

San Antonio Independent School District

YWLA Primary

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: May 22, 2020

Demographics

Demographics Summary

YWLA Primary is a single gender elementary school with a focus on Social Emotional Learning, College Preparedness, and Science Technology, Engineering, Arts, and Math. YWLA Primary will offer students engaging learning experiences that fosters the development of the whole child. Our curriculum will incorporate community connections through partnerships, enrichment visits, educational classes, and real world application for students and parents. YWLA Primary is an open enrollment school available to families across Bexar County regardless of income, or ethnicity.

Demographics Strengths

Young Women's Leadership Academy Primary

	All	Hispanic	African-American	White	Asian	2+ races	Econo. Disadvantaged
Kingergarten	166	Number	Number	Number	Number	Number	
	100%	Percentage	Percentage	Percentage	Percentage	Percentage	
1st grade	60	Number	Number	Number	Number	Number	
	100%	Percentage	Percentage	Percentage	Percentage	Percentage	
Teachers	11	7	1	2			
Avg Years Experience: 8							

Problem Statements Identifying Demographics Needs

Problem Statement 1: Diversity of population **Root Cause:** Families are not aware of the schools existence.

Student Academic Achievement

Student Academic Achievement Summary

YWLA Primary students will make a year of mores growth in Reading and Math. Data tracking and analysis will monitor student progress and level of mastery of the TEKS.

Student Academic Achievement Strengths

School Processes & Programs

School Processes & Programs Summary

Instructional staff and leadership meet weekly to review upcoming weeks lesson plans to make interdisciplinary connections and review student data. The instructional team identifies mastered TEKS and struggling TEKS for the week and plan enrichment and reteach for the upcoming weeks. Student data is reviewed to identify students eligible for services such as Gifted and Talented, MTSS, and/or Special Education/504 services. Grade level teams meet weekly to discuss specific student needs and review data of students that can be supported with after school tutoring, small group instruction, and/or enrichment classes.

Every month the instructional staff is provided a day to use student data to plan horizontally and vertically to meet the goals of the students and campus.

Administrative team meets weekly to discuss the upcoming events of the campus and review student and teacher data. The team reviews areas of improvement as a campus and strengths that can continue to develop and grow.

The campus secretary serves as the Office Manager to ensure campus operations are on track. The time and productivity of the administrative team is managed by the secretary coordinating calendars.

School Processes & Programs Strengths

Teachers are provided a 90 minute conference everyday to complete work, planning and collaboration.

Instructional Coach and STEAM Instructional Coach provide push-in support for teachers in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Family program is coordinated by part-time personnel **Root Cause:** Limited funding for full-time allocation

Perceptions

Perceptions Summary

YWLA Primary commits to providing a quality education that cultivates the strengths of each child by educating the whole child through STEAM, Social-Emotional class meetings to build relationships, and responsive classroom strategies that hold students accountable while creating a culture of support and growth mindset.

Teachers collaborate regularly to review student work, student progress, and future interventions to ensure students' learning gaps are addressed proactively. Parents have expressed excitement and gratitude for the learning experiences their daughters have had in STEAM class, music, PE, reading, writing, math, and science. Additionally, we believe that it takes a village to fully serve each student. To this end, YWLAP has a Parent Instructional Advisor who will work to educate and develop parents' understanding of learning objectives and best instructional support strategies for students.

YWLAP students, teachers, and administrative team evaluate the effectiveness of systems and processes to improve all structures in order to best serve students and families. We value all our stakeholders and we constantly reflect to communicate how much we value our families, community partners, and YWLAP teachers.

Perceptions Strengths

As a new open enrollment academy that will serve kindergarten through 5th grade when the school is fully developed, parents have communicated great excitement about the instructional delivery their daughters are receiving and the effective communication systems we have established. These positive experiences will support our recruitment efforts for years to come.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Valid and systemic data on parent perceptions is lacking currently. **Root Cause:** First year of school's existence and not included in district's climate surveys.

Priority Problem Statements

Problem Statement 1: YWLA Primary students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions.

Root Cause 1: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments

Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- Local diagnostic math assessment data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation





Goals

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 1: 95% of students will show a year or more growth in reading proficiency.

Evaluation Data Source(s) 1: Standard assessment to measure growth will be MAP testing. A Beginning of Year and End of Year will measure growth for kindergarten and first grade. Middle of Year MAP test will be administered in an effort to establish interventions and supports for students according to data from MAP.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) All students in kindergarten and 1st grade will participate in MAP testing for BOY, MOY, and EOY to track growth in reading proficiency.	2.4, 2.5, 2.6	Principal Instructional Coach Teachers	Increase in students' performance in literacy from beginning of year to end of year for 95% of students in kindergarten and 1st grade.				
Problem Statements: Student Achievement 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments **Root Cause 2:** Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 2: A component of STEAM will be evident in classroom instruction and student work samples 80% of the days of the instructional week.

Evaluation Data Source(s) 2: Teacher lesson plans will reflect STEAM components 4 out of 5 days per week. The implementation of these components will be observed through administrative walk throughs and peer observations (Teacher to Teacher).

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) All teachers will include STEAM instruction in lesson plan for 4 out 5 lessons per week for all students in their classes to strengthen the overall academic program and increase the amount of time that students receive Science, Technology, Engineering, Arts, and Math across disciplines.</p>	2.4, 2.5, 2.6	Principal Instructional Coach Teachers	Increase in students' performance in literacy from beginning of year to end of year for 95% of students in kindergarten and 1st grade. on MAP assessment.				
Problem Statements: Student Achievement 2							

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.</p>

Goal 1: ACADEMIC EXCELLENCE: Provide quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to Increase Student Achievement that exceeds the State average and meets or exceeds the National average - to ensure student success in college and/or careers.

Performance Objective 3: Advanced Academics: AVID

Increase the number of students who succeed in rigorous academic courses by providing AVID K-12.

Evaluation Data Source(s) 3: Assessments (MAP, STAAR, EOC, P/SAT, ACT, TSI)

Attendance

Grades

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement AVID strategies in a school-wide model to include curriculum materials, teacher training and AVID tutors: Strategies should include: WICOR Focused note-taking Organizational strategies including using binders & planners AVID elective course at each secondary grade level		Exec. Director, Adv Academics District AVID Coordinator Campus Leadership Team Campus AVID Coordinator Campus Teachers	Implementation of AVID strategies school-wide will: - result in improved student performance across all disciplines on measures including STAAR/ECO, PSAT/SAT, MAP and performance in advanced courses				
Problem Statements: Student Achievement 2 Funding Sources: 164 - State Compensatory Education (SCE) - 8099.00							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 1: 95% of students will meet or master CASEL competencies at their grade level.

Evaluation Data Source(s) 1: We will quantify by using the first year to set a baseline of student mastery of CASEL competencies using and campus created rubric. Every year students will meet and master new developmentally appropriate CASEL competencies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Teachers will complete CASEL competencies rubric for each student to ensure data is maintained for each student's SEL growth.	2.4, 2.5, 2.6	Principal Instructional Coach Teachers	100% of students will have a rubric that demonstrates growth on CASEL competencies' rubric from BOY to EOY for 95% of enrolled students.				
Problem Statements: Student Achievement 1							

Performance Objective 1 Problem Statements:





Student Achievement
Problem Statement 1: YWLA Primary students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. Root Cause 1: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Goal 2: CULTURE SHIFT: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all.

Performance Objective 2: 100% of teachers will participate in weekly Professional Learning Communities to collaborate on addressing instructional and social emotional needs for students.

Evaluation Data Source(s) 2: We will use sign in sheets and agendas and other systems to document actions that support positive learning environments for students and teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Master teachers will provide additional instruction to all students identified in need of academic support and all teachers will provide remediation to students who score below 80 on any assessment.</p>	2.4, 2.5, 2.6	Principal Instructional Coach Teachers	Students in need of assistance will demonstrate growth as measured through unit exams, performance assessments, and/or MAP data. from one grading period to the next.				
Problem Statements: Student Achievement 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.</p>

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 1: Campus enrollment will meet 95% or more of projected enrollment across grade levels.

Evaluation Data Source(s) 1: The campus Enrollment Plan and PEIMS Snapshot will serve as instruments to measure student enrollment and retention. SchoolMint will be used to track the number of applications and student accepted offers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) YWLAP will participate in open enrollment recruitment fairs organized by district and those organized by campus recruitment team that occur at different times of day to best meet needs of prospective families' schedules.	3.2	Principal Sr. Coord. of Operations Head of Schools	Maintain or improve recruitment numbers coming in to kindergarten cohort for 5 classes.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 2: Parent Instructional Advisor will coordinate and implement parent development sessions a minimum of once/month.

Evaluation Data Source(s) 2: Agendas, Calendar notices, and sign in sheets


Summative Evaluation 2:

Goal 3: STAKEHOLDER ENGAGEMENT: Promote the SAISD Vision, Mission, and Core Beliefs through strong family and community partnerships for our district and schools.

Performance Objective 3: Family And Community Engagement (FACE) specialist will enlist parent input for parent policy generation and implementation.

Evaluation Data Source(s) 3: Title I Parent Policy
Parent Signature Sheet

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) FACE Specialist will prepare generate Family Engagement policy in collaboration with parents and will schedule meetings at varied times (morning, lunch, evening) to provide greater scope of opportunity for parents to attend these sessions.	3.1, 3.2	Principal FACE Specialist	Generation of Family Engagement Policy will be completed with the assistance of parent/guardians and implemented accordingly.				
Problem Statements: Student Achievement 2							
							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: YWLA Primary students do not meet and exceed state and national averages on literacy assessments Root Cause 2: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

Goal 4: FISCAL MANAGEMENT: Ensure that the district makes fiscally sound decisions that support student achievement, district initiatives, and maintains a strong financial position.

Performance Objective 1: All expenditures will align with district policies and procedures to ensure budget neutral decision-making.

Evaluation Data Source(s) 1: Monthly budget reports and student activity audits.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will ensure secretary attends all training sessions provided by district regarding budget matters and student activity processes/policies to ensure teachers and students have instructional materials and professional development training to increase student achievement.	2.4	Principal Secretary	100% of expenditures will adhere to district policies and procedures as noted in campus budget reports and student activity audits.				

Goal 5: TALENT MANAGEMENT: Build a highly effective workforce through strategic recruitment, develop pathways to increase leadership capacity, provide targeted mentoring support, and deliver ongoing job-embedded professional learning opportunities for all staff.

Performance Objective 1: YWLA P administration and talent recruitment team will ensure that all teachers have the necessary teaching certification, GT, and other necessary certifications to teacher at YWLAP.

Evaluation Data Source(s) 1: Teacher certifications
Principal Survey TEAL account

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Principal will create a recruitment committee to conduct interviews and demonstration lessons to identify new talent.		Principal Secretary Head of Schools	Committee will be identified and will hire personnel for vacancies.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

State Compensatory

Budget for YWLA Primary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11-6119.00-120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$12,726.00
11-6141.00-120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$973.00
11-6142.00-120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,219.00
11-6145.00-120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$11.00
11-6146.00-120	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$514.00
6100 Subtotal:		\$15,443.00
6300 Supplies and Services		
11-6399.00-120	6399 General Supplies	\$1,211.00
6300 Subtotal:		\$1,211.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

On July 29, 2019 a committee comprised of teachers, administrators, and parents collaborated on developing the CNA for YWLA Primary.

CNA information can be found in Needs Assessment Summary section in the front office of YWLA Primary.

8/27/19--CNA in progress

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators and teachers met during August professional development to discuss and create the campus improvement plan. Teachers provided input and 2 parents were on this committee.

See list below of individuals

CIP Development Stakeholders

Andrea Pitts-Principal/Parent

Lionel Contreras-Instructional Coach

Jennifer Boone-STEAM Instructional Coach

Victoria Clay-Counselor

Diana Acosta-Secretary

Shelby Calderon-Teacher

Arielle Rodriguez-Teacher

Perla Fernandez-Teacher

Linda Dang-Teacher

Ashley Green- Teacher

Celeste Cadena-Teacher

Alma Galvan-Teacher

Marcy Gutierrez-Teacher

Jessica Isaac-Teacher

Darion DeFreitas-Teacher

Sara Arismendez-Parent

2.2: Regular monitoring and revision

8/27/19--CIP is in progress as we are enlisting core parent group for this purpose.

__ESSA Title I Schoolwide Elements in progress.

On August 29, 2019 at 6 pm, YWLAP had a parent meeting to enlist parents to assist with parent advisory councils and parent engagement policy.

On September 10th Parents were elected to serve as the representatives for the CLT. On October 1st CLT representatives were

provided copies of the draft CIP and the CIP will be reviewed October 15th at the CLT Meeting.

The CIP was reviewed by CLT during October 15, 2019 meeting.

The CIP is being revisited and revised during CLT meetings in October, 2019; January, 2020, and April, 2020.

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

The CIP is accessible via school website and can be requested anytime in a printed version. A sign is posted in the office informing parents they may request a printed version.

The CIP is available in English in the YWLAP Front Office and may be requested in Spanish.

2.4: Opportunities for all children to meet State standards

All pages address different strategies that will provide opportunities for all children in all subgroups to meet challenging state academic standards.

ESSA and Title I Schoolwide Elements have been notated in Plan4Learning.

Appropriate boxes have been checked off in Plan4Learning

2.5: Increased learning time and well-rounded education

As listed below, these goals will address different strategies that will provide opportunities for all children in all subgroups to meet challenging state academic standards.

All pages address different strategies that will provide opportunities for all children in all subgroups to meet challenging state academic standards.

ESSA and Title I Schoolwide Elements have been notated in Plan4Learning.

Appropriate boxes have been checked off in Plan4Learning

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

The goals listed below address different strategies that will provide opportunities for all children in all subgroups to meet challenging state academic standards.

All pages address different strategies that will provide opportunities for all children in all subgroups to meet challenging state academic standards.

ESSA and Title I Schoolwide Elements have been notated in Plan4Learning.

Appropriate boxes have been checked off in Plan4Learning

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- **Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement:**

STEAM content specific nights will provide parents activities related to campus content, two contents per semester. Each content department will present parents with take home activities aligned with their subject and STEAM related. The FACE Specialist will partner with community partners to provide enrichment experiences for families and students aligned with campus programs twice a year. FACE Specialist will coordinate a team building night with families and staff within the second semester of school.

- **Provide materials and training to help parents work with their child, such as literacy and technology training--**

FACE Specialist will provide parent education classes on Class Dojo, iData Portal, See Saw, etc. Parents will be provided reading progress reports via the Literably platform.

- **Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners:**

FACE Specialist will present a powerpoint during Open House and review points of the handbook with parents based on data; FACE Specialist hosts a parent advisory event to nominate and create a parent advisory for the campus. FACE Specialist will coordinate the creation of a PTO within the first semester.

- **In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs:**

Coordinate parents to attend district events like: Fathers In Action; visiting other campuses on a parent caravan;

- **Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand that include but are not limited to, Spanish and English--**

monthly communication available via campus newsletter; direct emails from teachers and staff; phone calls from teachers/staff; invitation to parent events sent with students; administration uses YWLA Primary Facebook page solely for parents of YWLA Primary students; and Schoolmint.

- **Provide reasonable support for family engagement activities:**

Teachers attend campus events to make connections with families and support campus initiatives. Family volunteers are utilized in classrooms and campus events.

Development Team of Parent and Family Engagement (PFE) Policy on July 30, 2019 with the following members:

Andrea Pitts-Principal

Sara Arismendez-Parent

Stephanie Moreno-Family and Community Engagement Specialist

Jennifer Boone-STEAM Instructional Coach

PFE was reviewed and ammended again by the Parent Advisory Committee on: 9/5/19

By the following members: Andrea Pitts, Principal, Stephanie Moreno, Family and Community Engagement Specialist, and Sara Arismendez, Parent, Jennifer Boone, STEAM Instructional Coach

3.2: Offer flexible number of parent involvement meetings

Alignment of campus needs will drive the content of the monthly Principal Connections one Tuesday of the month with alternating morning and afternoon sessions during the school day in the library, auditorium, or parent room.

A morning Saturday Reading Resource Classe offered each semester will provide parents with resources on how to support your child in reading acquisition.

5:30 to 7:00 pm Open House at YWLA Primary campus

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Membership fees, teacher & administrator training, instructional resources		\$8,099.00
Sub-Total					\$8,099.00
Grand Total					\$8,099.00