1.1.20, 3.1.1, 3.1.3,
5. The campus instructional facilitator will monitor the increase Reading 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. **CIP:** 1.1.1, 1.1.4, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.1.12, 3.1.1, 3.1.3, 3.1.11

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 2015-2016 Campus Improvement Plan.

### Demographics Strengths

Student to teacher ratios, mobility/stability, special program participation, campus met AYP, strong administrative and teacher support, state compensatory

funds for At-Risk students.

### **Demographics Needs**

Increase attendance percentage, Increase LEP, At-Risk, Economically Disadvantaged assessment scores, Increase At-Risk, LEP students' advanced performance rates and decrease At-Risk percentage. **CIP:** 1.1.1, 1.1.2, 1.1.4, 1.1.7, 1.1.8, 1.1.10, 1.1.12, 1.1.22, 1.3.2, 1.3.3,1.3.4, 1.3.5, 3.1.1, 3.1.3, 3.1.6, 4.1.1, 4.1.2, 4.1.3

# Student Achievement

## Student Achievement Summary

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

Reading: 3rd Grade (86%), 4th Grade (85%), 5th Grade (81%),

Math: 3rd Grade (89%), 4th Grade (87%), 5th Grade (96%),

Writing: 4th Grade (78%)

Science: 5th Grade (87%)

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 2014 scores for all grade levels and in all subjects were well above the District average.

Performance variations between all student groups:

Reading: At-Risk (70.38%), Economically Disadvantaged (87.23%), Hispanic (88.28%), White (100%), Female (88.437%), Male (88.20%), Gifted and Talented (98.04%), LEP (71.08%), Migrant (100%), Special Education (38.89%)

Math: At-Risk (67.76%), Economically Disadvantaged (85.85%), Hispanic (86.04%), White (100%), Female (85.33%), Male (89.36%), Gifted and Talented (98.04%), LEP (78%), Migrant (100%), Special Education (32.06%)

Writing: At-Risk (80%), Economically Disadvantaged (93.75%), Hispanic (93.51%), White (%), Female (93.48%), Male (93.55%), Gifted and Talented (100%), LEP (91.67%), Migrant (%), Special Education (66.67%)

Science: At-Risk (64.297%), Economically Disadvantaged (85.51%), Hispanic (74.83%), White (100%), Female (91.49%), Male (86.36%), Gifted and Talented (90.91%), LEP (62.5%), Migrant (100%), Special Education (33.33%)

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. **CIP:** 1.1.10, 1.1.13, 1.1.28, 1.1.31
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. **CIP:** 1.1.12,1.1.21, 1.1.26, 1.1.29, 1.1.30, 1.1.31, 3.1.1, 3.1.2, 3.1.3, 3.1.11
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 Advanced Level Performance in all areas. **CIP:** 1.1.3, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.12, 1.1.14, 1.1.24, 1.1.26, 1.1.30, 1.1.31
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. **CIP:** 7.1.2, 7.1.3

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 2016-2017 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, Level III performance. Our campus has received four Distinction Designations: Academic Achievement in Reading/English Language Arts, Top 25 Percent: Student Progress, Closing Performance Gaps, and Post-secondary Readiness.

### **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, increase the STAAR scores for the migrant students. **CIP:** 1.1.3, 1.1.7, 1.1.9, 1.1.10, 1.1.12, 1.1.13, 1.1.14, 1.1.24, 1.1.26, 1.1.28, 1.1.29, 1.1.30, 1.1.31, 3.1.1, 3.1.2, 3.1.3, 3.1.11, 7.1.2, 7.1.3

## 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. **CIP:** 3.1.2
2. Recruit parents for Parental Involvement Meetings by effectively informing parents via school website, fliers, School Messenger System, mail and phone calls. **CIP:** 7.1.3, 7.1.5, 7.1.9, 8.1.8
3. Utilizing a recognition plan for positive behavior to promote positive school community. **CIP:** 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 7.1.2
4. In order to promote community representation, the campus will invite community stakeholders and provide community presentations. **CIP:** 7.1.4, 7.1.5, 7.1.6, 7.1.7

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 2016-2017 Campus Improvement Plan

### School Culture and Climate Strengths

Strengths include a positive environment, campus shared vision and philosophy, high student expectations, active SBDM, Parental involvement meetings and meet the teacher night.

### 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 and increase positive recognition for good behavior. **CIP:** 1.1.5, 1.1.6, 1.3.1, 3.1.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 7.1.2, 7.1.3, 7.1.5, 7.1.9, 8.1.8

## 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. **CIP:** 1.1.1, 1.1.8, 1.1.9,
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. **CIP:** 1.1.1, 1.1.12, 1.1.22, 1.1.28, 3.1.2
3. Enlist any teachers missing SIOP Training by monitoring training attendance and participation. **CIP:** 1.1.5, 1.1.8
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. **CIP:** 1.1.1, 1.1.3, 1.1.5, 1.1.6, 1.1.9, 1.1.12, 1.1.13, 1.1.14

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 2016-2017 Campus Improvement Plan.

### Staff Quality, Recruitment, and Retention Strengths

High retention, student/teacher ratio, teachers receiving district mandated trainings, teachers involved in the hiring process, accessibility to teacher performance reports.

### Staff Quality, Recruitment, and Retention Needs

Professional Development on technology educational software will be provided for all teachers, All content area teachers be SIOP trained, 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. **CIP:** 1.1.1, 1.1.3, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.12, 1.1.13, 1.1.14,

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment 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 Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Grade level planning across the grade levels will be consistent by including vertical alignment. **CIP:** 1.1.17, 1.1.24, 1.1.25, 1.1.30
2. Teachers must analyze and become proficient with the STAAR Blue Prints in order to plan, access and analyze curriculum. **CIP:** 1.1.17, 1.1.30
3. Administration must closely monitor that teachers are teaching at a high level of Bloom's Taxonomy by following the TEKS. Administration will purchase student supplies, resources, software and services in order to support instruction. **CIP:** 1.1.14, 1.1.16, 1.1.17, 1.1.19, 1.1.23, 1.1.24, 1.1.26, 1.1.29, 1.1.30, 3.1.2, 3.1.3, 3.1.11, 7.1.2
4. Teachers will be in-serviced on the district's Response to Intervention model so that teachers are aware of the steps needed for students who are struggling academically. **CIP:** 1.1.10
5. Teachers will be expected to follow curriculum by utilizing effective classroom resources. The expectation of delivery of instruction is High Order Thinking and Critical Thinking in order to meet STAAR Standards. **CIP:** 1.1.3, 1.1.5, 1.1.22, 1.1.24, 1.1.30, 1.1.31
6. Professional development will be provided to teachers in order to increase state assessment scores, academic success, and meet every student individual needs. **CIP:** 1.1.1, 1.1.19, 4.1.2

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2016-2017 Campus Improvement Plan.

### 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.

## 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. **CIP:** 1.1.1, 1.1.3, 1.1.9, 1.1.14, 1.1.16, 1.1.17, 1.1.18, 1.1.19, 1.1.23, 1.1.24, 1.1.26, 1.1.29, 1.1.30, 1.3.1, 1.3.10, 3.1.2, 3.1.3, 3.1.11, 4.1.2, 7.1.2



## Family and Community Involvement

### Family and Community Involvement 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 Family and Community areas of improvement would be addressed:

1. Campus needs to identify means to enlist more parental involvement at meetings, school functions and volunteers in assisting with extracurricular functions. **CIP:** 6.1, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11
2. Hold and ensure significant participation at Parental Involvement meetings by communicating with the Parents and community stakeholders through school newsletter, marquee, and school messenger. **CIP:** 6.1, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11
3. Campus will provide hygiene products exclusively to Migrant Students in order to increase academic success through and increase in attendance rate. **CIP:** 6.11

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time lines related to Family and Community Involvement are set forth in the Parent and Community section of the 2016-2017 Campus Improvement Plan.

### 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.

### Family and Community Involvement Needs

Increase the number of parent volunteers and activities for parents, increase level of parent communication, PFS Migrant students receive hygiene products to improve self-esteem in correlation with attendance. **CIP:** 6.5, 6.6, 6.7, 6.8, 6.9, 6.11

## 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. **CIP:** 1.1.23, 5.1.8
2. Improve master schedule to allow students more time for classroom instruction. **CIP:** 1.1.22, 1.1.23, 1.1.29
3. Reorganize special programs schedules so that more time is allotted for instruction. **CIP:** 1.1.10, 1.1.12
4. Provide a nurse schedule and supplies to allow student medical assistance in order to support academics and not disrupt the flow of education. **CIP:** 1.3.7

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 2016-2017 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. **CIP:** 1.1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.10, 1.1.12, 1.1.23, 1.1.27, 1.2.2, 5.1.8,

# Technology

## Technology 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 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. **CIP:** 1.1.18, 3.1.11, 9.1.2
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. **CIP:** 1.1.20, 9.1.1, 9.1.2
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. **CIP:** 8.1.1
4. Teachers will integrate the use of computer and will require a technology project from the students on a 6 weeks basis. **CIP:** 3.1.11, 8.1.2

## Technology Strengths

Computer access for all students in the classroom, Personal Laptops with WiFi per fifth grader, Living With Science Lab, Use of website and eSchool Plus among administration and parents to view students' progress, Teacher/Administration access to student progress through Eduphoria/Aware.

## 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. **CIP:** 1.1.3, 1.1.18, 1.2.1, 3.1.11, 9.1.1, 9.1.2

# 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.**

**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 Level III Advanced Performance on the STAAR Reading, Math, Science and Writing tests.

**Summative Evaluation:** STAAR 2016-2017 data, T-TESS, TPRI, Tejas LEE, Report Cards, Benchmarks and EOY.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;"><b>State 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 curriculum in which travel costs will be covered.</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. Timeline-August 2016-May 2017 Daily CNA:p#10, 17, 19</p>	1, 2, 4	Administration, Dean of Instruction and Teachers	Formative: Walkthroughs, Lesson Plans, Fluency Monitoring, improved Reading grades, Report card grades, benchmark scores Summative: STAAR results.				
<p style="text-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 2016-May 2017, Daily CNA:p# 10</p>	7, 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017, Daily CNA:p#13, 19</p>	1, 9	Administration, Dean of Instruction, Teachers	Formative: Weekly Test Grades, Report Card Grades, Benchmarks, STAAR Results, BOY, MOY, TPRI, Tejas LESS. Summative: EOY, STAAR Results				
<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 2016-May 2017, Daily CNA Pg. # 17, 19</p>	1	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 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 2016- May 2017</p>	1, 2, 3, 9	Principal, Dean of Instruction, Classroom Teachers	Formative: student interactive journals, student work samples, teacher lesson plans. Summative: Student test grades, EOY scores, STAAR scores.				
Funding Sources: State Compensatory - \$16200.00, Title I-A - \$3000.00, State Bilingual - \$5000.00							
<p>6) The homeroom 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 2016- May 2017</p>	1, 2, 3, 9	Principal Dean of Instruction Classroom Teachers	Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results				
Funding Sources: State Compensatory - \$1200.00							
<p>7) ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas.</p> <p>Population: ELL students</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers	Formative: Teacher walk through data Summative: Students' weeklt grade, campus benchmark scores, weekly fluency scores, RTI data				

<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 2016- May 2017</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</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 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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017</p>	1, 2, 3, 4, 5, 9	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>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, 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 Timeline- August 2016- May 2017</p>	1, 2, 3, 8, 9	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 ESL 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 2016- May 2017</p>	1, 2, 3, 9	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 2016- May 2017</p>	1, 2, 3, 7, 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>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 will be ordered for ELL students. Copy paper will be ordered to create workbooks from the NG Reach curriculum.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017</p>	1, 2, 3, 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>				
Funding Sources: Title III-A - \$4650.00							
<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, 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 Timeline- August 2016- May 2017</p>	1, 2, 3, 4, 5, 9	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>				
Funding Sources: Title I-A - \$8000.00							
<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 Timeline- August 2016- May 2017</p>	1, 7	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>				
Funding Sources: State Compensatory - \$18969.00							
<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.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017</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, Think Though Math, 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 Timeline- August 2016- May 2017</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 2016- May 2017</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 Living with Science, 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 2016- May 2017</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>				
Funding Sources: State Compensatory - \$1400.00							
<p>20) Inclusion services will be increased so that students receive more instructional time in the Least Restrictive Environment.</p> <p>Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017</p>	1, 2, 3, 9						
<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., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017</p>	3	Principal, Dean, GT teachers	<p>Formative: ID procedures for GT students, nominations, GT lesson plan projects</p> <p>Summative: Final GT projects</p>				
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**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.

**Summative Evaluation:** Campus data for 2015-2016 compared to campus data 2016-2017

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
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. Population will include G.T., Special Ed., Title 1, At Risk, Bilingual, Migrant Timeline- August 2016- May 2017	1, 3	Dean, Teachers	Formative: Lesson plans  Summative: Art projects, grades				
2) 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.  Population: UIL 4th and 5th participants  Timeline: August 2016- December 2016		Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach	Formative: UIL Rules and Regulations, UIL practice schedule Summative: UIL Competition Results				
3) Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.  Population:  5th Grade Honor Choir students Timeline: May 2017		Campus Principal, Music Teacher	Formative: Honor choir rules and regulations, Summative: Honor Choir Performance				
4) 4th and 5th grade students will compete in UIL Art to expose them to art history.  Student Population:  4th and 5th Grade UIL students  Timeline: September 2016 - December 2016		Campus Principal, UIL Coordinator, UIL Coach	Formative: UIL Rules and Regulations, UIL practice schedule, Summative: UIL Competition Results				






<p>5) All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 22, 2016 - June 6, 2017</p>	1, 3	Campus Principal, Dean of Instruction, Classroom Teachers	Formative: Theater Arts lesson plans, teacher observations Summative: students' theatre arts grades				
<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. Population: 5th grade ballroom students Timeline: October 2016-May 2017</p>		Campus Principal, Ballroom Coaches	Formative: Practice schedule Summative: Competition results				
<p>7) Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents. Population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 22, 2016 - June 6, 2017</p>		Campus Principal, Dean of Instruction, Classroom teachers, GT lead teacher, Advanced Academic Department	Formative: Participation rates in the competitions and events. Summative: Chess team competitions				
<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. Student population: TI, ELLs, AR, Sp.Ed., GT, DYS Timeline: August 22, 2016 - June 6, 2017</p>	3	Campus Principal, Dean of Instruction, Music Teacher, BISD Fine Arts Department	Formative: Music Schedule, Music Lesson plans, Student music performances and competitions Summative: Student music grades, music competition results, STAAR scores				
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**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 Level II/III mastery on STAAR assessments, at 'Developed' on TPRI / Tejas Lee benchmarks, at 'Advanced High' on TELPAS, and will meet the attendance goal of 98%.

**Summative Evaluation:** STAAR, TPRI/Tejas Lee, At-Risk student attendance, Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016 - May 2017 (2 X week)</p>	1, 2, 3, 9, 10	Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers Administrator for State Compensatory Education	<p>Formative: At-Risk student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate</p>				
				Funding Sources: State Compensatory - \$4532.00, State Compensatory - \$1308.00			
<p>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 22, 2016 - June 6, 2017</p>	1, 2, 3, 7, 9	Campus Principal, Dean of Instruction, Assistant Principal, Pre-Kindergarten teachers, Early Childhood Curriculum Specialist	<p>Formative: PK lesson plans, Teacher walk thru data, PK classroom schedules, C-PM(BOY and EOY) Summative: C-PM (EOY)</p>				
				Funding Sources: State Compensatory - \$78131.00			
<p>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 22, 2016 - June 6, 2017</p>		Campus Principal, Dean of Instruction, Administrator for State Compensatory Education	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Teacher observation data, Lesson Plans, student progress reports, benchmark scores Summative: STAAR, Retention Rate</p>				
				Funding Sources: State Compensatory - \$70000.00			






<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 22, 2016 - June 6, 2017</p>	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: State Compensatory - \$53302.00							
<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 22, 2016 - June 6, 2017</p>	1	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.  Population: Elementary School AR Students Timeline: August 22, 2016 - June 6, 2017 (As needed)</p>	1	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>				
Funding Sources: State Compensatory - \$4422.00							
<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.</p>	2, 7, 10	Campus Principal, Assistant Principal, Classroom Teachers	<p>Formative: Attendance sheets; lesson plans, walk-through data Summative: EOY student scores</p>				
Funding Sources: Title I-A - \$36666.00							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

**Summative Evaluation:** STAAR , TELPAS, and TPRI/Tejas Lee 2016 and 2017 data comparison

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 22, 2016 - June 6, 2017	1, 2, 3, 7, 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 22, 2016 - June 6, 2017	1	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 22, 2016 - June 6, 2017	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 22, 2016 - June 6, 2017	1, 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				
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 22, 2016 - June 6, 2017	1, 2	Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison	Formative: Telephone logs, students' absence excuses, conference logs, student progress reports Summative: EOY Attendance rate				

6) Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information. Timeline: August 22, 2016 - June 6, 2017	6	Campus Principal, Assistant Principal	Formative: School Messenger Notification System usage reports Summative: EOY Attendance rate				
 = Accomplished  = Considerable  = Some Progress  = 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.

**Summative Evaluation:** Number of discipline referrals and safety incidents in 2015-2016 compared to 2016-2017 data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 22, 2016 - June 6, 2017	1	Campus Principal, Nurse	Formative: Time and Effort Logs, Nurse and Health Student 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 22, 2016 - June 6, 2017	1, 3	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 22, 2016 - June 6, 2017	1	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 22, 2016 - June 6, 2017	1, 2, 3	Campus Principal, PE coach	Formative: Health lesson plans Summative: Students' health grades				
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 22, 2016 - June 6, 2017	1	Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team	Formative: CATCH Lesson plans, CATCH committee dates Summative: EOY program evaluation				

6) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Timeline: August 22, 2016 - June 6, 2017	1	Campus Principal, Assistant Principal, Safety Coordinator	Safety meetings, work orders				
7) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy.  Timeline: August 22, 2016 - June 6, 2017	6	Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach	Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans Summative: EOY Program Evaluation				
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 22, 2016 - June 6, 2017	1	Campus Principal, Dean of Instruction, PE Coach	Formative: PE Lesson Plans, PE schedule, Student PE grades Summative: EOY PE grades				
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 22, 2016 - June 6, 2017	1	Campus Principal, School nurse, district health department	Screening schedule and screening results				
10) The nurse will provide medical aid to students for injuries & personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school. Timeline: August 22, 2016 - June 6, 2017	1	Campus Principal, school nurse	Nurse documentation log				
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 22, 2016 - June 6, 2017		Campus Principal, School Nurse, PE Coach	Puberty Presentation permission slips and documentation				

12) Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health & hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance & opportunities to maintain clean clothing and health appearance for their self-esteem & well being. Timeline: August 22, 2016 - June 6, 2017	1	Campus Principal, School Nurse	Nurse student log of services				
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 22, 2016 - June 6, 2017	1	Campus Principal, School Nurse	Nurse log of services				
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 22, 2016 - June 6, 2017	4	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				
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 & Cover, Evacuation Timeline: August 22, 2016 - June 6, 2017	1	Campus principal, assistant principal, safety coordinator, classroom teachers	Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets				
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 22, 2016 - June 6, 2017	1	Campus principal, assistant principal, safety coordinator, classroom teachers, school office personnel, security officer	Visitors logs, ID cards, sign-in sheets				
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 22, 2016 - June 6, 2017	1	Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teach	Discipline Referrals and eSchools Discipline Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






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

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

**Summative Evaluation:** Parent participation rates from 2015-2016 compared to participation rates from 2016-2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 2016	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 2016	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 2016	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				
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 22, 2016 - June 6, 2017	6	Campus Principal, Parent Liaison	Formative: committee meeting dates, agendas, and sign-in sheets  Summative: Composite of meeting minutes, STAAR results, student attendance rates				

<p>5) Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy.</p> <ul style="list-style-type: none"> <li>-Student Code of Conduct</li> <li>-Student-Parent-School Compact</li> <li>-Parental Involvement Policy</li> <li>-Emergency Operation Procedures</li> <li>-Volunteer Guidelines and Opportunities</li> </ul> <p>Timeline: September 2016</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.</p> <p>Timeline: August 22, 2016 - June 6, 2017</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.</p> <p>Timeline: August 2016</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 22, 2016 - June 6, 2017</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 22, 2016 - June 6, 2017</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 trainings. Timeline: August 22, 2016 - June 6, 2017</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: Title I-A - \$500.00							
<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 Timeline: August 22, 2016 - June 6, 2017</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    = Considerable    = Some Progress    = 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).

**Summative Evaluation:** Completed PFS Monitoring Tool, Completed Request for Supplemental Support Form, C-PM, TPRI, Tejas Lee, Aprenda, SAT-10

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources  Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
2) PFS migrant students will receive supplemental support services before other migrant students to ensure that NCLB requirements are addressed.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources  Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources  Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources  Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				

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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
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.	9	Principal, Dean, Counselors, Classroom Teachers	Formative: Lesson plan checks, walk through observations, use of instructional resources Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores				
							








**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.

**Summative Evaluation:** 2015-2016 STAAR and TELPAS scores compared to 2016-2017 scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 22, 2016 - June 6, 2017	1, 2, 3, 9	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) Computers, projectors, projector bulbs, document cameras and software licenses will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% level III 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 2016	1, 2, 3, 9	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				
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. Population: T1, ELLs, AR, Sp.Ed., DYS, GT Timeline: October 2016		Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	Formative: Ink purchase orders, schedule of installation, classroom observations  Summative: Standardized test scores, campus benchmark scores, students' weekly grades				

<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 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<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 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<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</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<p>Formative: technology class schedule, classroom observations</p> <p>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)</p> <p>Students will develop computer literacy accuracy.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p>	1, 2, 3, 9	Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers	<p>Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p>				
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>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 curriculum in which travel costs will be covered. 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 2016-May 2017 Daily CNA:p#10, 17, 19</p>

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sandra K. Cortez	Principal
Administrator	Dr. Melinda Lopez	Dean of Instruction
Administrator	Jose L. Poy	Assistant Principal
Classroom Teacher	Yolanda Benavides	Third Grade
Classroom Teacher	Maria Martinez	Fifth Grade
Classroom Teacher	Minerva McGrath	Fourth Grade
Classroom Teacher	Evangelina Trevino	Kinder Teacher
Parent	Ana Lopez	Parent

# Campus Funding Summary

<b>Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$3,000.00
1	1	14			\$8,000.00
3	1	7			\$36,666.00
6	1	10			\$500.00
<b>Sub-Total</b>					<b>\$48,166.00</b>
<b>Title III-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$4,650.00
<b>Sub-Total</b>					<b>\$4,650.00</b>
<b>State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$16,200.00
1	1	6			\$1,200.00
1	1	15			\$18,969.00
1	1	19			\$1,400.00
3	1	1			\$4,532.00
3	1	1			\$1,308.00
3	1	2			\$78,131.00
3	1	3			\$70,000.00
3	1	4			\$53,302.00
3	1	6			\$4,422.00
<b>Sub-Total</b>					<b>\$249,464.00</b>
<b>State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	5			\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Grand Total</b>					\$307,280.00