Brownsville Independent School District

Yturria Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
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 succesfully meet the academic standards set before them.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2020

Needs Assessment Overview

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

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

The current staff at Yturria Elementary School is comprised of 40 faculty members, 3 campus administrators, 2 counselors, 16 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 3 office staff, and 3 custodians.

Yturria Elementary is committed to the following District Reform Strategies:

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

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

The District conducts comprehensive needs assessment surveys at the later part of the year to determine the strengths and needs of students, staff, parental community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the surveys (CNA), Yturria concentrates on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90+ percent of all students and all student groups passing all parts of state mandated assessments for school year 2020- 2021 and to increase the "master" performance level in all content areas. After thorough review of multiple data sources, data-analysis of teacher groups assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

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

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

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

Demographics

Demographics Summary

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

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

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

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

3. The retention rate for all students was 0.9% for all students and at-risk students. In an attempt to decrease At-Risk percentages teachers will provide more academic support by providing research-based interventions for students struggling academically increase the percentage of English proficiency by providing research-based literacy strategies during school and after school tutorials.

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

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

5. The parental involevement department will assist campus on increasing volunteer opportunities, increase attendance during meetings, and will allow flexible times for meetings for all parents.

To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation time-lines related to Demographics are set forth in all sections of the 2020-2021 Campus Improvement Plan.

Demographics Strengths

Demographic Strenghts:

Student to teacher ratios
mobility/stability,
special program participation
A rated campus for the 2019-2020 school year
strong administrative and teacher support,
state compensatory funds for At-Risk students

NCUST Honor Roll Campus, 2017-2018, ERP Honor Roll School
NCUST Gold Award Winner 2018-2019
Communication procedures between home and school
EL student placement into the Bilingual Program within the 20 day period
Early RTI plans are in place and are updated continuously with current academic data
Screening for Dyslexia and Special Education Referrals
TIER II Interventions for Migrant, LEP and At-Risk students
Extended Day and After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies
Reports are readily available
Estabilshed Ditance Learning Campus: Several Educational On-line Platforms
Becoming a 1-to-1 campus

Demographic Needs

Increase attendance percentage

Increase LEP, At-Risk, Economically Disadvantaged assessment scores

Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically
Increase Reading and Math assessment scores amongst LEP and At-Risk students through the use of the core curriculum and additional resources and instructionl materials
Decrease the number of students on a RTI plan and move students to Tier 1
Increase parent involvment opportunities and attendance.
Increase partnerships with community entities.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase daily attendance percentages for students. **Data Analysis/Root Cause:** Parents must be further informed on district and state attendance policies.

Need Statement 2 (Prioritized): Increase technology and Wi-Fi accessibility to lower income families. **Data Analysis/Root Cause:** Parents need to be further informed and trained on distance learning platforms and on device use.

Student Learning

Student Learning Summary

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

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

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

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

2. Subpopulation Scores will be increased by providing individualized instruction and after school tutorials in which supplies, materials, computer software (Education Galaxy, Spelling City, STEMScopes) and equipment (Interactivr Panels, Desktops, IPADs, IPAD covers Chromebooks) will be purchased.

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

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

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

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

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 2020-2021 Campus Improvement Plan.

Student Learning Strengths

Student Academic Achievement Strengths

Students in Pre-Kindergarten through Second Grade have been successful on the yearly CPALLS, Texas Primary Reading Inventory (TPRI) and Tejas Lee. Students consistently achieve the Developed standard on the assessed areas, Master Grade-Level performance. Our campus has received Four Distinction Designations: Academic Achievement in English Language Arts/Reading Academic Achievement in Mathematics Academic Achievement in Science, Gaps Postsecondary Readiness. In adidtion, Yturria is a TEA A-

Rated campus.

- Strong use of on-line educational platforms
- Increase in performance scores on campus/district benchmarks
- Progress Monitoring Check Points(Campus and District)and are used to improve instruction
- Weekly fluency scores are collected to determine instructional needs and goals

Progress Monitoring Assemsents are used to improve instruction.

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

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

Provide small group instruction to students needing intervention.

School wide high expecations for all students.

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

Student Learning Needs

Areas of improvement include campus/benchmark scores, passing percentages for subpopulations students on assessments
TELPAS scores above 60%
Raising the overall advanced performance levels in area areas
      Raising Special populations passing percentage rates on the state assessments in all areas

Provide TIER II/III interventions to students that are demonstrating a need to improve Reading
Promote higher academic standards for all students
Provide interventions to Special Education students in the content areas.
 Provide teachers with additional vertical alignment meetings to discuss explicit academic instruction, student data, and review resources across grade-levels.
 Provide teachers with addtional materials and supplies by purchasing classroom instructional materials that will support instruction with Title I, Bilingual, and State Compensatory funds.
Increase fluency, comprehension, academic vocabulary, word reading, and phonics percentages in the TPRI/Tejas Less assessments.
 Strengthen Early Childhood School Readiness
Writing across the curriculum
Increase STEM project-based learning
Purchase new desktops computers, projectors, IPADs, Chrome Books ,JAMF Licenses to maximize instructional technology support in the classroom.
 Purchase new desktops computer for administration to monitor student progress and academic programs.
Provide a strong excercise program throught the Physical Education department.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause:** Teachers need to provide more differentiated instruction that meets the needs of all learner types.

Need Statement 2 (Prioritized): After-school academic programs need to target low performing TEKS and learning objectives. **Data Analysis/Root Cause:** Students are being given traditional learning methods and need to be provided with more differentiated instruction.

Need Statement 3 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause:** Not prepared for distance learning due to Covid-19.

Need Statement 4 (Prioritized): Need to increase availability and supports for the primary district instructional models and platforms for on-line, at-home, hybrid, blended, and face-to-face instruction. **Data Analysis/Root Cause:** Not prepared for distance learning due to Covid-19.

Need Statement 5 (Prioritized): Need to increase professional development among educators to ensure successful delivery of instruction in all learning models. **Data Analysis/Root Cause:** Teachers were not attending PD opportunities that would enhance their technology skills.

School Processes & Programs

School Processes & Programs Summary

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

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

Curriculum and Instruction:

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

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

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

Language Arts

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

 Math

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

Science

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

Social Studies

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

Technology

This school year, more student devices were purchased in order to head to a 1 to 1 campus. Also, more desktop computers and projectors will be purchased alongside tablets to replace obsolete desktops and devices. More project based learning and STEM initiatives will be implemented so that students are working more with technology resources. More funds were allocated to continue purchasing new printers to upgrade the technology program . In addition, Yturria has 100% established distance learning.

 Personnel (recruiting/support/retain)

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

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

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

Administration and Organization

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

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

School Processes & Programs Strengths

School Processes and Programs Strenghts:

Knowledge of TEKS, Curriculum, Scope and Sequence, Content , Frameworks
Knowledge of STAAR Blueprints
Knowledge of STAAR Readiness and Supporting Standards
Implementation of Campus/District Inititavies in C & I
A Library program equipped with AR, books, ebooks, technology integration, lessons correlated with classroom teachers' lessons
Extended Day and Tutorials
Respond to Intervention for students struggling
Weekly Grade Level meetings that cover curriculum and instruction
Data meetings that review reading inventory, grade, and benchmark scores
Use of district resources such as Eduphoria/TANGO
Support with T-TESS and SLOs
Attending all required professional development and conferences
Technology Upgrades for classrooms and computer labs
Purchase of classroom resources that support instruction
Weekly Walkthroughs Rotation Schedule
Grade Level Meetings with Principal and Dean Weekly
Felxible Scheduling to meet the needs for all students
Master Schedule
On Going Monitoring of Students in Special Programs and Supoprt Plans
Character Education Provided by Counselors
Full time Nurse and Security Guard
Access to community partnership
Well Maintained Facilities
Established Distance Learning
Trained team in School Behavioral Threat Assessment

School Processes and Programs Needs

Increase opportunities for teachers to plan instruction
Increase parental involvement
Increase communication between parents and schools
Increase attendance rates

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause:** The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.

Need Statement 2 (Prioritized): More training in classroom management techniques is needed for teachers so that student behavior and discipline incidents are reduced and learning time is maximized. **Data Analysis/Root Cause:** Lack of training at the district/campus level on classroom management.

Need Statement 3 (Prioritized): Need to increase STEM/STEAM related instruction, resources, and student opportunities at all grade-levels. **Data Analysis/Root Cause:** Lack of training available for teachers.

Need Statement 4 (Prioritized): Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause:** Refocus budget towards student learning models.

Perceptions

Perceptions Summary

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

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

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

2019-2020 CNA surveys indicated the following:

Students feel they are learning important things

Students look forward to coming to school everyday

Students feel safe at their school

Students feel established rules are fair

Students feel the school is always clear

Students feel teachers help them when needed

Staff feel safe at the school

Teachers feel discipline is addressed accordingly

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

Teachers feel facilities are well maintained

Parents feel thier children are safe at school

Parents are content with the education their children are receiving

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

Perceptions Strengths

Perceptions Strengths:

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

Perception Needs:

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for L2 stakeholders and provide a variety of times and ways to participate. **Data Analysis/Root Cause:** Not enough times or opportunities for parents to attend.

Need Statement 2 (Prioritized): Need to increase teacher attendance **Data Analysis/Root Cause:** Need to communicate campus expectations regarding attendance.

Need Statement 3 (Prioritized): Need to increase enrollment in all grade-levels **Data Analysis/Root Cause:** Need to promote campus.

Priority Need Statements

Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk
Data Analysis/Root Cause 1: Teachers need to provide more differentiated instruction that meets the needs of all learner types.
Need Statement 1 Areas: Student Learning

Need Statement 2: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum.
Data Analysis/Root Cause 2: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.
Need Statement 2 Areas: School Processes & Programs

Need Statement 3: Increase daily attendance percentages for students.
Data Analysis/Root Cause 3: Parents must be further informed on district and state attendance policies.
Need Statement 3 Areas: Demographics

Need Statement 4: Increase technology and Wi-Fi accessibility to lower income families.
Data Analysis/Root Cause 4: Parents need to be further informed and trained on distance learning platforms and on device use.
Need Statement 4 Areas: Demographics

Need Statement 5: After-school academic programs need to target low performing TEKS and learning objectives.
Data Analysis/Root Cause 5: Students are being given traditional learning methods and need to be provided with more differentiated instruction.
Need Statement 5 Areas: Student Learning

Need Statement 6: More training in classroom management techniques is needed for teachers so that student behavior and discipline incidents are reduced and learning time is maximized.
Data Analysis/Root Cause 6: Lack of training at the district/campus level on classroom management.
Need Statement 6 Areas: School Processes & Programs

Need Statement 7: Need to increase parent and family engagement in supporting student learning for academic success especially for L2 stakeholders and provide a variety of times and ways to participate.
Data Analysis/Root Cause 7: Not enough times or opportunities for parents to attend.
Need Statement 7 Areas: Perceptions

Need Statement 8: Need to increase teacher attendance

Data Analysis/Root Cause 8: Need to communicate campus expectations regarding attendance.

Need Statement 8 Areas: Perceptions

Need Statement 9: Need to increase enrollment in all grade-levels

Data Analysis/Root Cause 9: Need to promote campus.

Need Statement 9 Areas: Perceptions

Need Statement 10: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff.

Data Analysis/Root Cause 10: Not prepared for distance learning due to Covid-19.

Need Statement 10 Areas: Student Learning

Need Statement 11: Need to increase availability and supports for the primary district instructional models and platforms for on-line, at-home, hybrid, blended, and face-to-face instruction.

Data Analysis/Root Cause 11: Not prepared for distance learning due to Covid-19.

Need Statement 11 Areas: Student Learning

Need Statement 12: Need to increase professional development among educators to ensure successful delivery of instruction in all learning models.

Data Analysis/Root Cause 12: Teachers were not attending PD opportunities that would enhance their technology skills.

Need Statement 12 Areas: Student Learning

Need Statement 13: Need to increase STEM/STEAM related instruction, resources, and student opportunities at all grade-levels.

Data Analysis/Root Cause 13: Lack of training available for teachers.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements.

Data Analysis/Root Cause 14: Refocus budget towards student learning models.

Need Statement 14 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Yturria students will exceed meets and masters performance levels on the STAAR assessments and will reach goals set for HB3 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Performance Reports, District/Campus Benchmark Data, Student Grades, TPRI/Tejas Lee

Summative Evaluation: Significant progress made toward meeting Objective
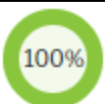
Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Teachers in second through fifth grades will utilize effective classroom resources such as computer software, literature, best practices, calculators, cameras, student planners, visual aids, novels and materials (paper based) on assessed at-risk students needs in order to improve academic results in the areas of reading (comprehension and fluency) math, writing and science. Students supplemental workbooks will be purchased for all student populations.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative:Weekly Test Grades, Report Card Grades, Benchmarks, STAAR Results, BOY, MOY, TPRI, Tejas LEE, Summative: EOY, STAAR Results, EOY Grades **Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Classroom Supplies - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $9,158.70, Student Workbooks - 162 State Compensatory - 162-11+3699-00-132-Y-30-000-Y - $25,000	45%	65%	85%	→

Strategy 2 Details	Reviews			
Strategy 2: In order to reinforce STAAR reading objectives, teachers will implement STAAR reading objectives through the use of content based subscriptions. **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily Lessons, Weekly Assessments, Report Card Grades, Benchmarks Summative: STAAR results **Staff Responsible for Monitoring:** Teachers, Principal, Dean of Instruction, District Specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All 3rd - 5th Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	20%	60%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: All students will be provided with Texas Literacy Initiative strategies that include Think, Turn, Talk, making connections, creating mental images, making inferences and predictions, asking and answering relevant questions, determining importance and summarizing, and monitoring and clarifying. Through TLI and district initiatives, students will also be provided writing strategies. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, TLI classroom visuals visible in the classroom Summative: Students' weekly reading test grades, students weekly fluency scores, TRPI / Tejas Lee EOY scores, reading benchmark scores **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	15%	60%	85%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Yturria will implement a coordinated, systematic assessment plan at the classroom level that includes weekly grade/fluency checks, C-PALLs, TPRI/Tejas Lee, English Proficiency assessments, District Checkpoints, STAAR practice tests, TELPAS practice tests and benchmarks to provide reinforcement of reading skills for all students in order to meet our reading and writing targets. Teachers will increase the use of data and data analysis to inform all decision making regarding curriculum and instruction.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plan checks, walk through observations, use of instructional resources Summative: Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores **Staff Responsible for Monitoring:** Principal, Dean, AP, classroom teachers, curriculum specialists **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1	15%	65%	85%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The campus library will provide literacy education to all students by providing reading lessons, promoting children's literature, the Accelerated Reading program, literacy sponsored events, and supplementing the regular curriculum. All students will be required to take library books home daily.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Library Schedule, AR student logs, library website, library lesson plans Summative: AR report, EOY reading scores, Fluency Scores **Staff Responsible for Monitoring:** Principal, Dean, Librarian, Classroom teachers **TEA Priorities:** Build a foundation of reading and math - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 1 **Funding Sources:** Reading Materials - 199 Local funds - 199-12-6329-00-132-Y-990-000-Y - $1,500	10%	60%	85%	100%

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Implement an integrated, challenging, standards-based, inquiry -centered math curriculum as demonstrated through Pearson Math, OWL, etc. as a means to improving math instruction and reinforce the math TEKS and guidelines.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk-thoughs, resources available Summative: Math STAAR scores, benchmark scores, weekly math test grades **Staff Responsible for Monitoring:** Principal, Dean, Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1	15%	60%	85%	100%

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: PK-5th grade teachers and special programs teachers will support math and science vocabulary, problem solving, graphing, estimation, and safety guidelines on a daily basis.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom word walls, lesson plans Summative: Weekly test scores, EOY scores, STAAR scores **Staff Responsible for Monitoring:** Principal, Dean, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3	10%	60%	90%	100%

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Teachers will integrate the science curriculum through purchased resources that include STEMSCOPES, EDUSMART, so that students will develop an understanding of the scientific method through investigations, journaling, and technology in order to implement a standards-based curriculum and assessments. 40% of instruction will be hands-on investigations.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly science grades, benchmark scores, software usage reports, lesson plans, student journals Summative: EOY science scores **Staff Responsible for Monitoring:** Principal, Dean, Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3	15%	60%	90%	100%

Strategy 9 Details	Reviews			
Strategy 9: Yturria Elementary will implement the following strategies that support the District Literacy Plan: 6 weeks checkpoints Weekly fluency checks Interactive Content Journals Text Structures Maintenance Meeting Digital Literacy Novel Reading Language Enrichment Prescribed Extended Day Lessons STAAR Plan	**Formative**			**Summative**
	Oct	Jan	Mar	June
	10%	60%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plan checks, walk through observations, use of instructional resources, testing schedule

Summative:
Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores

Staff Responsible for Monitoring: Principal
Dean of Instruction
Classroom Teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 1, 2 - School Processes & Programs 1

Strategy 10 Details	Reviews			
Strategy 10: All students will work on hands on writing approaches, the writing process, and interactive writing journals. Student writing scores will increase 10% for the 2020-2021 school year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	20%	65%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plan checks, walk through observations, use of instructional resources, interactive journals, writing samples.

Summative:
Benchmark data, weekly test grades, fluency scores, EOY scores, State assessment scores

Staff Responsible for Monitoring: Principal
Dean of Instruction
Classroom Teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: School Processes & Programs 1

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: All students will receive a student planner to write down assignments, upcoming activities, and communicate with parents on a daily basis. Student planners will be purchased.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Daily Planner Checks Summative: EOY student scores **Staff Responsible for Monitoring:** Principal Dean of Instruction Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1 **Funding Sources:** Planners - 211 Title I-A - 211-11-6399-16-132-Y-000-Y - $2,000	15%	60%	85%	100%

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.
Need Statement 2: After-school academic programs need to target low performing TEKS and learning objectives. **Data Analysis/Root Cause**: Students are being given traditional learning methods and need to be provided with more differentiated instruction.

School Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.
Need Statement 3: Need to increase STEM/STEAM related instruction, resources, and student opportunities at all grade-levels. **Data Analysis/Root Cause**: Lack of training available for teachers.

Perceptions
Need Statement 1: Need to increase parent and family engagement in supporting student learning for academic success especially for L2 stakeholders and provide a variety of times and ways to participate. **Data Analysis/Root Cause**: Not enough times or opportunities for parents to attend.
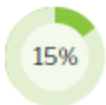
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Yturria early childhood performance will increase by 5 percentage points over 2019-2020 PK student performance results.

    Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, CIRCLE , HB3

    Summative Evaluation: Significant progress made toward meeting Objective

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

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, Lesson Plans, Report Cards, BOY, MOY
 	
Summative: EOY, TPRI, and Tejas LEE
    Staff Responsible for Monitoring: Pre-Kinder through Second Grade Teachers. Dean of Instruction
    TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK - 2nd Grade Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	15%	60%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Yturria will offer full day PK 3 and PK 4 with a high quality Curriculum. Instructional paraprofessionals will assist PK and computer labs in planning and delivering instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Instructional aide schedule, classroom observations, HATCH reports
 	
Summative: C-PALLS progress monitoring, computer software student progress/use reports
    Staff Responsible for Monitoring: Campus Principal, AP, PK teachers, instructional aides
    Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK 3 and PK4 - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	15%	60%	90%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Instructional resources will be purchased for early childhood classrooms that support PK guidelines, Kinder,1st, TEKS, STEM, and PPCD goals. Resources will support curriculum and instruction.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: CPM progress monitoring, TPRI/Tejas Lee, fluency reports Summative: Student progress reports and student grades **Staff Responsible for Monitoring:** Principal, Dean, ECH teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** PK 3 - 1st Grade - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Instructional Supplies - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $13,731	15%	60%	85%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Performance Objective 2 Need Statements:

School Processes & Programs
Need Statement 4: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause**: Refocus budget towards student learning models.

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will provide literacy education to all students by providing reading lessons, promoting children's literature, and supplementing the regular curriculum with current events weekly readers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results
     Staff Responsible for Monitoring: Principal
 Dean of Instruction
 Classroom Teachers
     TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
     Need Statements: School Processes & Programs 1
	15%	65%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Tier II/III students will be provided research-based instructional intervention strategies daily in a small group setting in all content areas. A Response to Intervention (RTI) plan will be developed for students who are struggling.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative; Classroom schedules, RTI lesson plans, RTI minutes, RTI roster Summative: Tier II/III EOY student assessment scores **Staff Responsible for Monitoring:** Principal, Dean, Classroom Teachers **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** At-Risk - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1	15%	60%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Life Skills, PPCD, and Inclusion services will be increased so that students receive more instructional time in the Least Restrictive Environment. Instructional Resources will be purchased for special education students that will support their academic needs and their program requirements. **Milestone's/Strategy's Expected Results/Impact:** Formative: Inclusion schedule Summative: Student scores, test scores **Staff Responsible for Monitoring:** Principal, dean, special education teachers, classroom teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Special Education Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 **Funding Sources:** Classroom Instructional Resources - 166 State Special Ed. - $4,320	**Formative**			**Summative**
	Oct	Jan	Mar	June
	15%	60%	85%	100%

Strategy 4 Details	Reviews			
Strategy 4: Instructional resources will be purchased for 2nd-5th grades for their classrooms that will enhance and support instruction and classroom environment. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results **Staff Responsible for Monitoring:** Principal Dean Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** 2nd - 5th Grade Students - **Start Date:** August 12, 2020 - **End Date:** September 30, 2020 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Instructional Resources - 211 Title I-A - 211-11-6399-00-132-Y030-0F2-Y - $10,000	**Formative**			**Summative**
	Oct	Jan	Mar	June
	10%	60%	90%	100%

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

Performance Objective 3 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.

School Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.
Need Statement 4: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause**: Refocus budget towards student learning models.

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, programs by 5% over 2019-2020 participation.

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students identified at Gifted and Talented will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ID procedures for GT students, nominations, GT lesson plan projects Summative: Final GT projects **Staff Responsible for Monitoring:** Principal, Dean, GT teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** GT Students - **Start Date:** August 19, 2020 - **End Date:** May 26, 2021	10%	60%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: The classroom teacher will provide art instruction based on thematic units, seasonal themes, and or art TEKS. Students will be exposed to appropriate grade level art theory, fundamentals and techniques to increase art appreciation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans Summative: Art projects, grades **Staff Responsible for Monitoring:** Dean, Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	10%	60%	90%	100%

Strategy 3 Details		Reviews		
Strategy 3: 4th and 5th grade students will compete in UIL Music Memory as a means of developing aural listening skills.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: UIL Rules and Regulations, UIL practice schedule Summative: UIL Competition Results **Staff Responsible for Monitoring:** Campus principal, Dean of Instruction, UIL Coordinator, UIL Coach **ESF Levers:** Lever 3: Positive School Culture - **Population:** 4th and 5th Grade Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020		✗	✗	✗	→

Strategy 4 Details		Reviews		
Strategy 4: Fifth grade students will participate in the Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Honor choir rules and regulations, Summative: Honor Choir Performance **Staff Responsible for Monitoring:** Campus Principal, Music Teacher **ESF Levers:** Lever 3: Positive School Culture - **Population:** 5th Grade Chior - **Start Date:** August 12, 2020 - **End Date:** April 30, 2021		✗	✗	✗	→

Strategy 5 Details		Reviews		
Strategy 5: All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Theater Arts lesson plans, teacher observations Summative: students' theater arts grades **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Classroom Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021		15%	60%	85%	100%

Strategy 6 Details	Reviews			

Strategy 6: 4th and 5th grade students will participate in Red Hot Ballroom dance program to promote the cultural awareness of the importance of dance and social skills.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Practice schedule
 	
Summative: Competition results
    Staff Responsible for Monitoring: Campus Principal,
Ballroom Coaches
    ESF Levers: Lever 3: Positive School Culture - **Population:** 4th and 5th Grade Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	Jan	Mar	June
	✗	✗	✗	→

Strategy 7 Details	Reviews			

Strategy 7: Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents.
    Milestone's/Strategy's Expected Results/Impact: Formative:
Participation rates in the competitions and events.
 	
Summative:
Chess team competitions
    Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Classroom teachers,
GT lead teacher,
Advanced
Academic
Department
    ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All students -
Start Date: August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	Jan	Mar	June
	10%	30%	85%	100%

Strategy 8 Details		Reviews		
Strategy 8: The full time music teacher will enhance music across the content areas based on monthly and/or seasonal themes and the music TEKS. Students will be exposed to appropriate grade level music fundamentals and techniques to improve music appreciation. Instruments will be purchased for the music program.		Formative			Summative
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Music Schedule, Music Lesson plans, Student music performances and competitions Summative: Student music grades, music competition results, STAAR scores **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Music Teacher, BISD Fine Arts Department		15%	60%	80%	100%

Strategy 9 Details		Reviews		
Strategy 9: Students will participate in STEM activities and lessons during Extended Day tutorials to enhance student learning.		Formative			Summative
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Extended Day Lesson plans, walk-throughs Summative: EOY student grades and assessment scores **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction STEM teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021		10%	60%	85%	100%

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

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

Performance Objective 5: 100% of English Language Learners will perform at 'Advanced High' on the TELPAS assessment for the 2020-2021 school year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. LPAC Committee will be provided substitutes to ensure Bilingual Paperwork is complete and current for LPAC. Teachers will prepare students for mastery of TELPAS test. Instructional resources will be purchased for ELL students to develop their English speaking skills for TELPAS.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	85%	100%
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher walk through data Summative: Students' weekly grade, campus benchmark scores, weekly fluency scores, RTI data **Staff Responsible for Monitoring:** Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** English Learners - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1, 4				

Strategy 2 Details	Reviews			
Strategy 2: Provide SIOP instruction daily to support ELL students transitioning into English. All PK-5th ELL students will increase oral language skills in the area of listening, speaking, writing, and reading through the use of sheltered instructional strategies.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	85%	100%
Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans, walk-though observations, ESL time, Six Weeks TELPAS ratings Summative: ELLs EOY student assessment scores **Staff Responsible for Monitoring:** Principal, Dean, AP, bilingual classroom teachers, lead teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** English Learners - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: In order to meet high TELPAS scores and AMAOS in K-5th, teachers will utilize instructional resources that promote English Language Proficiency. Supplemental instructional resources will be purchased to prepare ELL students for English attainment and test preparation. Student workbooks and newsletter subscriptions will be ordered for ELL students. Copy paper will be ordered to create workbooks from the ELA/SLA curriculum.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Purchase orders, ESL lesson plans, ELPS objectives Summative: ELLs weekly test grades, benchmark scores, TELPAS scores **Staff Responsible for Monitoring:** Principal, Dean, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** English Learners - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Classroom Supplies - 263 Title III-A Bilingual - $2,768	5%	60%	75%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: English Learners will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. LPAC Committee will be provided substitutes to ensure Bilingual Paperwork is complete and current for LPAC. Teachers will prepare students for mastery of TELPAS test.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher walk through data; Monthly LPAC reprt Summative: Students' weekly grade, campus benchmark scores, weekly fluency scores, RTI data **Staff Responsible for Monitoring:** Campus principal, Dean of Instruction, Assistant Principal, Bilingual Classroom Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** English Learners - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1, 4 **Funding Sources:** Classroom Supplies - 163 State Bilingual - $3,025, LPAC Substitutes - 163 State Bilingual - $1,300	10%	60%	90%	100%

Strategy 5 Details	Reviews			
Strategy 5: Purchase laptops for teachers of English Learners to use to carryout the instructional program. Utilize instructional software and websites that will allow English Learners to develop their L2 skills. Prepare to TELPAS testing.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: STAAR Scores, TELPAS Scores, Benchmark assessments, Checkpoints **Staff Responsible for Monitoring:** Bilingual Teachers, Administration, Bilingual Dept, **Population:** English Learners - **Start Date:** August 25, 2020 - **End Date:** October 30, 2020 - **Revision Date:** September 25, 2020 **Need Statements:** Student Learning 1 **Funding Sources:** Laptops - 263 Title III-A Bilingual - 263-11-6398-62-132-Y-25-031-Y - $2,495	5%	60%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: Purchase software Summit K12 to prepare students for TELPAS testing and the development of English Language Proficiency.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: TELPAS Scores, STAAR Scores, Flipgrid Data, SeeSaw **Staff Responsible for Monitoring:** Administration, Bilingual Classroom Teachers **Title I Schoolwide Elements:** 2.4 - **Population:** English Learners - **Start Date:** October 26, 2020 - **End Date:** May 28, 2021 - **Revision Date:** December 14, 2020 **Need Statements:** Student Learning 1 **Funding Sources:** Summit K12 Software - 163 State Bilingual - $9,199	5%	60%	80%	100%

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

Performance Objective 5 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.

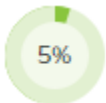| School Processes & Programs |
|---|
| **Need Statement 1**: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test. |
| **Need Statement 4**: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause**: Refocus budget towards student learning models. |

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

Performance Objective 6: All Yturria Elementary students will participate in a High Quality PE program, Nutritious meals program, and be provided health services all designed to increase students fitness skills, learn physical education TEKS, participate in CATCH program lessons, eat healthy, and be healthy at school.
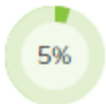
> **Evaluation Data Sources:** PE and Health education grades will increase as compared to the 2019-2020 school year.

> **Summative Evaluation:** Significant progress made toward meeting Objective

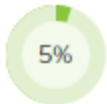| Strategy 1 Details	Reviews			
Strategy 1: Purchase new physical education equipment to support the PE curriculum and program so that students are actively engaged in fitness activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Grades, Teacher observations Summative: Fitness Gram Results, EOY program evaluation, CNA responses **Staff Responsible for Monitoring:** Principal Dean PE coaches **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	90%	100%

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Grades, Teacher observations Summative: Fitness Gram Results, EOY program evaluation, CNA responses **Staff Responsible for Monitoring:** Administration PE Coach **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low performing students at school-wide campuses to improve overall health in order to improve student attendance/performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Time and Effort Logs, Nurse and HealthStudent Referrals Summative: EOY Attendance Reports and STAAR Results **Staff Responsible for Monitoring:** Campus Principal, Nurse **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	65%	85%	100%

Strategy 4 Details	Reviews			
Strategy 4: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Participation rates Summative: Fitness gram results **Staff Responsible for Monitoring:** Campus Principal, PE coach **ESF Levers:** Lever 3: Positive School Culture - **Population:** 3rd - 5th Grade Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	✗	✗	✗	→

Strategy 5 Details	Reviews			
Strategy 5: Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: CATCH Health lesson plans Summative: Students' health grades, CATCH Binder **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, PE coach **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1	5%	60%	85%	100%

Strategy 6 Details	Reviews			
Strategy 6: Maintain and improve Coordinated Approach to Child Health (CATCH)Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
CATCH Lesson plans, CATCH committee dates
Summative:
EOY program evaluation

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Classroom
Teachers, PE
Coach, CATCH
Team

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 7 Details	Reviews			
Strategy 7: Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	15%	60%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
CATCH Meeting agendas, CATCH meeting sign-in
sheets, CATCH Lesson Plans
Summative:
EOY Program Evaluation

Staff Responsible for Monitoring: Campus Principal,
CATCH
Committee,
CATCH
Coordinator, PE
Coach

ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 8 Details	Reviews			
Strategy 8: All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: PE Lesson Plans, PE schedule, Student PE grades Summative: EOY PE grades
 	
    Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, PE Coach
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	5%	60%	80%	100%

Strategy 9 Details	Reviews			
Strategy 9: School nurse will establish a schedule for screenings:	**Formative**			**Summative**
- weight/height - eye/ear - dental - diabetic - other medical checks Students will be evaluated in their physical development for the purpose of providing support	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Screening schedule and screening results
 	
    Staff Responsible for Monitoring: Campus Principal, School nurse, district health department
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	✗	✗	✗	→

Strategy 10 Details	Reviews			
Strategy 10: The nurse will provide medical aid to students for injuries & personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Nurse documentation log
 	
    Staff Responsible for Monitoring: Campus Principal, school nurse
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	5%	65%	85%	100%

Strategy 11 Details	Reviews			
Strategy 11: School nurse, in conjunction with PE coaches, will conduct 4th grade puberty education presentation. Students will receive awareness in their physical/emotional growth and development. **Milestone's/Strategy's Expected Results/Impact:** Puberty Presentation permission slips and documentation **Staff Responsible for Monitoring:** Campus Principal, School Nurse, PE Coach **ESF Levers:** Lever 3: Positive School Culture - **Population:** 4th Grade Students - **Start Date:** April 1, 2021 - **End Date:** April 30, 2020	**Formative**			**Summative**
	Oct	Jan	Mar	June
	✖	60%	80%	➡

Strategy 12 Details	Reviews			
Strategy 12: Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health & hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance & opportunities to maintain clean clothing and health appearance for their self-esteem & well being. **Milestone's/Strategy's Expected Results/Impact:** Nurse student log of services, POs **Staff Responsible for Monitoring:** Campus Principal, School Nurse **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	80%	100%

Strategy 13 Details	Reviews			
Strategy 13: Supplies will be purchased for the school nurse to ensure proper medical care, hygienic care, sanitary care, and health care of all students during the school day. **Milestone's/Strategy's Expected Results/Impact:** Nurse log of services. POs **Staff Responsible for Monitoring:** Campus Principal, School Nurse **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Funding Sources:** Nurse Supplies - 199 Local funds - 199-33-6399-00-132-Y-99-000-Y - $200	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	90%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 6 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.

School Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.
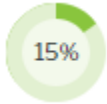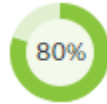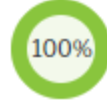
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will purposely promote energy savings activities to support implementation of the district's energy saving plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Maintenance staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus facilities needs assessment in order to repair and upgrade facilities in order to provide a safe and healthy learning environment for all staff and students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Complete all ordered repairs and upgrades. Formative: Monthly work orders summary reports Summative: Annual summary of work orders and summary reports. **Staff Responsible for Monitoring:** Campus Administration Maintenance Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Custodial Supplies - 199 Local funds - 199-51-6315-00-132-Y-99-000-Y - $7,930	5%	60%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: The campus will report maintenance requests consistently in order to ensure all repairs are completed timely in order to provide a safe learning environment to all students, faculty and staff.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Complete all ordered repairs and upgrades. Formative: Monthly work orders summary reports Summative: Annual summary of work orders and summary reports. **Staff Responsible for Monitoring:** Campus Administration Maintenance Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	10%	60%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Safety meetings, work orders **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, Safety Coordinator **ESF Levers:** Lever 3: Positive School Culture - **Population:** Campus Facilities - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	15%	60%	80%	100%

Strategy 5 Details	Reviews			
Strategy 5: Purchase PPE supplies for all faculty and staff to ensure safety precautions from Covid 19 virus during reopening of schools.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Purchase Requests Purchase Orders **Staff Responsible for Monitoring:** Administration, Custodians, Safety Dept. **Need Statements:** School Processes & Programs 4 **Funding Sources:** Gloves, Masks, Sanitizer, Soap, Disinfectant Spray - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $2,000	10%	60%	85%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 4: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause**: Refocus budget towards student learning models.

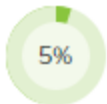**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

    Evaluation Data Sources: Campus Budget Reports, Spending Timelines

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: School Supplies and Bulletin Board sets will be purchased to ensure all At-Risk, Title I and Migrant students have the needed supplies to supplement our instructional program. Items include Pencils, Folders, Highlighters, Pens, Poster Boards, Glue Sticks, Colored Paper, Tag Board, Construction Paper, Crayons, Markers, Tape, laminating rolls, etc.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: Purchase Orders Summative: Budget Goals Balance Orders received, EOY clearance
 	
    Staff Responsible for Monitoring: Administration Secretary Office Clerk
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** Title I, ELs, At-Risk, Sp.Ed., GT - **Start Date:** August 12, 2020 - **End Date:** December 31, 2020
 	
    Need Statements: School Processes & Programs 4
 	
    Funding Sources: Classroom Supplies - 211 Title I-A - 211-11-6399-00-Y-132-0F2-Y - $3,000, General Supplies - 199 Local funds - 199-11-63-99-00-132-Y-11-0-00 - $11,100, School Supplies - 212 Title I-C (Migrant) - $35
	5%	60%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Title funds will be used to purchase resources teachers and students will need to be successful in the classroom to include: STAAR Workbooks in Reading, Math, Writing, Science, STEM, Coding	**Formative**			**Summative**
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: Purchase Orders, Workflow Summative: Budget Spending Goals met, Orders Received, EOY clearance
 	
    Staff Responsible for Monitoring: Administration Classroom Teachers
 	
    ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Title I - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
 	
    Need Statements: Student Learning 1 - School Processes & Programs 1
	5%	65%	80%	100%

Strategy 3 Details			Reviews			
Strategy 3: Copy Paper will be purchased to use in printing instructional materials for students and teachers.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Purchase Orders Summative: Budget Goals Balance Orders received, EOY clearance **Staff Responsible for Monitoring:** Administration Secretary Office Clerk **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Title I - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Copy Paper - 162 State Compensatory - 162-11-6398-00-132-Y-30-000-Y - $5,000, Copy Paper - 199 Local funds - 199-11-6396-00-132-Y-000-Y - $1,800, Copy Paper - 211 Title I-A - 211-11-6396-00-132-Y-30-0F2-Y - $5,000			5%	60%	80%	100%

Strategy 4 Details			Reviews			
Strategy 4: Provide Transportation to students for educational field trips throughout the school year.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Transportation Requests Summative: EOY Budget **Staff Responsible for Monitoring:** Administration Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Transportation Request - 199 Local funds - 199-11-6494-00-132-Y-000-Y - $1,000			5%	65%	80%	100%

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.

School Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.

School Processes & Programs
Need Statement 4: Need to provide supplemental instructional supplies and resources to address increased demands for varies instructional models and new program requirements. **Data Analysis/Root Cause**: Refocus budget towards student learning models.

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will support programs and classrooms in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration SBDM Committees **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 2	5%	60%	90%	→
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Need Statements:

Perceptions
Need Statement 2: Need to increase teacher attendance **Data Analysis/Root Cause**: Need to communicate campus expectations regarding attendance.

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

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

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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			

Strategy 1: In order to retain highly qualified teachers and staff will receive non-monetary incentives such as positive notes, certificates, accomplishments acknowledgement, etc. in order to show the appreciation for their hard work.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Faculty and Staff Rosters
    Summative: Needs assessment surveys and TAPR Report
    Staff Responsible for Monitoring: Campus Administration
    Formative: Faculty and Staff Rosters
    Summative: Needs assessment surveys and TAPR Report
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All Teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: Perceptions 2
	Formative			**Summative**

	Oct	Jan	Mar	June
	5%	60%	85%	100%

Strategy 2 Details	Reviews			

Strategy 2: Administration will attend high quality professional development that will support campus leadership goals and initiatives.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Travel information and costs
    Summative:
    EOY Scores and Walk-throughs and T-PESS
    Staff Responsible for Monitoring: Campus Administration
    District Administration
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** Campus Administration - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: Student Learning 5
	Formative			**Summative**

	Oct	Jan	Mar	June
	5%	55%	90%	100%

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

Performance Objective 3 Need Statements:
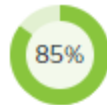
Student Learning
Need Statement 5: Need to increase professional development among educators to ensure successful delivery of instruction in all learning models. **Data Analysis/Root Cause**: Teachers were not attending PD opportunities that would enhance their technology skills.

Perceptions
Need Statement 2: Need to increase teacher attendance **Data Analysis/Root Cause**: Need to communicate campus expectations regarding attendance.

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

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

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

    Summative Evaluation: Exceeded Objective

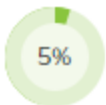| Strategy 1 Details	Reviews			
Strategy 1: The campus will update websites weekly to include showcasing school spirit, school accomplishments , and student and community activities.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: The campus will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: schedule of events on website and newsletters. Summative: End of Year report for monthly checklist results **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 3	10%	60%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Yturria will promote its history and origins along with current accomplishments through the website and media venues.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Campus accomplishments and participation will be showcased through news articles and media venues. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Counselor Yearbook Contact **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 3	5%	60%	80%	100%

Strategy 3 Details	Reviews			
Strategy 3: Yturria will designate a PIO contact to provide feature articles, current and prior students/ parents/ staff recognition, co/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Staff Responsible for Monitoring:** Campus Principal PIO contact Librarian Counselor Yearbook Contact **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 3	5%	60%	85%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Need Statements:

Perceptions
Need Statement 3: Need to increase enrollment in all grade-levels **Data Analysis/Root Cause**: Need to promote campus.

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Yturria Elementary will promote and inform parents on District of Innovation features and calendar. DEIC representative will attend all DEIC meetings to receive firsthand information on District of Innovation.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of all DEIC meetings DEiC meeting agendas Parent informational meetings Summative: Sign in Sheets Evlauations **Staff Responsible for Monitoring:** Principal Dean DEIC representative Parent Liaison **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: The percentage of Special Education students placed in ISS will decrease by looking at alternative means of disciplining special education students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Discipline Referrals and eSchools Discipline Reports **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, Classroom Teachers, and Special Education Teach **ESF Levers:** Lever 3: Positive School Culture - **Population:** Special Education Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	70%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Provide training for administrators and teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;	**Formative**			**Summative**
	Oct	Jan	Mar	June

(b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student
learning.

Milestone's/Strategy's Expected Results/Impact: Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evluation logs
Summative: EOY Discipline Report

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors
Professional
Development

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Population:** All Faculty and Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: School Processes & Programs 2
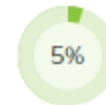
5%	60%	80%	100%

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

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 2: More training in classroom management techniques is needed for teachers so that student behavior and discipline incidents are reduced and learning time is maximized. **Data Analysis/Root Cause**: Lack of training at the district/campus level on classroom management.

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

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.	**Formative**			**Summative**
- Plan must be multi-hazard in nature	**Oct**	**Jan**	**Mar**	**June**
- 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	5%	60%	85%	100%
Milestone's/Strategy's Expected Results/Impact: Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets **Staff Responsible for Monitoring:** Campus principal, assistant principal, safety coordinator, classroom teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Campuses must have an identification security system.	**Formative**			**Summative**
- All faculty must obtain and display an Identification Card while on school grounds	**Oct**	**Jan**	**Mar**	**June**
- All students must obtain and display an Identification Card while on school grounds				

| | 5% | 60% | 80% | 100% |

- Visitors must present an identification at Sign-In and
- Escorted at all times.

Milestone's/Strategy's Expected Results/Impact:
Visitors logs, ID cards, sign-in sheets

Staff Responsible for Monitoring: Campus principal,
assistant principal,
safety coordinator,
classroom teachers,
school office
personnel, security
officer

ESF Levers: Lever 3: Positive School Culture - **Population:** Yturria Faculty and Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
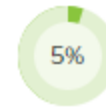
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

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

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.
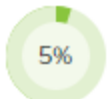
    Evaluation Data Sources: Meeting attendance sign in sheets, Daily Parent Volunteer Logs and sign in sheets, CNA Parent section results
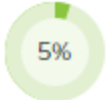
    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Copy of policy, agendas, sign-in sheets Summative: Parental involvement participation rates, Composite of End of Year survey at least 90%, Title I Parental Involvement checklist, student attendance rates **Staff Responsible for Monitoring:** Campus Principal, Parent Liaison, Classroom Teachers **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Staff and Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Copy of policy, agendas, sign-in sheets Summative: Composite of survey results at 100% participation,percent of Title I parental involvement checklist, student attendance rates. **Staff Responsible for Monitoring:** Campus Principal Parent Liaison **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** September 30, 2020	10%	60%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Conduct an annual Title I Parent meeting on various dates and times 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas and Sign-in sheets, Title I parental involvement program Summative : Composite of survey results at 100%, Title I parental involvement checklist, Attendance rates **Staff Responsible for Monitoring:** Campus Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** September 30, 2020 **Need Statements:** Perceptions 1	5%	65%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: The campus will ensure the representation of community and parental involvement in the decision-making process. Parents will participate in the review and or revision of the following to ensure program requirements are met: -Parental Involvement Policy -Campus Improvement Plan -LPAC -SBDM -DPAC	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: committee meeting dates, agendas, and sign-in sheets Summative: Composite of meeting minutes, Academic Data, student attendance rates **Staff Responsible for Monitoring:** Campus Principal, Parent Liaison **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1	5%	60%	85%	100%

Strategy 5 Details	Reviews			
Strategy 5: Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures -Volunteer Guidelines and Opportunities	**Formative**			**Summative**
	Oct	Jan	Mar	June
	10%	60%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
Agendas, Sign-In sheets, fliers, brochures, handouts,
session evaluations
Summative:
Parental Involvement Percent
number of discipline referrals

Staff Responsible for Monitoring: Campus Principal
and Parent Liaison

ESF Levers: Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020
 - **End Date:** September 30, 2020

Need Statements: Perceptions 1

Strategy 6 Details	Reviews			
Strategy 6: Capitalize on district and community resources by creating partnership agreements with agencies and organizations and inviting community organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	10%	60%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets

Summative:
Participation rates and involvement

Staff Responsible for Monitoring: Campus Principal
and Parent Liaison

ESF Levers: Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020
 - **End Date:** September 30, 2020

Need Statements: Perceptions 1

Strategy 7 Details	Reviews			
Strategy 7: Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Grade-level / Faculty meeting agendas, sign-in sheets Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%

Strategy 8 Details	Reviews			
Strategy 8: Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1 **Funding Sources:** Supplies for Parent Center - 211 Title I-A - 211-61-6399-00-132-Y-30-0F2--Y - $900, Miscellaneous Costs - 211 Title I-A - 211-61-6499-53-132-Y-30-0F2-Y - $900	5%	65%	90%	100%

Strategy 9 Details		Reviews		
Strategy 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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Campus newsletters, school messenger, students' homework folders, information flyers Summative: students' academic progress, percentage of teacher parent conferences **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison, Classroom teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021		5%	60%	80%	100%

Strategy 10 Details		Reviews		
Strategy 10: Provide ample Parent Education opportunities (at various dates and times) through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:Early Childhood Reading Strategies,Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons, Community agencies / organizations		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report Summative: Parent meeting attendance percentage, student attendance percentage, session reports **Staff Responsible for Monitoring:** Campus Principal, Parent Liaison, Classroom Teachers **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Yturria Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1		10%	65%	85%	100%

Strategy 11 Details	Reviews			
Strategy 11: Parent Liaison will travel to student homes to inquire about student absences. Liaison will document all visits and travel time. Liaison will assist in communication and distribution of campus materials to families. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student absence report. Summavtive: Attendance percentage **Staff Responsible for Monitoring:** Campus Principal, Parent Liaison, **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1 **Funding Sources:** Mileage - 211 Title I-A - 211-61-6499-00-132-Y-30-0F2-Y - $900	**Formative**			**Summative**
	Oct	Jan	Mar	June
	15%	65%	85%	100%

Strategy 12 Details	Reviews			
Strategy 12: Replenish Parent Center Supplies such as folders, tape, glue sticks, for the purpose of school sponsored projects, school events, and parent meetings. Parent Volunteers will use supplies. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in Sheets and Agendas Summative: EOY evaluation **Staff Responsible for Monitoring:** Campus Administration Parent Liaison Parent Volunteers **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parent Volunteers - **Start Date:** August 12, 2020 - **End Date:** October 30, 2020 **Funding Sources:** Parent Center Supplies - 211 Title I-A - 211-61-6399-00-132-Y-30-0F2-Y - $900	**Formative**			**Summative**
	Oct	Jan	Mar	June
	15%	60%	85%	100%

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Increase daily attendance percentages for students. **Data Analysis/Root Cause**: Parents must be further informed on district and state attendance policies.
Perceptions
Need Statement 1: Need to increase parent and family engagement in supporting student learning for academic success especially for L2 stakeholders and provide a variety of times and ways to participate. **Data Analysis/Root Cause**: Not enough times or opportunities for parents to attend.
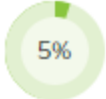
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)
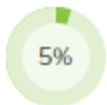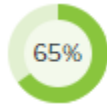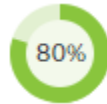
Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction and intervention activities for RTI. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, vocabulary, and comprehension) in order to support district mandated Literacy Plan. Teachers will receive professional development in the area f Reading for new and existing teachers on all modules of the Texas State Literacy Plan in order to establish a working plan. Training supplies will be purchased.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	5%	60%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Lesson Plans, Fluency Checks, Improved Reading Grades, Reading Benchmark Scores, TPRI/Tejas Lee, C-PALLS, Reading Benchmark scores

Summative: EOY TPRI/Tejas Lee, C-PALLS, TELPAS Reading Scores, STAAR Reading scores, EOY reading grades.

Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers

Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Faculty and Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020

Need Statements: Student Learning 5

Funding Sources: Laptops - 162 State Compensatory - 162-13-6398-62-132-Y-30-000-Y - $8,600, PD Supplies - 162 State Compensatory - 162-13-6399-132-Y-30-000-Y - $4,000

Strategy 2 Details	Reviews			
Strategy 2: ELL students will be provided with Sheltered Instruction strategies to assist in the learning of all content areas. Bilingual certified teachers will be provided with SIOP training.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Log-in access to TexasGateway.org, attending PD training, Agendas, Sign-in Sheets Summative: SIOP training certificates, Training Evaluations and Attendance Reports **Staff Responsible for Monitoring:** Administration, AP Dean, Bilingual Classroom Teachers, Bilingual Lead Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** English Learners - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020 **Need Statements:** Student Learning 1, 5	5%	60%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers professional development in reading, writing, math, and science NASA, STEAM, to include TLI learning strategies , ELPS, Bloom's Taxonomy, Depth of Knowledge, research-based instructional strategies, sheltered instruction, and intervention strategies for Tier II/III students. Professional Development will occur throughout the school year during grade-level meetings and co-planning days. Purchase materials for PD.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts Summative: Training Certificates, Evaluations, and Attendance Reports **Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Teachers and Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020 **Need Statements:** Student Learning 5 - School Processes & Programs 3 **Funding Sources:** PD Luggage Cases - 162 State Compensatory - 162-13-6399-00-132-Y-30-000-Y - $3,901.25, Travel Expenses - 211 Title I-A - 211-13-6411-23-132-Y-30-0F2-Y - $2,500	5%	60%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development for Yturria teachers on correlating models of teaching to designated grade-level assessments in order to monitor/adjust/align instruction and increase student achievement in all content areas. Materials will be purchased to include student workbooks, teacher editions, planners, school supplies, and consumable resources. Copy paper will be purchased for copying. Laminating rolls will purchased to laminate student agendas, handouts, folders, and bulletin board materials.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	60%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts

Summative: Training Certificates, Evaluations, and Attendance Reports

Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Teachers and Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020

Need Statements: Student Learning 5

Strategy 5 Details	Reviews			
Strategy 5: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate, and receive the latest information for state assessments.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	65%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of PD training, Agendas, Sign-In Sheets, Training Handouts

Summative: Training Certificates, Evaluations, and Attendance Reports

Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Teachers and Students - **Start Date:** August 12, 2020 - **End Date:** December 18, 2020

Need Statements: Student Learning 1, 5

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.
Need Statement 5: Need to increase professional development among educators to ensure successful delivery of instruction in all learning models. **Data Analysis/Root Cause**: Teachers were not attending PD opportunities that would enhance their technology skills.

School Processes & Programs
Need Statement 3: Need to increase STEM/STEAM related instruction, resources, and student opportunities at all grade-levels. **Data Analysis/Root Cause**: Lack of training available for teachers.

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

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

> **Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports
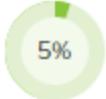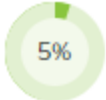
> **Summative Evaluation:** Significant progress made toward meeting Objective
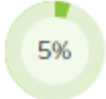
Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Students will be taught technology TEKS using a computer and/or Internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. In addition, technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among ELLs to a minimum of 70% mastery. STEMScopes, Education Galaxy and Vocabulary City will be purchased to support the core content areas.	Oct	Jan	Mar	June
	15%	60%	80%	100%
Milestone's/Strategy's Expected Results/Impact: Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans, software usage reports Summative: Standardzed test scores, campus benchmark scores, students' weekly grades, teacher observations, software usage reports				
Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
Need Statements: Student Learning 3 - School Processes & Programs 1				
Funding Sources: Campus Software - 162 State Compensatory - 162-11-6395-62-132-Y-30-000-Y - $6,000 , Education Galaxy School License - 211 Title I-A - 211-11-6299-00-132-Y-0F2-30-Y - $4,290, Spelling City Licenses - 211 Title I-A - 211-11-6299-62-132-Y-0F2-Y - $918, STEMScopres - 162 State Compensatory - 162-11-6299-62-132-Y-30-000-Y - $500				
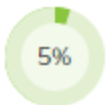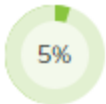
Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Interactive Panels, Desktop Computers , Chromebooks, IPADs, IPAD Covers, IPAD JAMF licences, and projectors will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% master grade-level performance in the areas of reading, math, writing, and science and 70% advanced high mastery on State Assessments and to support Kindergarten EL students literacy. Teachers of EL students will use laptops to teach content and English Language Development.	**Oct**	**Jan**	**Mar**	**June**
	5%	60%	90%	100%

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

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

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 3

Funding Sources: JAMF Licences - 211 Title I-A - 211-11-6249-62-132-Y-30-0F2-Y - $227.50, Laptops - 263 Title III-A Bilingual - 263-11-6398-62-132-Y-25-031-Y - $2,495, IPAD Covers - 211 Title I-A - 211-11-6399-00-132-Y-30-0F2-Y - $1,017.50, Laptops - 163 State Bilingual - 163-11-6398-62-132-Y-25-000-Y - $3,992, Capital Outlay - 162 State Compensatory - 162-11-6398-62-132-Y-30-000-Y - $20,000, IPADs, Desktops, Laptops, ChromeBooks, Interactive Panels - 211 Title I-A - 211-11-6398--62-132--Y-30-0F2-Y - $25,000, IPAD Licences - 211 Title I-A - 211-6399-62-132-Y-30-0F2-Y - $250, Projectors - 211 Title I-A - 211-11-6399-62-132-Y-30-0F2-Y - $1,000

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Purchase 2 printers classroom teachers and 1 printer for administration so that teachers and administration can use to print documents, lesson plans, instructional resources, Pearson worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, student reports, administrative reports, LPAC reports and other instructional lessons. Purchase ink for printers.	**Oct**	**Jan**	**Mar**	**June**
	10%	60%	80%	100%

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

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Kinder - 2nd Grade Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 3

Funding Sources: Color Printer - 211 Title I-A - 211-23-6398-65-132-Y-30-0F2-Y - $1,000, Ink - 211 Title I-A - 211-11-6399-62-132-Y-30-0F2-y - $65, Color Printers - 211 Title I-A - 162-11-6398-62-132-Y-30-000-Y - $1,564.48

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology TEKS; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital 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.	**Oct**	**Jan**	**Mar**	**June**
	5%	60%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
technology class schedule, classroom observations
Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students -
Start Date: August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 1, 3 - School Processes & Programs 1

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The campus will ensure accessibility to instructional technology devices in order to improve student achievement. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency.	**Oct**	**Jan**	**Mar**	**June**
	5%	60%	85%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
technology class schedule, classroom observations
Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students -
Start Date: August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 3

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year. Students will be exposed to instructional modules to increase comprehension in various content areas. In addition technology instruction will support students to 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.	Oct	Jan	Mar	June
	10%	65%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
technology class schedule, classroom observations
Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com). Students will develop computer literacy accuracy.	Oct	Jan	Mar	June
	5%	60%	80%	100%

Milestone's/Strategy's Expected Results/Impact: Formative:
technology class schedule, classroom observations
Summative:
Standardized test scores, campus benchmark scores,
students' weekly grades

Staff Responsible for Monitoring: Campus Principal,
Dean of Instruction,
Assistant Principal,
Technology Support
Teacher, Classroom
teachers

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: The campus will increase the accessibility for students in technology-based instruction across all subject areas by providing new software and platforms including Microsoft, Google, Apple, and hardware for computer/technology enhanced instruction. Students will increase their digital skills and schema that foster creativity, innovation, communication, collaboration, information fluency, and digital citizenship in all content areas.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmarks, Projects, Improved connectivity of wired and wireless devices, improved fidelity of software use
Summative: Test scores, EOY grades, electronic portfolios, benchmarks
Staff Responsible for Monitoring: Principal, Dean, Classroom Teachers, TST
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Title I, Sp.Ed.,At-Risk, English Learners, Economically Disadvantaged - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
Need Statements: Student Learning 3, 4, 5	5%	65%	90%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Increases opportunities for student learning to any time of day, from home, school, and/or community that includes on-line, hybrid, at-home, face-to-face, distance learning. Provide devices and Wi-Fi access and support to any student and family in need of assistance to ensure the success of distance learning. Purchase power trips for classrooms so students can plug in their devices for the entire day.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Software Usage reports, fixed assets report, at home access information
Summative: Software Usage, fixed assets report, at home access information
Staff Responsible for Monitoring: Principal, Dean, Classroom Teachers, TST, District Technology Support team, Curriculum Specialists
ESF Levers: Lever 4: High-Quality Curriculum - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
Need Statements: Demographics 2 - Student Learning 4
Funding Sources: Power Strips - 162 State Compensatory - $1,400, Power Strips - 211 Title I-A - $1,400	5%	60%	80%	100%

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Increase technology and Wi-Fi accessibility to lower income families. **Data Analysis/Root Cause**: Parents need to be further informed and trained on distance learning platforms and on device use.
Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.

Student Learning

Need Statement 3: Need to increase availability of quality technology, software, and internet access for students, faculty, and staff. **Data Analysis/Root Cause**: Not prepared for distance learning due to Covid-19.

Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for on-line, at-home, hybrid, blended, and face-to-face instruction. **Data Analysis/Root Cause**: Not prepared for distance learning due to Covid-19.

Need Statement 5: Need to increase professional development among educators to ensure successful delivery of instruction in all learning models. **Data Analysis/Root Cause**: Teachers were not attending PD opportunities that would enhance their technology skills.

School Processes & Programs
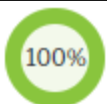
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.

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

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 4% over prior year attendance.

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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management that ensure campus student attendance meets district and state rates so that students meet their full educational potential.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: daily attendance reports, ADA, students'absences and excuses, telephone and parent conference logs. Summative: EOY attendance rate **Staff Responsible for Monitoring:** Campus principal, assistant principal, data entry clerk, parent liaison **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1	5%	60%	80%	100%

Strategy 2 Details	Reviews			
Strategy 2: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students ' perfect attendance achievement that increase learning performance.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Number of rewards issued for perfect attendance. Student attendance records Summative: EOY attendance rate **Staff Responsible for Monitoring:** Campus principal, assistant principal, classroom teachers, counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1 **Funding Sources:** Counseling Supplies - 199 Local funds - 199-31-6399-00-132-Y-99-000-Y - $200, Awards - 199 Local funds - 199-11-6498-00-132-Y-11-000-Y - $3,500	5%	60%	85%	100%

Strategy 3 Details	Reviews			
Strategy 3: Teachers, attendance clerk, and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Telephone logs, students' absence excuses, conference logs, student progress reports Summative: EOY Attendance rate **Staff Responsible for Monitoring:** Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1	10%	60%	80%	100%

Strategy 4 Details	Reviews			
Strategy 4: Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: School Messenger Notification System usage reports Summative: EOY Attendance rate **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	10%	60%	90%	100%

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Increase daily attendance percentages for students. **Data Analysis/Root Cause**: Parents must be further informed on district and state attendance policies.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide a campus wide Dyslexia program for identified students:	**Formative**			**Summative**
The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Dyslexia Schedule of services, Dyslexia Lesson plans, IAP student documentation, Dyslexia teacher walkthru observations, Required professional development for Dyslexia teachers Summative: STAAR Scores, EOY Grades for Dyslexic students **Staff Responsible for Monitoring:** Campus Principal, 504 Administrator, Dyslexia Teacher **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Dyslexia Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	5%	60%	80%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: At-Risk/Title I student Tutorial Rosters Tutorial Attendance Sheets Tutorial Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.5 - **Population:** At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 8, 2021 **Need Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** At-Risk Tutorial - 162 State Compensatory - 162-11-6118-00-132-Y-30-000-Y - $15,000 , SSI Tutorial - 162 State Compensatory - 162-11-6118-00-132-Y-24-SS!-Y - $6,048, Extra Duty Pay - 211 Title I-A - 211-11-6118-00132-Y-30-)f2-Y - $4,995	5%	65%	90%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Extended Day Services will be provided for students to attend to engage in Literacy, Writing, Science, STEM, and Homework Assistance for all students all year long.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Rosters Attendance Sheets Lesson Plans, Walk thru observation data, benchmark scores, student progress reports Summative: STAAR results, Retention Rate **Staff Responsible for Monitoring:** Campus Principal Assistant Principal Dean of Instruction Extended Day Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 19, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-132-Y-30-000-Y - $45,500, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-132-Y-24-ASP-Y - $30,772	✗	✗	✗	→

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Increase academic scores among student subpopulations: English Learners, Special Education, At-Risk **Data Analysis/Root Cause**: Teachers need to provide more differentiated instruction that meets the needs of all learner types.
Need Statement 2: After-school academic programs need to target low performing TEKS and learning objectives. **Data Analysis/Root Cause**: Students are being given traditional learning methods and need to be provided with more differentiated instruction.

School Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and content areas and writing across the curriculum. **Data Analysis/Root Cause**: The delivery of instruction needs to adapt to the learning styles of students. Teachers are teaching to the test.
Need Statement 3: Need to increase STEM/STEAM related instruction, resources, and student opportunities at all grade-levels. **Data Analysis/Root Cause**: Lack of training available for teachers.

State Compensatory

Personnel for Yturria Elementary

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was developed, reviewed, and reviewied by adminsitration, teachers, parents, and other stakeholders on May 24, 2020. In addition, the needs assessments were conducted at the beggining of year teacher in-service with adminstration, teachers ,staff, and dsitrcit personnel to review campus priorities and academic needs and resources to purchase. During weekly grade-level meetings, canpus and student needs were discussed as the year progressed. the processes used to priortize campus needs include reviewing the following data sources (see below), poinitng out areas of need, and togethre coming up with plans and procedures on how to improve areas.

The following Multiple Measures were targeted:

Demograohics: Increase student attendance, closing achievement gaps among sub-groups

Student Achievement: Increase test scores in reading, math, and writing, make budeget decsision on what to purchase that is high quality, effective, supports learning TEKS, and, feasable for instructional support

School Processes and Procedures: Increase parental involvement and meeting attendance

Perceptions: Decrease student discipline incidents

The following sources were used:

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

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

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

4. Failure reports every 3 weeks

6. RTI listings

7. Communication with parents

8. Lesson Plans/Communication Logs

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Sandra Cortez, Principal

Jose L. Poy, Assistant Principal

Dr. Melinda Lopez, Dean of Instruction

Pk- 5th Grade SBDM reps

SBDM Parents (2)

Campus Special Porgram Personnel

Curriculum and Instruction Personnel

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

Provide students with a high-qulaity and challenging curriculum

Strengthen all acdemic programs

Increase learning opportunties

Target the academic needs of all subpopulations not meeting academic goals

Improve the qulality of teaching

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

Increase student attendance and parental involvement attendance

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

Expansion of 3 year old programs that will target early literacy and readiness.

Expansion of PK programs that will target early literacy and readiness.

Literacy Instruction that will focus on mastering phonemic awarenes and phonics, spelling, writing, fluency, vocabulary, comprehension, reading skills, and increase Lexile scores.

Writing tools and instruction for students to learnig the writing process.

Bilingual instruction focuding on English langauge development.

Science instruction that allows students to think scientifically and learn content.

STEM lesson that will allow students to develop their engineering knowledge.

Supplemental instructional resources that are highly effective and research based.

Accelerated Instruction for students not mastering content.

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

Dyslexia Services, Special Education Services.

Technology applications that include Smartboards, IPADs, software programs that support the core curriculum.

Extra curriculan activities that promote students' social emotional care.

2.5: Increased learning time and well-rounded education

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

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

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

Intervention Instruction Tier II and Tier III

At-Risk Tutorials

Campus Software

Accelerated Instruction

Communication with parents regarding progress

Progress Monitoring

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Title I Compacts were reviewed by the SBDM and parent representatives on 5/21/20.

Sandra K. Cortez - Principal

Laura Dominguez - PK Teacher

Adriana Sauces - Kinder Teacher

Teresa Flores - 1st Grade Teacher

Jacqueline Thibodeaux - 2nd Grade Teacher

Diana Anzaldua - 3rd Grade Teacher

Solang Rodriguez - 4th Grade Teacher

Anabelle Torres - Non Classroom Professional

Amy Tygrett - Parent Representatvie

Aidee Gonzalez - Parent Representative

3.2: Offer flexible number of parent involvement meetings

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

Title I Policy - August and September 2020

Compacts - August and September 2020

Curriculum and Instruction

State Testing

Dyslexia and GT services

Choice Slips

Report Cards

Grading Policy

Access to resources

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

Nutrition and Health Topics

Presentations from the community

and more.

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

Title I Personnel

Name	Position	Program	FTE
Jose Aviles	Computer Lab Aide		1.0
Minerva McGrath	5th Grade Class-size reduction		1.0
Sherely Recio	Nurse		0.40

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Sandra Cortez	Principal
Non-classroom Professional	Vanessa Flores (Y1)	Librarian
Classroom Teacher	Lucia Gonzalez (Y1)	PK Teacher
Classroom Teacher	Evangelina Trevino (Y1)	Kinder Teacher
Classroom Teacher	Mari Leal (Y1)	1st Grade Teacher
Classroom Teacher	Leticia Carpio (Y1)	2nd Grade Teacher
Classroom Teacher	Monica Orozco (Y1)	3rd Grade Teacher
Classroom Teacher	Martha Villanueva (Y1)	4th Grade Teacher
Classroom Teacher	Minerva McGrath (Y1)	5th Grade Teacher
Classroom Teacher	Yvonne Love (Y1)	Special Education
District-level Professional	Sandra Garcia	ELA Curriculum Specialist
Community Representative	Amy Tygrett	Children's Museum of Brownsville
Parent	Aidee Gonzalez	Parent
Meeting Facilitator	Melinda Lopez	Dean of Instruction
Classroom Teacher	Claudia Quintanilla (Y1)	Dyslexia Teacher
Parent	Juany Rangel	Parent
Community Representative	Joel Barrientos	HEB
Business Representative	Mary Moreno	HEB

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Materials	199-12-6329-00-132-Y-990-000-Y	$1,500.00
1	6	13	Nurse Supplies	199-33-6399-00-132-Y-99-000-Y	$200.00
2	1	2	Custodial Supplies	199-51-6315-00-132-Y-99-000-Y	$7,930.00
3	1	1	General Supplies	199-11-63-99-00-132-Y-11-0-00	$11,100.00
3	1	3	Copy Paper	199-11-6396-00-132-Y-000-Y	$1,800.00
3	1	4	Transportation Request	199-11-6494-00-132-Y-000-Y	$1,000.00
9	1	2	Counseling Supplies	199-31-6399-00-132-Y-99-000-Y	$200.00
9	1	2	Awards	199-11-6498-00-132-Y-11-000-Y	$3,500.00
				Sub-Total	$27,230.00
				Budgeted Fund Source Amount	$28,130.00
				+/- Difference	$900.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Workbooks	162-11+3699-00-132-Y-30-000-Y	$25,000.00
3	1	3	Copy Paper	162-11-6398-00-132-Y-30-000-Y	$5,000.00
7	1	1	Laptops	162-13-6398-62-132-Y-30-000-Y	$8,600.00
7	1	1	PD Supplies	162-13-6399-132-Y-30-000-Y	$4,000.00
7	1	3	PD Luggage Cases	162-13-6399-00-132-Y-30-000-Y	$3,901.25
8	1	1	Campus Software	162-11-6395-62-132-Y-30-000-Y	$6,000.00
8	1	1	STEMScopres	162-11-6299-62-132-Y-30-000-Y	$500.00
8	1	2	Capital Outlay	162-11-6398-62-132-Y-30-000-Y	$20,000.00
8	1	9	Power Strips		$1,400.00
9	2	2	At-Risk Tutorial	162-11-6118-00-132-Y-30-000-Y	$15,000.00
9	2	2	SSI Tutorial	162-11-6118-00-132-Y-24-SS!-Y	$6,048.00
9	2	3	Extra Duty Pay	162-11-6118-00-132-Y-30-000-Y	$45,500.00
				Sub-Total	$140,949.25
				Budgeted Fund Source Amount	$135,648.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	-$5,301.25

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Classroom Supplies		$3,025.00
1	5	4	LPAC Substitutes		$1,300.00
1	5	6	Summit K12 Software		$9,199.00
8	1	2	Laptops	163-11-6398-62-132-Y-25-000-Y	$3,992.00
				Sub-Total	$17,516.00
				Budgeted Fund Source Amount	$4,325.00
				+/- Difference	-$13,191.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Classroom Instructional Resources		$4,320.00
				Sub-Total	$4,320.00
				Budgeted Fund Source Amount	$4,320.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Classroom Supplies	211-11-6399-00-132-Y-30-0F2-Y	$9,158.70
1	1	11	Planners	211-11-6399-16-132-Y-000-Y	$2,000.00
1	2	3	Instructional Supplies	211-11-6399-00-132-Y-30-0F2-Y	$13,731.00
1	3	4	Instructional Resources	211-11-6399-00-132-Y030-0F2-Y	$10,000.00
2	1	5	Gloves, Masks, Sanitizer, Soap, Disinfectant Spray	211-11-6399-00-132-Y-30-0F2-Y	$2,000.00
3	1	1	Classroom Supplies	211-11-6399-00-Y-132-0F2-Y	$3,000.00
3	1	3	Copy Paper	211-11-6396-00-132-Y-30-0F2-Y	$5,000.00
6	1	8	Supplies for Parent Center	211-61-6399-00-132-Y-30-0F2--Y	$900.00
6	1	8	Miscellaneous Costs	211-61-6499-53-132-Y-30-0F2-Y	$900.00
6	1	11	Mileage	211-61-6499-00-132-Y-30-0F2-Y	$900.00
6	1	12	Parent Center Supplies	211-61-6399-00-132-Y-30-0F2-Y	$900.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Travel Expenses	211-13-6411-23-132-Y-30-0F2-Y	$2,500.00
8	1	1	Education Galaxy School License	211-11-6299-00-132-Y-0F2-30-Y	$4,290.00
8	1	1	Spelling City Licenses	211-11-6299-62-132-Y-0F2-Y	$918.00
8	1	2	JAMF Licences	211-11-6249-62-132-Y-30-0F2-Y	$227.50
8	1	2	IPAD Covers	211-11-6399-00-132-Y-30-0F2-Y	$1,017.50
8	1	2	IPADs, Desktops, Laptops, ChromeBooks, Interactive Panels	211-11-6398--62-132--Y-30-0F2-Y	$25,000.00
8	1	2	IPAD Licences	211-6399-62-132-Y-30-0F2-Y	$250.00
8	1	2	Projectors	211-11-6399-62-132-Y-30-0F2-Y	$1,000.00
8	1	3	Color Printer	211-23-6398-65-132-Y-30-0F2-Y	$1,000.00
8	1	3	Ink	211-11-6399-62-132-Y-30-0F2-y	$65.00
8	1	3	Color Printers	162-11-6398-62-132-Y-30-000-Y	$1,564.48
8	1	9	Power Strips		$1,400.00
9	2	2	Extra Duty Pay	211-11-6118-00132-Y-30-)f2-Y	$4,995.00
9	2	3	Extra Duty Pay	211-11-6118-00-132-Y-24-ASP-Y	$30,772.00
				Sub-Total	$123,489.18
				Budgeted Fund Source Amount	$106,866.00
				+/- Difference	-$16,623.18

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	School Supplies		$35.00
				Sub-Total	$35.00
				Budgeted Fund Source Amount	$35.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Classroom Supplies		$2,768.00
1	5	5	Laptops	263-11-6398-62-132-Y-25-031-Y	$2,495.00
8	1	2	Laptops	263-11-6398-62-132-Y-25-031-Y	$2,495.00
				Sub-Total	$7,758.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$2,768.00
				+/- Difference	-$4,990.00
				Grand Total	$321,297.43