

Brownsville Independent School District
Egly Elementary
2017-2018 Campus Improvement Plan



Mission Statement

The mission of Egly is to prepare the students with whom it has been entrusted to become lifelong learners and productive citizens in a democratic society by providing a personalized, diversified, quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges.

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Vision

Egly Elementary envisions a professional team of educators fostering community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standard based, challenging curriculum that stimulates learning and creativity in positive and safe environment.

TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Egly Elementary as of PEIMS Snapshot (October 28, 2016) was 819, serving Prekinder through Fifth Grade students. From the beginning of the school year to the end, we at Egly Elementary continually monitor demographic data. We are particularly concerned with the At Risk population, student academic status, migrant students, and student daily attendance rates. From our data review of our campus demographics as per the fall PEIMS submission report, our student population includes: Hispanic 98%, White 1.34%, African American .12%, Economically disadvantaged 96%, Limited English Proficient (LEP) 43%, At-Risk 67%, Migrant .49%, Gifted and Talented 11%, Special Education 9%, Dyslexia 5%, Homeless/Unaccompanied Youth 4%. Like most elementary schools in BISS we have had a significant decrease in enrollment over the last several year. Enrollment in PreK/Kindergarten has been low. At the beginning of the year the counselors help us identify our At-Risk students. Currently, 550 or 67% of our students are identified as At Risk with a majority of the students identified because of their LEP status. As per the 2016- 2017 Summer School recommendation lists, the retention rate is highest in 1st grade with 21%. Overall Summer School recommendation was 10% of our student population. We conduct continuous progress monitoring to ensure interventions and provide effective support. In addition bilingual and At-Risk funds are earmarked for tutorials and supplemental instructional resources to ensure academic success for our At Risk students. We also focus on students that are academically struggling throughout the school year. Our teachers monitor our students through weekly tests and third/six weeks grades and keep administration informed of those students through Tier II and Tier III lists and six weeks grades reports. Teachers have conferences with parents as needed to determine possible reasons for low grades. Interventions are provided within the school day and tutorials after school to provide additional support to our students struggling academically. The attendance rate is 97.4% for all students and 97.3% for At-Risk students. To address attendance issues, absences are reported and entered into the teachers attendance log sheet and parents are immediately called. When absences become excessive, teachers and administration conference with parents. The home visitor also assists with attendance concerns via phone calls and home visits as needed to ensure we meet our attendance goals. Students with perfect attendance are recognized every six weeks and at the end of the year.

Demographics Strengths

Overall student attendance has improved due to six weeks monitoring and incentives.

Monitoring of RtI plans are conducted after each round with up to date data ensuring that sound decisions are made by the RtI team for each child in need of an RtI.

Needs

Meet the academic needs of At Risk and economically disadvantaged students.

Meet the needs of students struggling academically to decrease retention rates.

Increase attendance rates.

Meet academic needs of migrant students.

1. *Meet academic needs of At Risk and economically disadvantaged students through:*

** Professional development opportunities for teachers/staff on At Risk identification.*

** Weekly grade level meetings and extended co-planning once a six weeks that provide students/teachers*

** Professional development and technical support for the implementation of the RtI process, research-based practices, ESL/SIOP/Bilingual trainings and best practices, STAAR format/Blueprints and Standards.*

** Opportunities to analyze data and monitor student progress from campus and district assessments including TELPAS, benchmarks, TPRI/Tejas Lee, and CPALLS to address students that are struggling academically*

**Ensuring fidelity to State/district required (TEKS) curriculum (HMH, Language Enrichment, Pearson's Math envision, CIRCLE and Pearson O.W.L.)*

**And providing effective interventions, tutorials, hands on science lab*

**Afterschool programs: Destination Imagination, Brainsville, Coding Club, Chess, Ballroom Dancing, UIL*

**Access and use of technology, multimedia, and programs to instruct such as, AR, Learning Ally, Learning A-Z, Achieve 3000 , MindPlay, TestNav, STEMScopes, Pearsonrealize*

**Supplemental materials, printing, ancillary materials, paper*

**Hire a facilitator to manage the activities that address the At Risk students and provide accelerated instruction during the school year and extended year for at risk student,*

**Maintain a PreK-4 full day program, AM/PM PreK-3 program, PreK-K instructional aides and retain an dyslexia teacher.*

2. *Decrease percentage of students failing through*

**Weekly grade level meetings and extended co-planning-once a six weeks that provide students/teachers*

**More support/professional development for the implementation of the RtI process*

**Support for the implementation of scientifically based researched practices, ESL/SIOP/Bilingual trainings/best practices, STAAR format/Blueprints and Standards*

** Opportunities to analyze data and monitor student progress from campus and district assessments including TELPAS, benchmarks, TPRI/Tejas Lee, and CPALLS to address students that are struggling academically*

** Ensuring fidelity to state/district required (TEKS) curriculum (HMH, Language Enrichment, Pearson's Math envision,CIRCLE and Pearson O.W.L. ESL REACH, BISD Plan of Action)*

**And providing effective interventions, tutorials for all subpopulations, hands on science lab,*

**Afterschool programs:Destination Imagination, Brainsville, Club Coding, Chess, Ballroom Dancing, UIL*

**Access and use of technology and programs to instruct such as, AR, Learning Ally, Achieve 3000, Learning A-Z, MindPlay, TestNav, STEMScopes, Pearson Realize*

**Supplemental materials, printing, ink, ancillary materials,*

3. Ensure attendance rates are at or above 96% overall and for subpopulations by

**Implementing campus attendance goals*

**And recognizing attendance rates, provide awards and incentives*

**Monitoring attendance closely and notify parents*

**Reducing out of school suspensions,*

**And monitor and promoting a healthier lifestyle through daily Physical Ed classes with required PE assessments, and CATCH program*

4. Once migrant students are identified utilize migrant funds to provide school supplies to migrant students and provide any other supplemental support services, tutorial services, interventions, summer school, Learning Academy.

Student Achievement

Student Achievement Summary

Data is reviewed and analyzed by the SBDM and grade levels starting in August and is ongoing in an effort to determine the best instructional support. This data enables us to make decisions that will help us improve in meeting the demands set forth by the local and state assessment. At the beginning, middle, and end of the year various assessments including LION (K-5th), C-PM, TPRI/Tejas Lee, and benchmarks are used to identify students who need additional targeted instructional support and provide data about student weaknesses and strengths. Throughout the year weekly tests, mid six weeks checkpoints, end of six weeks checkpoin, and STAAR benchmarks also provide us with student academic data that will help us make better instructional decisions. Students identified as needing additional support (Tier II/III) are provided with interventions within the school day and before/after school tutorials until the RtI team determines they no longer need that support. Teachers and administration monitor student progress and make instructional adjustments to better meet the student needs and garner student academic success. The SBDM also reviews the TELPAS and AMAO results, STAAR assessment, Supera, and Aprenda as well as student participation and success in UIL, Chess, and Science fair to determine campus strengths and weakness and make instructional decisions for the coming year.

Egley CIRCLE CPM Summary PreK Based on the 2016-2017 Assessment Data at EOY:

PreK/C-PM English-Phonological Awareness 97% at EOY, Rapid Letter Naming 97% at EOY, Rapid Vocabulary Naming at EOY 73%

PreK/C-PM Spanish-Phonological Awareness 88% at EOY, Rapid Letter Naming 94% at EOY, Rapid Vocabulary Naming at EOY 61%

TPRI/Tejas Lee Summary K-3rd Based on the 2016-2017 Assessment Data at EOY:

Kinder/TPRI: Phonological Awareness 85%, Phonics 95%, Listening Comprehension 92%

Kinder/Tejas Lee: Phonological Awareness 80%, Phonics 88%, Listening Comprehension 76%, Word Reading 88%

1st Grade/TPRI: Phonological Awareness 91%, Phonics 94%, Word Reading 76%, Fluency Goal Met 68%, Reading Comprehension 61%

1st Grade/Tejas lee: Phonological Awareness 85%, Phonics 55%, Word Reading 85%, Fluency Goal Met 10%, Reading Comprehension 65%

2nd Grade/TPRI: Phonics 71%, Word Reading 84%, Fluency Goal Met 66%, Reading Comprehension 78%

2nd Grade/Tejas Lee: Phonics 0%, Word Reading 100%, Fluency Goal Met 0%, Reading Comprehension 0%

3rd Grade/TPRI: Phonics 51%, Word Reading 81%, Fluency Goal Met 41%, Reading Comprehension 52%

3rd Grade/Tejas Lee: Phonics 33%, Fluency Goal Met 17%, Reading Comprehension 17%

Egly Elementary 3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade-71%, 4th Grade-71%, 5th Grade-85%

Writing: 4th Grade-78%

Math: 3rd Grade-76%, 4th Grade-77%, 5th Grade-98%

Science: 5th Grade - 96%

When comparing the 3rd- 5th Grade All Students performance on the STAAR over the last three years, the scores demonstrate some minimal increases and some minimal decreases.

Reading: At-Risk-58%, Economic Disadvantage-70%, Hispanic-71%, Gifted and Talented-97%, LEP-58%, Migrant-100%, Special Education-20%

Writing: At-Risk-70%, Economic Disadvantage-77%, Hispanic-78%, Gifted and Talented-82%, LEP-71%, Migrant-None, Special Education-8%

Math: At-Risk-65%, Economic Disadvantage-75%, Hispanic-76%, Gifted and Talented-97%, LEP-67%, Migrant-100%, Special Education-17%

Science: At-Risk-94%, Economic Disadvantage-96%, Hispanic-96%, Gifted and Talented-100%, LEP-96%, Migrant-100%, Special Education-77%

The trends of the last three years indicate a significant gap between all students and the Special Education, and LEP students although the gap is closing with LEP and all students. Over the last three years fifth grade students has outperformed 3rd and 4th grade students in math and reading.

Student Achievement Strengths

Egly Elementary had some overall gains in the 2017 STAAR Reading, Math, Writing, and Science assessments compared to 2016 STAAR results in the same areas.

Egly Elementary had some overall gains in the 2017 STAAR Reading, Math, Writing, and Science assessments for LEP and At-Risk students

Fifth grade students made significant gains in reading, math, and science.

NEEDS

Increase STAAR Reading, Math, Writing, and Science passing rates and advanced levels for all students and subpopulations : SpEd and LEP students.

Meet AMAO 1 and 2 for all grade levels.

Increase the percentage of students reading on grade level in grades 1st-3rd meeting fluency goals, comprehension goals and GK goals on TPRI/Tejas Lee.

1. *To increase STAAR percentage rates and increase the percentage of all students on grade level including subpopulations: SpEd and LEP students (Reading, Math, Science and Writing)...*

**Ensure fidelity to state/district required (TEKS) curriculum AND District Plan of Action for Language Arts and Reading (HMH: Journeys and Senderos, Language Enrichment, Esperanza, CIRCLE, Pearson envision and Pearson O.W.L) and implementation of ELPS and ESL REACH instruction.*

**RtI implementation including BOY, MOY, and EOY, Assessment plan and tutorials,*

**Integration of content areas with reading and writing,*

** Provide, training for teachers covering topics such as Depth of Knowledge, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, ESL/SIOP/Bilingual trainings , researched based best practices and strategies,*

**Provide supplemental instructional materials that include but are not limited to ink, paper, STAAR materials.*

**Access and use of technology and programs to instruct such as AR, Acieve 3000, A-Z Learning, MindPlay, TestNav, Living, Stemsscopes, Pearson Realize,*

**Provide hands on science lab opportunities utilizing science journals through the use of Living with Science and Stemsscopes*

**Participation in the Science fair and 100th Day of School Celebration.*

**Academic, Behavior, and Attendance Incentives and awards*

2. *Meet AMAO 1 and 2 by*

**Allowing student access and opportunities for students to practice on Test Navigation and MindPlay,*

**Provide more training for teachers over the TELPAS rating system and the ESL instructional strategies to address the low percentage of students reaching attainment and implement the District TELPAS Monitoring system.*

3. *To increase the percentage of students reading on grade level teachers will*

**Encourage reading for entertainment through the accelerated reader, reading logs, incentives, reader's theater, National Library Week*

** In addition a highly qualified dyslexia teacher will be hired provided dyslexia training to increase the percentage of dyslexic students reading on grade level.*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a significant gap between all students passing STAAR Reading and Special Education Students in Grades 3-5 **Root Cause:** Administration, classroom teachers, and special education teachers did not effectively address the instructional needs of all Special Education Students

Problem Statement 2: There is a significant gap between all students passing STAAR Math and Special Education Students in Grades 3-5 **Root Cause:** Administration, classroom teachers, and special education teachers did not effectively address the instructional needs of all Special Education Students

School Culture and Climate

School Culture and Climate Summary

Providing a positive school culture and climate is a daily goal at our school. Our campus utilizes Review 360 as a discipline resource for teachers, and as means to document and track discipline referrals. Classroom walk-through data, parent conference logs and meetings also provide critical data to better identify areas of strengths and weaknesses. The administration and the SBDM review this data continuously from August through June to discuss topics which are important to keeping our school culture and climate positive. At the end of the year the SBDM revisits this data along with teacher, parent, and student surveys to determine a course of action for the coming school year to address areas of concern. According to the Teacher CNA Survey, only 47% of the teachers strongly believe students are prepared for middle school when they complete elementary.

School Culture and Climate Strengths

Teachers are involved in the decision making process.

There is an atmosphere of trust and mutual respect between administration and staff.

The administration consistently supports teachers.

Most parents, teachers, and students feel the school is safe, clean, and free of drugs and weapons.

NEEDS

Decrease the number of discipline referrals.

Increase safety in our schools.

Reduce the percentage of students who feel there are bullies at school.

1. *Decrease the number of discipline referrals and maintain district standards through*

**Provide training for all teachers on Review 360 Discipline system*

**Provide training in behavior topics such as conflict resolution and bullying to teacher, parents, and students*

**Implement and monitor for fidelity of a school-wide behavior/discipline management program ,*

**Retain a security guard to help maintain overall safety,*

**Provide parents and students with a Student Code of Conduct Handbook,*

** Inform parents of discipline referrals.*

**Promote the Caught Being Good program to provide incentive for students to improve behavior*

2. Increase safety in the schools through...

** Training office staff on sex offender searches on visitors*

**Maintain and monitor an Emergency Operations Plan*

** Implement and monitor and ID security system*

3. Counselors will provide literature , videos, lessons etc on bullying for students, teachers, and parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality, recruitment and retention are important factors to providing our students with the best education. It begins with our hiring committee composed of administrators and lead teachers from each grade level who determine who will be recommended for hire at our campus. An established criteria for specific questions for the job at hand is established. Responses for each question are given a weight of the highest possible points which is five to the lowest being a zero. Teacher performance is then tabulated and added to determine how the applicant ranked. New teachers are provided mentors in order to make sure they are kept well-informed and supported. A record of professional development hours are monitored by the administration and the SBDM along with teacher walk-throughs and observations to ensure staff quality. At the end of the year this data is reviewed again with teacher and student surveys to plan for the allocation of resources, activities, and support for the areas of greatest need.

Staff Quality, Recruitment, and Retention Strengths

All instructional staff met the highly qualified standard.

90% of our teachers have received 18 hours or more of Technology training over the past year.

100% of our Bilingual teachers have received 12 hours of SIOP training with an additional 6 hours of biligual training annually.

Teacher retention rates are high.

All teachers including Special Program teachers are up to date with Certification and Professional Development requirements.

NEEDS

There is a need to use an Interview Committee to recommend highly qualified staff.

There is a need for professional development in the following areas: Effective Instructional strategies/routines, Classroom management/routines, Small group instruction and setting up learning centers, SIOP training, Journaling in content areas

There is a need for additional support staff to assist with the At Risk population and all students.

Appropriate staff need to know the processes and procedures that need to be implemented and support services available for At Risk, Migrant, and Homeless Youth

- 1. An Interview committee consisting of the principal and SBDM members will recommend highly qualified individuals as positions become available.*
- 2. Provide professional development opportunities to improve instruction and classroom management.*
- 3. Hire and maintain support staff (Migrant teacher, Nurse, CSR teacher, Counselors) to assist all students including At Risk, migrant, and ELL students.*
- 4. Provide appropriate staff with professional development on procedures for Homeless Youth enrollment, proper identification of At Risk students, and support services available to Migrant and Homeless students.*

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Egly Elementary implements the required district curriculum and assessments. Egly's focus for instruction is based on the TEKS as it prepares and serves as a guide to what needs to be introduced, reinforced, and reviewed at each grade level. Teachers are provided with professional development and horizontal and vertical co-planning opportunities. The lesson plans are monitored throughout the year by administration to ensure that lessons reflect the TEKS and district curriculum. In addition our teachers use the student assessment data throughout the year to target student instructional weakness and provide additional interventions. At the end of the year the SBDM reviews state and district assessment results with teacher feedback and surveys to plan improved curriculum and instructional support for the following year.

Curriculum, Instruction, and Assessment Strengths

New and up to date and complete Reading, Math and Science with online resources are available to teachers.

A variety of advanced and targeted data reports, interventions strategies/supports are available by Tango and Aware.

There are plenty of intervention resources both online and in the classrooms such as TPRI Intervention Activity Guide (online and hardcopy) plus hardcopies of activities and games in the PDC for checkout, Florida Center for Reading Research (FCRR) activities (online and hardcopies), LION intervention activities, and Triumphs for math.

NEEDS

There is a targeted need to improve classroom scientifically based research based strategies and rigor.

Increase opportunities for teachers to plan lessons and share effective strategies as a grade level and between grade levels.

Increase opportunities to analyze and review data to plan for targeted instruction.

Teachers need to consistently develop rigorous weekly assessments that match the rigor of the STAAR assessment.

There is a need to supplement district curriculum with material that will match the rigor and format of the STAAR.

There is a need for integration of reading/writing/math strategies across content areas and vice versa.

1. *Effective implementation of scientifically research based strategies and rigor is critical to student success. Therefore to increase fidelity to curriculum*

and researched based strategies..

**Teachers will be given professional development, updates and refreshers in the following areas: HMH: Journeys and Senderos, Pearson Math and Science, Language Enrichment, Esperanza and STAAR correlations Online resources, STAAR test design, Readiness Standards/Supporting Standards, Depth of Knowledge (DOK), ELAR Questioning for College Readiness, TLI strategies and routines, differentiated instruction*

2. To facilitate lesson planning and encourage collaboration among teachers in planning lessons and effective strategies...

**Teachers will meet weekly during co-planning to discuss lessons and strategies for teaching upcoming lessons for the next week as well as meeting across grade levels to share lessons and strategies.*

3. A key component to effective instruction is the proper use of data and the opportunity to analyze data therefore

**Teachers will have weekly grade level meetings and a separate co-planning time for all grade levels and extended co-planning (every six weeks for 3rd-5th)*

**Teachers will review weekly data as well as benchmarks and progress monitoring assessments.*

4. Ensuring that students are challenged throughout the year at the same level of rigor is key to STAAR success.

**Therefore, teachers will identify the level of DOK for their weekly reading, math, and science tests (3rd-5th)*

**Administration will conduct daily/weekly walk-throughs to monitor instructional rigor*

5. The campus will purchase supplemental material to support district curriculum that will match the rigor and format of the STAAR assessment.

6. Reading, writing, and math strategies will be integrated across content areas such as Health, PE, Social Studies, and Science (ie Journals).

7. Provide substitutes as needed for staff development including LPAC and SSI, or TELPAS.

Family and Community Involvement

Family and Community Involvement Summary

We continually strive to bring more parents and community members into our school to assist in promoting a positive role in our students' education. The administration, teachers, and parent liaison track parental involvement from sign in sheets, parent logs, and participation in school and classroom functions. The SBDM reviews surveys, feedback from the staff and sign sheets and determines our campus strengths and weakness with family and community involvement.

Family and Community Involvement Strengths

Parents responded positively to school events that showcased student extracurricular talents.

Egly had several successful school fundraisers.

NEEDS

Increase parental involvement especially with academics.

There is a need to promote careers and colleges with our students through community involvement.

Increase parental involvement and communication via phone, email, or written communication.

1. *Provide more school sponsored events and more school to home communication that are academic in nature to include parents and community through*

**Bi-monthly meetings*

**Parent Liaison Meetings*

**Student shows such as 5th Grade Choir*

**Awareness Sessions*

2. *To increase awareness of colleges and careers and include the community...*

**Classrooms will adopt a college and promote it school fairs*

**Counselors will have a career day.*

3. *To increase parental involvement and communication..*

**Provide all students with a student planner and progress folder so parents and students can keep track of homework/tests and weekly grades and as a means of communication with the teachers/school to improve student achievement and parental involvement.*

**Provide teachers with a Parent/Teacher log to record meetings with parents, phone conversations.*

**Provide parents with Child Abuse information, Homeless Youth Services and Migrant Services.*

**Meet the Teacher Night and Open House*

**Fall/Spring Festivals*

**School-Student-Parent Compact*

**Parent Surveys*

**Involvement in decision making for the betterment of the students and school i.e. Campus Improvement Plan and School-Student-Parent Compact.*

**Utilize school messenger, School and District Website, marquee, Egly weekly Newsletter*

School Context and Organization

School Context and Organization Summary

Egly has an enrollment of 777 students, 35 Classroom teachers, 10 Special Assignment Teachers, 18 Para Professionals, and 4 Custodians. We are a very large school. Administration, with input from the SBDM and teachers, work diligently to manage and monitor the infrastructure of our school. Schedules (lunch, PE, music, library, counselors, etc) are carefully reviewed and refined to ensure smooth instructional transitions and 120 uninterrupted language arts time. Safety for our students is always critical so duty schedules reflect appropriate duty assignments and times. Communication between our staff and administration and our school and parents is a vital to keeping the school mission and goals at the forefront. The Lead Teachers and the SBDM meet regularly with administration throughout the year. Lead teacher's debrief with their grade level or teams to share vital information. Feedback from teachers is equally important to administration. We try to always keep parents informed through newsletters, student progress folders, the marquee, and phone calls. At the end of the year the SBDM considers all these factors when searching for ways to improve our school context and organization.

School Context and Organization Strengths

Egly provides a wide variety of extracurricular activities: UIL, Science Fair, Ballroom Dancing, Destination Imagination, Brainsville.

Students are well supervised before, during, after school-Duty schedule works well.

Teachers/staff are kept informed through faculty meetings, SBDM meetings, weekly grade level meetings, weekly newsletters, email, and SchoolMessenger.

Parents are kept informed through weekly newsletters, SchoolMessenger, and parent meetings.

Lead Teachers provide information and get feedback to/from teachers through lead teacher weekly meetings.

NEEDS

Adhere to RtI minimum requirements of 90 minutes of uninterrupted ELA/SLA instruction, 30 additional minutes of Tier II/III interventions, and 45 minutes daily of science instruction.

Arrange academic teams based on teacher strengths in third, fourth, and fifth grade.

Work with staff to ensure appropriate, well maintained, energy efficient facilities.

Work with SBDM to ensure effective and efficient use of all available funds.

1. *Administration will verify that schedules reflect 90 minutes of Language Arts time, 30 minutes of intervention time and 45 minutes of standards based inquiry centered science instruction a day to improve student achievement.*
2. *In 3rd-5th Grade teachers will team for reading and math.*
3. *Continue to keep teachers/staff informed through faculty meetings, SBDM meetings, weekly grade level meetings, weekly newsletters, email, and SchoolMessenger.*
4. *Use teacher, student, and parent survey results to evaluate the effectiveness of school initiatives and programs.*

Technology

Technology Summary

Technology is an integral part of our classroom instruction and day to day routines. Administration gathered information throughout the year from walk-throughs and observations regarding the extent teachers were embedding technology into instruction. The STaR Chart survey was conducted in Spring 2017. In May teacher and student surveys completed CNA surveys which included a technology section. The SBDM used these pieces of data along with the fixed asset report to determine the areas of weakness and strengths and to plan for improving the technology component in our school.

Technology Strengths

Teachers have access to the following technology tools: Projectors, Elmo, Laptop, Ipads (2 per classroom at a minimum).

Students have access at school and at home to Achieve 3000 (3rd-5th) and Learning A-Z (K-3rd).

Each fifth grade classroom has a COW and each student has a tablet.

In third grade each classroom has 10 laptops

Students in K-5th grade attend computer classes twice a week.

NEEDS

More professional development for teachers with technology as a tool.

Software usage is low.

District will no longer pay for much valued STEMscopes so campus may need to fund.

- 1. More professional development and opportunities will be provided so teachers will use technology for instruction on a regular basis for instructional presentations and to analyze data on AWARE and Tango .*
- 2. Schedules for computer time will be created and monitored for usage.*
- 3. Egly will purchase STEMscopes that is correlated to Science TEKS.*

4. *Ensure teachers and administration have computers, printers, elmos, ink, projectors to better serve students.*

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Egly students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.






Performance Objective 1: A minimum of 90% of students will achieve a Approaches on STAAR ELA, Math, and Science assessments. A minimum of 40% of students will achieve a Masters Performance Level.

A minimum of 98% of students in grades 1st-5th will show mastery of Social Studies TEKS as reflected in the end of year overall Social Studies grade.

Evaluation Data Source(s) 1: Increase students meeting Approaches and Masters in the 2018 STAAR Assessment to improve scores.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June



<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) In order to support student academic achievement on all standardized assessments (local, state, national) researched-based instructional resources will be implemented to address reading, writing, math, and science skills. Supplemental instructional materials will be provided for all teachers, counselors, nurse, and PE Coaches. Supplemental material for special populations will also be used to support academic achievement. Ancillary support will be provided from the office and custodial/maintenance Timeline: July 2017-April 2018 monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7, 8, 11, 18</p>	<p>1, 2, 10</p>	<p>Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education</p>	<p>Evidence of Implementation: Teacher Supply Request form, Distribution of STAAR materials, and TST Inventory report</p> <p>Evidence of Impact: Improvement with each district and campus progress monitoring assessment and benchmarks and STAAR results</p> <p>Formative: C-PM/TPRI/Tejas lee results, weekly/unit tests(HMH), district/campus PM assessments, LION, Fluency Tracker, and teacher walkthroughs /observations, lesson plans</p> <p>Summative: STAAR and TELPAS</p>				
<p>Funding Sources: 163 State Bilingual - \$6,500.00, 162 State Compensatory - \$6,000.00, 211 Title I-A - \$1,026.00, 199 Local funds - \$8,700.00, 263 Title III-A Bilingual - \$4,296.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Library Assistant: Retain a library aide to assist the teachers to ensure that students can effectively locate, access, interpret, evaluate and communicate information under the supervision of the librarian which enable students to obtain and maintain Timeline: August 2017-June 2018 Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA 15</p>	<p>1</p>	<p>Principal, Librarian</p>	<p>Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: Results of student, teacher, and parent surveys</p> <p>Formative: Observations, walk-throughs, attendance reports</p> <p>Summative: Title I-A Evaluation form, student, parent, teacher surveys</p>				
<p>Funding Sources: 211 Title I-A - \$51,416.00</p>							





<p align="center">Critical Success Factors CSF 1</p> <p>3) The Pre-K program will be provided the full day in order to better prepare students academically. The following personnel will be retained: Highly Qualified Teachers and Paraprofessionals Timeline: August 2017-June 2018, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7</p>	1, 10	Principal, PreK-Kinder Teachers, CIRCLE Consultants, Bilingual Depart., Curr. & Inst. Spec.	<p>Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: EOY C-PM results</p> <p>Formative: Teacher Observations, Lesson Plans, Classroom grades C-PM results at BOY and MOY</p> <p>Summative: EOY C-PM results, T-TESS Evaluations and PreK Paraprofessional Appraisels</p>				
Funding Sources: 211 Title I-A - \$216,244.00, 199 Local funds - \$171,170.00, 162 State Compensatory - \$77,372.00							
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS.</p> <p>In addition the professional development should include opportunities to develop questioning strategies to enhance student's reflective reasoning and conceptual knowledge, STAAR specifications, format, item analysis and categories, and teacher understanding of second language acquisition.</p> <p>Dyslexia Training: Ensure Dyslexia teacher has the opportunity to attend professional development targeting: intensive, multi-sensory, phonetic methods, as well as writing and spelling components in order to implement a complete Dyslexia Program that will support student academic success. *Orton-Gillingham approaches and current trends *Provide professional development for general</p>	1, 2, 4	PreK-5th Grade Teachers, Special Ed Teachers, Dyslexia Teacher, Special Education Teachers Lead Teachers, Bilingual Lead Teachers, Language Arts Specialists, Principal, Dean of Instruction, Teachers	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact: improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative: classroom observations, C-PM, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, and LION.</p> <p>Summative: STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				

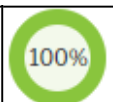
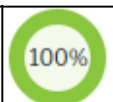
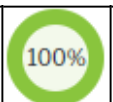
education teachers and dyslexia teacher in areas of Dyslexia Characteristics, Dyslexia identification and implementation of accommodations.




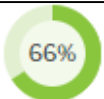
- *TELPAS
- *Dr. K. Wijekumar's Text Structure
- *ELPS
- *District Adopted Curr. REACH
- *Sheltered Instruction
- *Esperanza (K-2nd)
- *Preparacion para la lectura
- *Language Enrichment
- *Ensenando la lectura PK
- *Vocabulary Development
- *Fluency and Accuracy
- *Sequencing and Pacing
- *Writing Across the Curriculum
- *Comprehension Strategies
- *Effective Researched Based teaching practices
- *Classroom Management-Review 360
- *District Curriculum
- *ELAR/SLAR TEKS
- *PreK Guidelines/Early Childhood Guidelines
- *(Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
- *Texas Reading Academies(K-4)
- *Math and Science Textbook adoption (Proclamation 2013)
- *English Language Arts(ELA) and Spanish Language Arts(SLA) Textbook adoption(Proclamation 2011)
- *English as a Second Language (ESL) Textbook Adoption (Proclamation 2011)
- *Pre-Kindergarten Systems Adoption (Proclamation 2011)
- *Response to Intervention(RtI) process and SBR practices and strategies and differentiated instruction
- *CCRS (College and Career Readiness Standards)
- *State of Texas Assessment of Academic Readiness (STAAR)Gr 3-5
- *TLI Strategies and Routines
- *Academic Vocabulary
- *Comprehension Strategies
- *Effective Research based teaching practices
- *Depth of Knowledge/Blooms Taxonomy
- *STAAR Blueprints, formatting, reporting categories

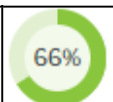
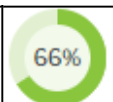



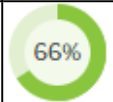
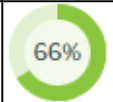
Funding Sources: 163 State Bilingual - \$2,850.00, 199 Local funds - \$2,770.00





<p>and Tested Standards</p> <ul style="list-style-type: none"> *Technology *Empowering Writers-Editing/Revising and Expository Workshop *Differentiated Instruction *Pearson Envision *CCRS *Depth of Knowledge *ESL Strategies in all content areas *Substitutes for TELPAS (SSI) and LPAC <p>Timeline: August 2017-June 2018, weekly/monthly as needed</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA pp. 7,8,11,15, 16, 23</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success.</p> <ul style="list-style-type: none"> * Revisit DIP plan every six weeks to discuss progress *Peer Review Feedback *Identify DOK levels on weekly tests *STAAR Blueprints *Data Analysis *Professional development *Technology in classroom <p>Timeline: August 2017-June 2018, Weekly</p> <p>Population: Classroom Teachers (PreK-5th) and Special Assignment Staff, Dyslexia Teacher, and Administrators, PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA pp. 7, 18</p>	1, 2, 4, 8	Principals, Dean of Instruction, Language Arts Specialists, Lead Teachers, Teachers and Special Ed Teachers Curriculum Specialists	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, C-PM, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, and LION.</p> <p>Summative:STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				









<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Assessment Plan: In grades PK CPM and OWL and in K-3rd TPRI/Tejas Lee will be administered to every student at the Beginning, Middle, End of Year to identify students at risk for reading difficulties and to monitor student progress in reading and provide timely support to struggling readers and ensuring academic success on the STAAR and TELPAS. In grades 3rd - 5th the progress monitoring assessments, Six Weeks Assessments, and the District Benchmarks will be administered throughout the year to identify students at risk and to monitor student progress in reading and provide timely support to struggling readers ensuring academic success on the STAAR and TELPAS. Timeline: September 2017-June 2018, Sept/Oct-BOY, January-MOY, and April-EOY Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 11, 17</p>	1, 2, 8, 9	Principal, RtI Specialist, Inst. Dean of Instruction, Classroom Teachers, TLI Specialist, Counselors	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, C-PM, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Assessment Plan-Data Analysis: Provide opportunities (3 x a year) BOY, MOY, EOY to review data from progress monitoring assessments during grade level meetings to provide teachers and parents with data for optimal targeted instruction and interventions and academic success and support for academic success on the STAAR test and TELPAS *TPRI / Tejas Lee results *C-PM *Unit tests from HHM and STAAR 1 *District/Campus/Six Weeks STAAR Progress Monitoring Assessments *PBMAS/TELPAS results and Progress monitoring - MindPlay Timeline: September 2017-April 2018, Sept/Oct-BOY, January- MOY, April-EOY Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 11, 17, 18</p>	1, 2, 8, 9	Principal, Dean of Instruction, Teachers	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, C-PM, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, Fluency, Tracker, and LION</p> <p>Summative:STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				







<p align="center">Critical Success Factors CSF 1</p> <p>8) RtI: Response to Intervention Model will be implemented and reflected in the classroom daily schedule with 90 minutes of uninterrupted Reading instruction and a minimum of 60 minutes of math and 30 additional minutes of Tier II/III instructional interventions for identified students in order to support student academic growth and success for STAAR test and TELPAS.</p> <p>*Universal Screening *All interventions should be scientifically based *Documentation of interventions and progress monitoring *Use data to identify areas of need *Monitor progress of struggling student *Adjust instruction/interventions *Review student outcome data to evaluate instruction *Review 360</p> <p>Tier I- a minimum of 90 minutes devoted to ELA/SLA instruction Tier II-30 minutes per day small group interventions in addition of core instruction Tier III-30 minutes per day individual or small group interventions in addition to the core curriculum. Timeline: August 2017-June 2018, Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 11</p>	<p>1, 2, 9</p>	<p>Principal, Dean of Instruction, Classroom Teachers, Dyslexia Teacher, Special Ed Teachers</p>	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, C-PM, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, Fluency Tracker, and LION.</p> <p>Summative:STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>	
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<p align="center">Critical Success Factors CSF 1</p> <p>9) Science Schedule: Teachers will provide a minimum of 15% of the instructional week to standards-based, inquiry centered science instruction (45 min a day) in order to ensure students receive ample science instruction and meet their needs ensuring academic success on the STAAR science and to ensure opportunities for descriptive, comparative, and experimental investigations outlined in the new TEKS.</p> <p>*80% or instructional time to classroom/field investigations in K-1 *60% of instructional time to classroom/field investigations in 2-3 *50% of instructional time to classroom/field investigations 4-5</p> <p>Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 21</p>	1	Principal, Elementary Teachers, Dean of Instruction	<p>Evidence of Implementation: teacher schedules, lesson plans, walk throughs</p> <p>Evidence of Impact: improvement from fall to spring district science benchmark</p> <p>Formative: six weeks science grades Summative: Science STAAR assessment</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Science Lab: The campus will ensure science hands-on approach in an appropriate science lab setting for 5th grade students: while enhancing classroom instruction not replacing but supporting academic success on the STAAR science such as STEMscopes and Living with Science.</p> <p>Timeline: October 2017-June 2018, daily Population: PreK-5th: LEP, MI, AR, T1 CNA pp.7, 8, 11</p>	1, 9	Principal, Assistant Principal, Campus Science Contact Person, BISD Science Specialist, Classroom Teachers Administrator for State Compensatory Education	<p>Evidence of Implementation: teacher schedules, lesson plans, walk throughs</p> <p>Evidence of Impact: improvement from fall to spring district science benchmark</p> <p>Formative: student progress reports, benchmark scores Summative: Science STAAR assessment</p>				

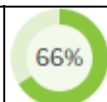
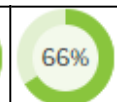
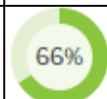
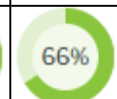

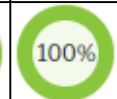

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Implementation of State Adopted Standards (TEKS) and District Scope and Sequence through state adopted materials: Ensure that teachers are implementing curriculum outlined in the district scope and sequence, an integrated, Explicit, challenging , standards-based, language arts curriculum, math, and science (K-5th) so students will increase their math, reading skills, science and cognitive strategies at their grade level supporting academic success on the STAAR math, reading writing and science. Timeline: August 2017-June 2018, Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p.7, 8, 11</p>	1	Principal, Assistant Principals, and Dean of Instruction	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improvement from fall to spring district benchmarks Formative: six weeks grades. fall and spring benchmarks, Fluency Tracker, and LION. Summative: STAAR assessment				
<p>Critical Success Factors CSF 1</p> <p>12) Academic Teaming will be implemented for third- fifth grade classes to provided specialized support for students thereby improving student academic success in reading, math, and science TEKS. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 21</p>	1, 2	Principal, Dean of Instruction, Third through Fifth Grade Teachers	Evidence of Implementation: teacher schedules and walk throughs Evidence of Impact: improvement from fall to spring district science benchmark Formative: six weeks grades and fall/spring district benchmarks Summative: STAAR assessment				
<p>Critical Success Factors CSF 1</p> <p>13) National Library Week/National Children's Book Week will be observed with library fair and other related activities to increase an appreciation of reading. Timeline: October 2017 and March 2018 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 12</p>	1	Principal and Librarian	Evidence of Implementation: book sales and newsletter Evidence of Impact: Increased AR usage Formative: six weeks reading grades Summative: Reading STAAR assessment and surveys				

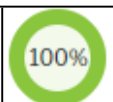
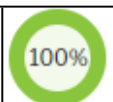
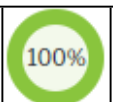
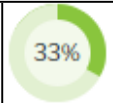
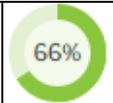
<p align="center">Critical Success Factors CSF 1</p> <p>14) Reading for entertainment and for learning will be encouraged by incorporating reading time and reading student selected materials during class time and through the use of the school home reading connected as noted in the student daily planner. The following activities will support reading for entertainment and provide support for academic success on the STAAR test and TELPAS.</p> <p>a Accelerated Reader a. Reading Log b. Incentives c. Reader's Theatre d. Character Parade e. Book Publishing Celebrations f. National Library Week g. Week of the Young Child h. Lift off to Literacy Timeline: August 2017-June 2018 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 12</p>	1	PreK-5th Grade Teachers Librarian Special Ed Teachers Dyslexia Teacher	Evidence of Implementation: AR reading logs/reports Evidence of Impact: increased AR usage Formative: six weeks reading grades, Fluency Tracker, and LION. Summative: Reading STAAR assessment and surveys				
Funding Sources: 199 Local funds - \$500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>15) Incentives: Students will receive the following incentives to encourage good behavior (Caught Being Good Program) and academic success on the STAAR assessment * Special Education Students will be rewarded with incentives for good behavior/and or grades using a behavior tally sheet. *All students who are "Caught being good" Students will receive a ticket from their teachers and will be entered for weekly drawings for certificate/pencil(2 per class) Timeline: August 2017-June 2018, weekly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11</p>	1	Principal, Assist. Principal, Dean of Instruction, Lead Teachers, Community/Business, Counselors	Evidence of Implementation: weekly drawings Evidence of Impact: Decrease in office referrals Formative: Six weeks office referral logs Summative: end of year discipline log				












<p align="center">Critical Success Factors CSF 1</p> <p>16) Teachers will implement ELPS activities for students who have not shown one year growth to improve student achievement on the TELPAS assessment and the STAAR assessment. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11</p>	1, 9	Principal, Assistant Principal, Dean of Instruction, Classroom teachers	<p>Evidence of Implementation: lesson plans and walk throughs</p> <p>Evidence of Impact: improvement on TELPAS progress monitoring results and TELPAS results</p> <p>Formative: six weeks grades and TELPAS progress monitoring results</p> <p>Summative: TELPAS results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>17) Bilingual students in grades 2nd-5th will receive Test Navigation Tutorials in reading to prepare students for TELPAS on-line testing and meet AMAO standards. Timeline: December 2017-February 2018, monthly Population: 2nd -5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11, 12</p>	1, 9	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher, Classroom Teachers	<p>Evidence of Implementation: Test Nav computer schedule and student usage</p> <p>Evidence of Impact: improvement TELPAS results</p> <p>Formative: weekly grades and TELPAS progress monitoring results</p> <p>Summative: TELPAS results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>18) Alignment meetings will be held to share teaching practices and strategies for language arts, math, science, and social studies in order to meet the needs of students transitioning from grade to grade (PreK-12th) Timeline: Fall 2017 and Spring 2018, Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 17, 18</p>	1	Classroom Teachers, Special Education Teachers, Dyslexia Teacher, Dean of Instruction, Principal, Curriculum Specialists	<p>Evidence of Implementation: agendas, sign in sheets, and ERO attendance record</p> <p>Evidence of Impact: improvement from fall to spring benchmarks and STAAR results</p> <p>Formative: six weeks grades</p> <p>Summative: STAAR and TELPAS results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>19) Awards: Provide awards for Academic Achievements such as Honor Roll and Accelerated Reader Achievement which promotes academic success on the STAAR test. Timeline: September-May 2017-2018 Population: K-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11</p>	1	Principal, Dean of Instruction, Librarian	<p>Evidence of Implementation: awards program</p> <p>Evidence of Impact: improvement from fall to spring benchmarks</p> <p>Formative: six weeks grades, benchmark and progress monitoring results</p> <p>Summative: STAAR and TELPAS results</p>				Funding Sources: 199 Local funds - \$2,500.00

<p align="center">Critical Success Factors CSF 1</p> <p>20) Bilingual/ESL Instruction: Students will receive ESL instruction that develops oral language skills, and increase listening/speaking and reading/writing proficiency addressing ELPS and use of Sheltered instruction, in the classroom including math, science, and social studies in order for students to systematically transition to English literacy. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8, 11</p>	1, 9	Principal, Assistant Principals, Dean of Instruction, Teacher Specialist, Lead Teachers, Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improvement on TELPAS progress monitoring results and TELPAS results Formative: six weeks grades and TELPAS progress monitoring results Summative: TELPAS results				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Students in Pre-k through second grades will celebrate the 100th day of school: with grade appropriate activities to improve math concepts. Timeline: February 5, 2018 Population: PreK-2nd: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11</p>	1	Principal, Assistant Principal, Classroom Teachers	Evidence of Implementation: 100 Day lesson plans, rotation schedule and parade Evidence of Impact: improved math six weeks grades Formative: six weeks grades and Summative: EOY report card grades and math EOY CPALLS				
<p align="center">Critical Success Factors CSF 1</p> <p>22) Implementation of Pearson Education O.W.L and CIRCLE: Ensure that PreK teachers implement Pearson Education O.W.L. and CIRCLE, an integrated challenging, standards-based, inquiry-centered math curriculum, so that PreK students will meet all the standards and be prepared for Kindergarten. Timeline: August 2016-June 2017, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8, 11</p>	1	Principal, Instructional, Pre Kinder Teachers	Evidence of Implementation: lesson plans, schedule and walk through forms Evidence of Impact: improvement from the BOY to EOY CPALLS results Formative: BOY and MOY CPALLS results Summative: EOY CPALLS results				

<p align="center">Critical Success Factors CSF 1</p> <p>23) Students in third through fifth grades will prepare projects for the BISD cluster Science Fair under the guidance of campus Science POCs and classroom teachers to improve knowledge of scientific process while supporting academic success on the STAAR science. Timeline: September - November 2016 Science Fair Nov., 2017 Population: 3rd-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11</p>	1	Principal, Dean of Instruction, Campus Science Fair Coordinator, Third through Fifth grade teachers,	Evidence of Implementation: submission of science fair forms and projects Evidence of Impact: improved six weeks science grades Formative: science six weeks grades Summative: Results of Science fair and of 3rd six weeks grades				
<p align="center">Critical Success Factors CSF 1</p> <p>24) Reading, Math, and Science Journals: Students in pre-kindergarten through fifth grade will maintain Science Journals (2 entries per week) as a means of reflection and to enhance their understanding of the content areas and develop writing skills and improve the academic success of all students. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11, 18</p>	1	Dean of Instruction, Pre-Kindergarten through Fifth Grade Teachers and Science POC	Evidence of Implementation: student journals, lesson plans and walk throughs Evidence of Impact: improved six weeks grades Formative: six weeks grades Summative: EOY grades and 3rd-5th grade STAAR assessment				
<p align="center">Critical Success Factors CSF 1</p> <p>25) Integration: Social Studies activities will be incorporated into all areas of instruction, as appropriate with the purpose of developing student conceptual foundations and mastery of grade level TEKS and improve student academic success. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 18</p>	1	Pre-Kindergarten through Fifth Grade Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks social studies grades Formative: social studies six weeks grades Summative: EOY Social studies grades				

<p align="center">Critical Success Factors CSF 1</p> <p>26) Implementation of Reading/Writing Strategies: Ensure implementation of reading and writing strategies during Social Studies instruction, such as prediction, inference, summarizing, paraphrasing and research skills with the purpose of supporting student success in assessments. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 18</p>	1	Principal, Dean of Instruction, Teachers	<p>Evidence of Implementation: lesson plans and walk throughs</p> <p>Evidence of Impact: improved six weeks grades and benchmark scores Formative: six weeks grades and benchmark scores Summative: EOY grades and STAAR Reading and Writing assessment</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>27) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 18</p>	1	Dean of Instruction, Physical Ed. Specialist, Health Ed. Lead Teacher, Health Ed. Teachers, Physical Ed. Teachers,	<p>Evidence of Implementation: lesson plans and walk throughs</p> <p>Evidence of Impact: improved six weeks grades Formative: six weeks grades Summative: EOY grades</p>				
<p>28) Kinder paraprofessionals will be retained to assist kinder teachers with student academic needs and prepare them for BOY, MOY, EOY benchmarks. Timeline: August 2017-June 2018, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7</p>	1	Principal, Kinder Teachers, Curr.& Inst. Spec.	<p>Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: EOY TPRI/Tejas Lee results</p> <p>Formative: Paraprofessionals' Observations, TPRI/Tejas Lee results at BOY and MOY</p> <p>Summative: EOY TPRI/Tejas Lee results, K Paraprofessional Appraisals</p>				
Funding Sources: 211 Title I-A - \$54,770.00							

<p align="center">Critical Success Factors CSF 4</p> <p>29) Beginning the 2nd day of school Egly will offer Extended Day Enrichment Program in order to assist parents with quality enrichment programs for students in grades Prekinder-5th Grade offering homework assistance, academic activities, recreation, art, and dance. Timeline: August 24, 2017-June 2, 2018, daily from 3:30pm-5:30pm. Populations: PreK-5th: LEP, MI, SE, GT, SYS, AR, TI, CNA p. 7</p>	9, 10	Principal Dean of Instruction Assistant Principals	<p>Evidence of Implementation: Teacher/Student Attendance Sheets</p> <p>Formative: Six Weeks Assessments, Report Card Grades</p> <p>Summative: End of the Year Report Card grades</p>				
Funding Sources: 211 Title I-A - \$31,330.00, 162 State Compensatory - \$26,568.00							
<p>30) 11) Support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria Locally funded Full Day OR half-day sessions for ALL students for whom no other criteria applies *Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2017 - June 2018 CNA: Pg. 7</p>		Principal Dean of Instruction	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data</p>				

<p>31) Egly will retain a highly qualified CSR grant reduction teacher in fifth grade to meet student academic needs. Timeline: August 2017-June 2018 Population: 5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 16</p>	1	Principal Assistant Principals	<p>Evidence of Implementation: position control and attendance reports Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, progress monitoring and benchmark results, LION. Summative: Evaluation, STAAR test and TELPAS results</p>				
<p>Critical Success Factors CSF 1</p> <p>32) Students will read one novel bi-monthly and complete an instructional activity for each novel. Population: 2nd - 5th Grade LEP, MI, SE, GT, SYS, AR T1 Timeline: August 2017-June 2018 CNA p. 11</p>	1	Principal, Assistant Principal, and Dean of Instruction	<p>Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improvement from fall to spring district benchmarks Formative: six weeks grades. fall and spring benchmarks, LION. Summative: STAAR assessment</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>33) Egly will follow an updated 90-day STAAR plan using assessment data for the spring, and it will be connected to Student Learning Objectives (SLOs). Population: 3rd - 5th Grade LEP, MI, SE, GT, SYS, AR T1 Timeline: January-June 2018 CNA p. 11</p>	1, 9	Principal, Assistant Principal, and Dean of Instruction	<p>Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improvement from fall to spring district benchmarks and six weeks assessments, LION. Formative: six weeks grades, spring benchmarks Summative: STAAR assessment</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							






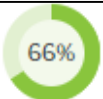



Goal 1: Egly students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

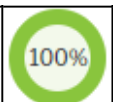
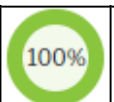
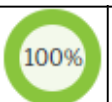
Performance Objective 2: Ensure that teachers are implementing ELAR Questioning for College Readiness so that the percentage of students meeting Approaches and Masters Performance in the 2018 STAAR Assessment increases.

Evaluation Data Source(s) 2: Increase by a minimum of 10% the percentage of students meeting Level II Recommended and Level III Advanced Performance in the 2017 STAAR Assessment.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Ensure teachers understand the supporting and readiness standards for their grade levels and those above and below through Professional Development to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.10, 18</p>	1, 4	Principal, Dean of Instruction, Curriculum Specialist	Evidence of Implementation: agendas, sign in sheets, ERO attendance records, walk throughs, lesson plans, weekly tests Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Ensure teachers are using the ELAR Questioning for College Readiness: Focusing on Elementary Readiness and Supporting Standards to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.18</p>	1, 2	Principal, Dean of Instruction, Assistant Principals	Evidence of Implementation: records, walk throughs, lesson plans, weekly tests Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment				

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Provide sessions on Depth of Knowledge to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11, 18</p>	1	Principal, Dean of Instruction, Assistant Principals	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records, walk throughs, lesson plans, weekly tests Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
<p>Critical Success Factors CSF 7</p> <p>4) An Interview Committee consisting of the Principal and SBDM members will use district standardized procedures including interviewing only certified teachers who have met state testing requirements and utilizing quality interview questions in order to attract highly qualified to meet the needs of our students. Timeline: August 2017-July 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 16</p>	1, 4	Principal and SBDM Committee	<p>Evidence of Implementation: interview committee rating sheets and recommendation documentation Evidence of Impact: Improved STAAR results from previous year Formative: walk throughs, progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Academic Assessments: Teachers will collaborate with Dean of Instruction in following assessments design, DOK level, TEKS, Standards: Weekly, Unit, Campus Progress Monitoring Assessments. Timeline: August 2017-July 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 18</p>	1, 8	Principal, Dean of Instruction, Lead Teachers	<p>Evidence of Implementation: lesson plans, weekly tests, progress monitoring and benchmark assessments Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
<p>Critical Success Factors CSF 1</p> <p>6) Lesson plans will be turned in weekly and reviewed for instructional rigor and fidelity to district scope and sequence and curriculum to improve student academic success. Timeline: August 2017-July 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11</p>	1	Facilitator Classroom Teachers	<p>Evidence of Implementation: lesson plans Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				

<p>Critical Success Factors CSF 7</p> <p>7) Strategies to attract high quality teachers to high needs schools will be implemented. This includes: Lead Teacher stipends, free health insurance, supplemental duty stipends, bilingual stipends, free parking, full time security guard, and campus non-monetary incentives.</p> <p>Timeline: August 2017-July 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 15, 16</p>	2, 5	Principal, Assistant Principals, and Dean of Instruction	<p>Evidence of Implementation: Supplemental duty forms for stipends, teacher BISD check statements, Health Cards, Bioscreen.</p> <p>Evidence of Impact: Improved STAAR results from previous year. Formative: Progress monitoring assessments and benchmarks. Summative: STAAR assessment</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 1: A minimum of 90% of students in grades 1st-5th will show mastery of Fine Arts TEKS as reflected in the end of year overall grade for Fine Arts.

Evaluation Data Source(s) 1: A 10% increase of students in grades 1st-5th that will show mastery of Fine Arts TEKS as reflected in the end of the year overall Fine Art's grade.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students in PreK-1st Grade will attend weekly music classes to develop vocabulary and learn the basics of music with a highly qualified music teacher to enhance student academic success. Timeline: August 2017-June 2018 Population: Pre K-1st Students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 17	1	Principal, Dean of Instruction, and Classroom Teachers	Evidence of Implementation: music schedule, lesson plans, and walk throughs Evidence of Impact: Fine arts report card grades Formative: Six weeks fine arts report card grades Summative: end of year fine arts report card grade				
2) 5th Grade Students will have the opportunity to participate in the 5th Grade Choir and showcase their talents for the school, parents, and community throughout the year which will promote student academic success. Timeline: September 2017-June 2018 Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 19	1, 6	Principal, Dean of Instruction, and Classroom Teachers	Evidence of Implementation: music schedule, lesson plans, and walk throughs Evidence of Impact: Fine arts report card grades Formative: Six weeks fine arts report card grades Summative: end of year fine arts report card grade and program				
3) 5th Grade Students will have the opportunity to participate Ballroom Dancing and showcase their talents for their parents and community at the end of the year which will promote student academic success. Timeline: September 2017-June 2018 Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 7, 8	1, 6	Ballroom Dance Instructors	Evidence of Implementation: dance schedule and walk throughs Evidence of Impact: report card grades Formative: observations and six weeks report card grades Summative: end of year report card grade and dance program				



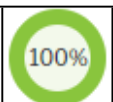
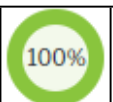
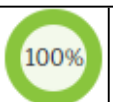
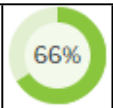
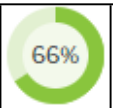
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education











Performance Objective 1: Egly Elementary will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%

Evaluation Data Source(s) 1: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Retain a highly qualified Dean of Instruction to support teachers through professional development, classroom demonstrations with students identified at-risk in order to close the at-risk gap. Timeline: August 2017-June 2018, daily Population: PreK-5th grade At Risk Students CNA p. 7</p>	4	Principal, Administrator for State Compensatory Education	<p>Evidence of Implementation: position control and attendance reports Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, progress monitoring and benchmark results, LION, Fluency Tracker, ERO Session Evaluation Report, ERO Session Attendance Report, Student Progress Reports Summative: STAAR test and TELPAS results</p>				
Funding Sources: 162 State Compensatory - \$70,071.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Afterschool and Saturday Tutorials: Intense strategic small group after school and Saturday tutorials will be implemented to assist at risk students including 5th Grade SSI in the language arts, math, science areas in order to accelerate instruction and support for academic success on the STAAR. Timeline: September 2017- April 2018, Two-Three times a week Population: 3rd - 5th grade *T1, LEP, AR, DYS, TIM CNA p. 11</p>	2, 3, 9	Principal, Dean of Instruction Classroom Teachers Administrator for State Compensatory Education	<p>Evidence of Implementation: tutorial schedule, lesson plans, and attendance reports Evidence of Impact: increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, LION, Fluency Tracker, progress monitoring and benchmark results, Student progress reports, tutorial classroom observations. Summative: Retention rate and STAAR</p>				
Funding Sources: 199 Local funds - \$9,000.00, 162 State Compensatory - \$35,898.00							

<p>Critical Success Factors CSF 1</p> <p>3) Dyslexia: A highly qualified dyslexia teacher will provide dyslexia services for identified students in order to meet student academic needs. Identification process will follow RtI and Dyslexia guidelines. The assessment to identify students will following rules from Texas Education Agency, The Dyslexia Handbook. Individualized accommodations plans will be implemented in the classrooms Dyslexia lab services will be provided for students identified from evaluations. Students will receive explicit, individualized, and multi-sensory instruction in a small group setting Timeline: August 2017-June 2018-Daily Population: DYS 1st- 5th Grade AR CNA p. 12</p>	1, 3, 9	Principal, Dyslexia Teacher, Campus RtI Coordinator, General Ed Teachers, Administrator for State Compensatory Education	<p>Evidence of Implementation: position control and attendance reports Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, LION, Fluency Tracker, progress monitoring and benchmark results, Student Progress reports, and classroom observations Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$64,649.00</p>							
<p>Critical Success Factors CSF 1</p> <p>4) Extra Curricular Activities: Students in 3rd-5th will have an opportunity to participate in after/before school activities to encourage and support student academic success. Chess, Coding@BISD Ballroom Dancing, UIL, Spelling Bee, Destination Imagination</p> <p>Timeline: September 2017-June 2018 Population: 2nd-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 7, 8</p>	1	Principal, UIL Campus Coordinator, Dean of Instruction, Ballroom Instructor, Spelling Bee Campus Sponsor, Chess Sponsors, Aviation Sponsor, Destination Imagination Sponsor	<p>Evidence of Implementation: Schedule of extra curricular practices, sessions, and events. Evidence of Impact: Increase in At Risk student achievement on STAAR and TELPAS and positive results on student, parent, teacher surveys. Formative: Participation rates and six weeks report card grades Summative: Results of Chess tournaments, ballroom dancing, UIL meet, Spelling Bee, end of year report card grades.</p>				
<p>Funding Sources: 199 Local funds - \$6,500.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>5) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Timeline: August 2017-September 2018 Population: AR CNA p. 16</p>	10	Campus Administration and Homeless Youth Coordinator	<p>Evidence of Implementation: agendas, sign in, ERO transcripts Evidence of Impact: positive results on student, parent, teacher surveys. Formative: ERO session evaluation report Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>6) Egly has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Timeline: August 26, 2017-June 4, 2018 daily Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 16</p>	10	Campus Administration and Homeless Youth Coordinator	<p>Evidence of Implementation: observation and monitoring of office personnel Evidence of Impact: positive results on student, parent, teacher surveys. Formative: Monthly eschoolPLUS At Risk reports will be generated and student progress reports Summative: STAAR results</p>				
<p>7) Promote awareness at campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Timeline: August 26, 2017-June 4, 2018 at minimum one time per month Population: Parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 16, 20</p>	10	Campus Administration and Homeless Youth Coordinator	<p>Evidence of Implementation: Newsletters and agendas Evidence of Impact: positive results on parent surveys. Formative: student progress reports Summative: STAAR results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Implement a food pantry and closet to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 20</p>	10	Campus Administration and Homeless Youth Coordinator	<p>Evidence of Implementation: Newsletters and agendas Evidence of Impact: positive results on parent surveys. Formative: student progress reports Summative: STAAR results</p>				





<p>Critical Success Factors CSF 1</p> <p>9) Egly has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.) Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 16</p>	10	Campus Administration and Homeless Youth Coordinator	<p>Evidence of Implementation: Monitoring of office personnel</p> <p>Evidence of Impact: positive results on parent surveys.</p> <p>Formative: student progress reports</p> <p>Summative: STAAR results</p>				
<p>10) Dyslexia: A highly qualified dyslexia aide will assist Dyslexia Teacher provide dyslexia services for identified students in order to meet student academic needs. Identification process will follow RtI and Dyslexia guidelines. The assessment to identify students will following rules from Texas Education Agency, The Dyslexia Handbook. Individualized accommodations plans will be implemented in the classrooms</p> <p>Dyslexia lab services will be provided for students identified from evaluations. Students will receive explicit, individualized, and multi-sensory instruction in a small group setting Timeline: August 2017-June 2018-Daily Population: DYS 1st- 5th Grade AR CNA p. 11</p>	1, 9	Principal, Dyslexia Teacher, Campus RtI Coordinator,	<p>Evidence of Implementation: position control and attendance reports</p> <p>Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments</p> <p>Formative: weekly tests, unit tests, progress monitoring and benchmark results, LION.</p> <p>Summative: Evaluation, STAAR test and TELPAS results</p>				
<p>Funding Sources: 211 Title I-A - \$27,650.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							








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









Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools.

Evaluation Data Source(s) 1: Attendance Rates through use of District Attendance Monitoring form, PEIMS attendance data.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring/management. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 8</p>	1	Principal, Assist. Principal, Attendance Clerk, Data Entry Clerk	<p>Evidence of Implementation: Daily announcements and newsletters Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance Formative: Weekly and six weeks review of campus attendance rates Summative: End of the year attendance rate</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 8</p>	1	Principal, Data Entry Clerk, Classroom Teachers	<p>Evidence of Implementation: attendance certificates Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports Formative: Six weeks attendance reports Summative: End of the year attendance rate</p>				

<p>Critical Success Factors CSF 4</p> <p>3) Attendance Clerk and parent liaisons will attend trainings on consistently monitoring and communication of student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Timeline: fall 2016-spring 2017 Population: Attendance Clerk and Parent Liaison CNA p. 8</p>	1	Principal, Attendance Clerks, Parent Liaisons, Data Entry Clerk	<p>Evidence of Implementation: agendas, ERO transcript</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: Six weeks attendance reports</p> <p>Summative: End of the year attendance rate</p>				
<p>Critical Success Factors CSF 4</p> <p>4) Attend training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Timeline: fall 2016-spring 2017 Population: PEIMS supervisors and clerks CNA p.8</p>	1	Campus Administration and Data Entry Clerk	<p>Evidence of Implementation: agendas, ERO transcript</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: Six weeks attendance reports</p> <p>Summative: End of the year attendance rate</p>				
<p>Critical Success Factors CSF 4</p> <p>5) Reduce by 5% yearly the out-of-school suspensions by evaluating the 2015-2016 number of days students were absent due to OSS in order to increase Egly's attendance rates and improve student instructional levels. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: discipline log</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: monthly OSS reports and six weeks attendance rates</p> <p>Summative: end of year OSS reports and end of the year attendance rate</p>				








<p>Critical Success Factors CSF 4</p> <p>6) Publish and recognize Egly's attendance rates in school newsletter, morning announcements, school marquee, and website to promote and motivate student attendance and increase educational potential of students.</p> <p>Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: newsletters, morning announcements, school marquee, and school website</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: six weeks attendance rates Summative: end of the year attendance rate</p>				
<p>Critical Success Factors CSF 4</p> <p>7) Facilitate the parent's ability to monitor attendance via School Messenger Notification System by consistently updating student information.</p> <p>Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: log of messages on School Messenger</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: six weeks attendance rates Summative: end of the year attendance rate</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							








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





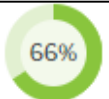
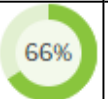
Performance Objective 2: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.








Evaluation Data Source(s) 2: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) To promote and ensure physical fitness, students in grades Pre K-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. Timeline: August 2017-June 2018, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Campus Administrator, Dean of Instruction, Physical Ed. Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades				
<p>2) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007 to promote and ensure physical fitness. Timeline: August, 2017-June 2018, daily Population: 3rd -5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Campus Administrators, Physical Ed. Teachers, School Nurse,	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades				
<p>3) Implement the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009 to promote and ensure physical fitness. Timeline: Spring 2018 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Physical Ed Teacher, Dean of Instruction,	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades and School Health Index results				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) 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 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 effective 09/01/2009 Timeline: September 2017-May 2018, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Principal, Dean of Instruction, CATCH Champions, CATCH Campus Teams	Evidence of Implementation: lesson plans and walk throughs, Evidence of Impact: improved six weeks grades and attendance Formative:six weeks grades amd six weeks attendance records Summative: EOY grades, STAAR results, and attendance rate				
<p>5) 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 effective 08/01/2004 and revisions 08/01/2007 to promote a healthy lifestyle. Timeline: September 2017-June 2018, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Food & Nutrition Services Administrators Curriculum Admin. Area Superintendent District/Campus CATCH Team	Evidence of Implementation: agendas, sign ins, ERO attendance Evidence of Impact: positive results from parent surveys Formative: evaluations Summative: End of year surveys				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Egly will develop a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09 to properly provide the best physical education program to promote a healthy lifestyle. Timeline: August 2017-June 2018 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	PE Teachers, Campus Safety Coordinator, Health Lead Teacher, Campus Administration	Evidence of Implementation: safety plan Evidence of Impact: Positive results from parent surveys Formative:campus visits and observations Summative: reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP)				

<p>Critical Success Factors CSF 5</p> <p>7) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009) Timeline: September 2017-June 2018, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 20</p>	1	Campus Counselors, Campus Admin, Dean of Instruction	<p>Evidence of Implementation: distribution of handbook, counselor's lesson plans, agendas, sign in sheets Evidence of Impact: Positive survey results Formative:counselor presentations Summative: Student, Teacher, and Parent Survey results</p>				
<p>Critical Success Factors CSF 5</p> <p>8) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009 Timeline: September 2017-June 2018 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 20</p>	1, 6	Counselors, Campus Administration, Parental Involvement Liaison	<p>Evidence of Implementation: counselor's agendas and sign in sheets Evidence of Impact: Positive survey results Formative:counselor presentations Summative: t Survey results</p>				
<p>Critical Success Factors CSF 5</p> <p>9) Egly will provide parents/students information to district counseling options for students affected by sexual abuse in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. Timeline: September 2017-June 2018, Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 20</p>	1	Campus Counselors Parent Liaison, Campus Personnel, Campus Admin	<p>Evidence of Implementation: counselor's log Evidence of Impact: Positivesurvey results Formative:Counselor's log Summative: Survey results</p>				

10) Egly will retain a highly qualified nurse to assist in the planning and execution of the health program for the school district which enable students to obtain and maintain optimal educational opportunities. Timeline: August 2017-June 2018, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 16	1, 10	Health Service Administrator, Principal, Nurse	Evidence of Implementation: position control and attendance records Evidence of Impact: Positive survey results, screening records, sick logs, immunization survey Formative: Screening records, sick logs, immunization survey Summative: end of year screening and referral report				
	Funding Sources: 199 Local funds - \$84,054.00, 211 Title I-A - \$55,436.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







Goal 5: Egly Elementary will maintain a safe and disciplined environment conducive to student learning.









Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 10%.







Evaluation Data Source(s) 1: As per the end of year discipline reports, discipline referrals will decrease by 5% compared to previous end of year discipline reports.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students, parents, staff, and community will be made aware and will be notified of the Student Code of Conduct (SCC) through the distribution of SCC, District Website, and campus presentations to ensure all students are provided due process and their rights. Timeline: August 2017-June 2018 Population: Parents, Teachers, community members and PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 14</p>	1, 6	Principals Assistant Principals Campus Staff Parent Liaison	<p>Evidence of Implementation: student code of conduct (SCC) parent signature page Evidence of Impact: Decreased discipline referrals this from last year Formative: signed SCC acknowledgement forms Summative: Parent surveys</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Provide training for new teachers: (a) To effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Timeline: August 2017-June 2018 Population: Teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 13</p>	1, 4	Principals, Assistant Principals, Counselors,	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop-out rates, Sub groups representation and recidivism rates in order to comply with District goal. Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	1	Campus Administration/Staff	<p>Evidence of Implementation: discipline logs and attendance rates Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Provide scheduled professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Signs of Child Abuse f) Response to Intervention (RTI) g) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Timeline: August 2017-June 2018 Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13, 14</p>	1, 4	Principals, Assistant Principals, Counselors,	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys</p>				
<p>Critical Success Factors CSF 6</p> <p>5) Counselors will provide individual and group counseling sessions including topics in bullying on a weekly basis in order to ensure that students needs are addressed. Timeline: August 2017-June 2018 Population: students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13, 14</p>	1	Principals and Counselors	<p>Evidence of Implementation: lesson plans and counselor's schedule Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: student sign in sheets, counselor's log and counselor's lesson plans Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				

<p>6) Teachers will emphasize rules and safety including keeping our classroom and schools clean, at the beginning of the year and as needed throughout the year. Timeline: August 2017-June 2018 Population: students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13, 14</p>	1	Principal, Assistant Principals, and Classroom Teachers	<p>Evidence of Implementation: SOAR lesson plans Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: review 360 daily entries Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				
<p>Critical Success Factors CSF 6</p> <p>7) Parents will be notified of any discipline referral as outlined in the Student Code of Conduct (mandated by policy) Timeline: August 2017-June 2018 Population: Parents of students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	1	Principals and Assist Principals	<p>Evidence of Implementation: parent phone logs, letters and schoolmessenger Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks reports of review 360 Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				
<p>Critical Success Factors CSF 6</p> <p>8) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness, Bullying/Harassment, Internet Safety, Drug, Alcohol, and Tobacco Awareness Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	1	Principal, Assist. Principals, Dean of Instruction, Counselors and Teachers	<p>Evidence of Implementation: counselor's lesson plans and schedule Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks review of student referrals Summative: end of year discipline report and end of year results of student, parent, and teacher surveys</p>				
<p>9) Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective interventional strategies, including the identification of special populations in order to decrease student dropout rates to increase graduation rates. Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7</p>	1, 2, 4	Principal, Assist. Principals, Dean of Instruction, Counselors, and Teachers	<p>Evidence of Implementation: agendas, sign in sheets and ERO attendance record Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks report card grades Summative: review of At Risk student STAAR assessment results</p>				



<p>10) Implement a School wide Positive Behavior Reinforcement "Caught Being Good" weekly, where students are given a ticket if they are caught being good. Certificates and small prizes will be given out on a weekly basis in order to reduce the number of behavior/ office referrals.</p> <p>Timeline: August 2017-June 2018</p> <p>Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM</p> <p>CNA p. 13, 14</p>	1	Principal, Assist. Principals, Dean of Instruction, Counselors, and Teachers	<p>Evidence of Implementation: distribution of certificates and prizes on Fridays and discipline log</p> <p>Evidence of Impact: decreased discipline referrals this year from last year and positive results from student, parent, and teacher surveys</p> <p>Formative: weekly behavior referrals</p> <p>Summative: end of year discipline report/review 360 and end of year results of student, parent, and teacher surveys</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							








Goal 5: Egly Elementary will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: Establish and refine a campus safety plan to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: The Police and Security Services, District Safety Administrator, Campus Administration, Pupil Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Egly will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Timeline: August 2017-June 2018 Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 14</p>	1	Principals, Assistants Principals, Faculty and Staff	<p>Evidence of Implementation: Emergency plan and scheduled drills and results of drills Evidence of Impact: Results of lockdowns and fire drills Formative: after action reviews Summative: end of year review of Emergency Operations Plan</p>				

<p>Critical Success Factors CSF 6</p> <p>2) Ensure that an identification security system is in place. -All faculty must obtain and display an Identification Card while on school grounds -Visitors must present an Identification at Sign-In & -Escorted/Monitored at all times. Timeline: August 2017-June 2018 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 14</p>	1	Principals, Assist. Principals, Campus Security Officer	Evidence of Implementation: employee tag usage and visitor's log Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: daily sign in visitor log Summative: end of year results of student, parent, and teacher surveys				
<p>Critical Success Factors CSF 6</p> <p>3) A Security Officer will be placed throughout the year at Egly Elem. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff. *Gang Awareness *Bullying *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Emergency Operations Plan (EOP)-Safety Procedures Timeline: August 2017-June 2018 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 14</p>	1	Principals, Assist. Principals, BISD Police Security Services	Evidence of Implementation: position control and attendance reports Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: Six weeks attendance report Summative: end of year results of student, parent, and teacher surveys				
<p>Critical Success Factors CSF 6</p> <p>4) Ensure office staff is trained in conducting a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. Timeline: August 2017-June 2018 Population: Office staff, PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 14</p>	1	Principals, Assist Principals, and Office Staff	Evidence of Implementation: agendas and ERO transcripts Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: log of sex offender searches Summative: end of year review of sign in sheets/ logs and end of year results of student, parent, and teacher surveys				












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










Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2016-2017 to 2017-2018











Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores







Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide an opportunity for parents and students to meet teachers at the beginning of the school year so as to begin the communication process with parents. In order to increase the communication opportunities between parents, teachers, and students through parent activities such meet the teacher night and continued communication through student planners. Timeline: August, 2017 Population: Teachers and parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 20</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	<p>Formative: Sign in sheets and teacher/parent conference logs Summative: Positive results from teacher and parent surveys and increased parental involvement</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Provide an opportunity for teachers, parents, and students to share student successes twice a year through Open House. Timeline: September, 2017 and March, 2018 Population: Teachers and parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 20</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	<p>Formative: Teacher/parent conference logs and sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement</p>				

<p>Critical Success Factors CSF 5</p> <p>3) Provide an opportunity for the parents, teachers, students and community to work together for student incentives such as Spring festival Timeline: April 2018 Population: Teachers, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 20</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement.				
<p>Critical Success Factors CSF 5</p> <p>4) Showcase student choir and dance groups at school events to bring parents to the school and increase parental involvement. Timeline: December 2017, and May 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 20</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Calendar of event, program agenda, and sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement.				
<p>Critical Success Factors CSF 5</p> <p>5) Bi -Weekly Parent Meetings with the Parent Liaison including various topics from wellness, to parenting ideas in order to support and improve student achievement, to benefits of bilingual/ESL program. Timeline: August 2017-June 2018 Population: Parents CNA p. 20</p>	1, 6	Principal, TLI Specialist and Parent Liaison	Formative: Sign in sheets, agendas, parental involvement logs, and Parent Liaison's monthly reports Summative: Positive results from teacher and parent surveys, parent liaison's end of year report, and increased parental involvement.				
<p>Critical Success Factors CSF 5</p> <p>6) Provide students and parents with a copy of School-Parent-Student Compact detailing the responsibilities of all stakeholders: Parents, Teachers, Students to improve student achievement. The copy will be provided in English and Spanish. Timeline: August 2016-September 2016 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 20</p>	1	Principal Office Staff Teachers	Formative: Parent Student Compact signed form Summative: Positive results from teacher and parent surveys				

<p>Critical Success Factors CSF 5</p> <p>7) Conduct an Annual Title 1 Meeting to inform parents of services provided through Title 1 funds to improve student achievement including notifying parents of their school's participation in the Title I program, to explain the program requirements and to inform parents of their rights to be involved. Timeline: -September 2017 Population: Parents CNA p. 20</p>	1, 6	Principal and Parent Liaison	Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist				
<p>Critical Success Factors CSF 5</p> <p>8) Conduct an annual Title 1 Parent Survey to evaluate the effectiveness of campus Parental Involvement Activities Timeline: September 2017 Population: Parents CNA p. 20</p>	1	Principal and Parent Liaison	Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist				
<p>Critical Success Factors CSF 5</p> <p>9) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met and ensure overall academic success. (Campus Improvement Plan) Timeline: August 2017-May 2018 Population: Community and Parent representatives PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 20</p>	1, 6	Principals and Parent Liaison	Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys				
<p>Critical Success Factors CSF 5</p> <p>10) Egly will ensure that a written Parental Involvement Policy is developed jointly with, agreed upon by and distributed to parents of participating students to promote academic success for students. Timeline: December 2018 Population: Parents CNA p. 20</p>	1, 6	Principal, PreK-5th Grade Teachers, Parent Liaison	Formative: Flyers, newsletters, distribution of Parental Involvement Policy, and Teacher/parent conference logs Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist				

<p align="center">Critical Success Factors CSF 5</p> <p>11) Egly will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Timeline: September-November, 2017 Population: Parents CNA p. 20</p>	1, 6	Principal and Parent Liaison	Formative: Flyers, newsletters, distribution of Parental Involvement Policy and Teacher/parent conference logs Summative: Positive results from teacher and parent surveys, End of Year Survey Title 1A Parental Involvement Compliance checklist, and increased parental involvement				
<p align="center">Critical Success Factors CSF 5</p> <p>12) Egly will provide an orientation for preschool children and their parents from Head Start to assist with the transition to Egly Elementary to ensure academic success. Timeline: spring 2018 Population: Incoming PreK Parents and students CNA p. 20</p>	1, 6, 7	Principal and Parent Liaison	Formative: Egly Newsletter, announcements, sign in sheets and agendas Summative: Positive results from teacher and parent surveys, End of Year Survey Title 1A Parental Involvement Compliance checklist, and increased parental involvement.				
<p align="center">Critical Success Factors CSF 5</p> <p>13) Egly will continue to fund a Parent Liaison to serve as a liaison between school and home, coordinate parental involvement activities, monitor attendance records, address attendance concerns through home visits which enables students to obtain and maintain optimal educational opportunities. Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 15, 16</p>	1, 6	Principal and Parent Liaison	Formative: Position control, sign in sheets, agendas, attendance records, monthly Parental Liaison's report Summative: Positive results from teacher and parent surveys, End of Year Parent Liaison's report, and increased parental involvement.				
Funding Sources: 211 Title I-A - \$21,859.00							
<p>14) MS Orientation : To assist in the transition from fifth grade to middle school, fifth grade students will have an orientation with parental consent of both Oliveira MS and Perkins MS. Students will go to Oliveira for the orientation and Perkins MS sends a counselor to provide an orientation for our 5th grade students so that students will have a smooth transition to middle school. Timeline: May 2018 Population: 5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 20</p>	1	Principal and Counselors	Formative: Flyers and newsletter, announcements, and sign in sheets, agendas, attendance records Summative: Positive results from survey results and increased parental involvement.				

<p>15) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits and parental involvement meetings and trainings. Timeline: August 2017-May 2018 Population: Parent Liaison to address issues with students in grades PreK-5th, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 20</p>	Principal Parent Liaison	Formative: Monthly contact log Composite Report Summative: Monthly mileage log and cash payments.				
	Funding Sources: 211 Title I-A - \$400.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









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











Performance Objective 1: DRAFT REVISION: 90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP) and 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 1: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) All migrant students will receive grade appropriate school supplies hygiene supplies, and/or clothing supplies on an as needed basis in order to provide them with the necessary tools to complete Their classroom and homework assignments: thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Timeline: September 2017-June 2018 Population: PFS/ Migrant students CNA p.8</p>	1	Campus Administrator	<p>Evidence of Implementation: NGS Campus reports, request forms, parent signature Evidence of Impact: Positive parent survey results and completed request for supplemental support form Formative: NGS Campus reports Summative: completed request for supplemental support form with NGS student number and parent's/student's signature</p>				
Funding Sources: 211 Title I-A - \$875.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Migrant students identified as performing below grade level will receive additional 30 minutes support during the day (RtI) and offered tutorial services before school in grades 1-2 by Migrant Teacher. Timeline: September 2017-June 2018 Population: 1st - 2nd grade PFS/ Migrant student CNA p.8</p>	1, 9	Campus Principal, Teachers, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: Teacher schedule, list of students performing below grade level and tutorial attendance Evidence of Impact: Positive results of progress monitoring assessments and benchmarks Formative: Results of TPRI/Tejas Lee progress monitoring assessments and benchmarks Summative: EOY TPRI and Tejas Lee results, Aprenda, and SAT10</p>				

<p>3) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Timeline: September 2017-June 2018 Population: 1st grade Migrant/PFS students CNA p. 8</p>	1	Campus Principal, Teachers, and Migrant Teacher	<p>Evidence of Implementation: list of students performing below grade level and RtI documentation</p> <p>Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report</p> <p>Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report</p> <p>Summative: EOY TPRI and Tejas Lee results and end of year report card grades.</p>			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed:or, to participate in the enrichment migrant summer.</p> <p>Timeline: June 2018 Population: PreK-5th grade Migrant/PFS students CNA p.8</p>	1, 2	Campus Principals, Migrant Teacher, Homeroom Teachers	<p>Evidence of Implementation: signed permission slips and summer school attendance</p> <p>Evidence of Impact: Increased summer school promotion rate</p> <p>Formative: Summer school weekly assessments</p> <p>Summative: End of summer school documentation</p>			
<p>Critical Success Factors CSF 1</p> <p>5) PFS migrant students will receive supplemental support services before other migrant students as per NCLB Section 1304(d)</p> <p>Timeline: August 2017-July 2018 Population: PFS Migrant students CNA p. 8</p>	1	Campus Administrators and Teachers	<p>Evidence of Implementation: NGS campus reports delivery page with signature</p> <p>Evidence of Impact: completed PFS monitoring tool and results on STAAR assessment</p> <p>Formative: NGS campus reports delivery page with signature</p> <p>Summative: completed PFS monitoring tool, Increased promotions rates</p>			
<p>6) Parents of migrant PK, Kinder, and 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Timeline: August 25, 2017-June 30, 2018 Population: Parents of Migrant students CNA p. 20</p>	6	Campus Administrator, Dean of Instruction, Teachers	<p>Evidence of Implementation: sign in sheets, agenda</p> <p>Evidence of Impact: Positive results on progress monitoring/benchmark assessments and positive results on parent surveys</p> <p>Formative: progress monitoring/benchmark assessments</p> <p>Summative: Parent Surveys results, EOY TPRI/Tejas Lee results</p>			

<p>7) In order to increase awareness of migrant student needs, Egly campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Timeline: August 25, 2017-June 5, 2018 Population: Faculty and Staff CNA p. 19-20</p>	1	Principal, Teachers, Campus Clerks, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: list of migrant students, teacher list of students receiving interventions. Evidence of Impact: Positive results on progress monitoring/benchmark assessments Formative: progress monitoring/benchmark assessments Summative: STAAR results and EOY TPRI/Tejas Lee results</p>			
<p>8) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Timeline: April 2018 Population: Migrant Students CNA p. 20</p>	1	Principal	<p>Evidence of Implementation: Survey Evidence of Impact: Positive results from Survey Formative: Peer Review Summative: Results of Survey</p>			
<p>9) Egly will support the Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment. Timeline: March 21, 2018 Population: PFS Migrant Students CNA p. 8</p>	9	Principal and Migrant Teacher	<p>Evidence of Implementation: list of migrant students that attended Evidence of Impact: Positive results on progress monitoring/benchmark assessments Formative: progress monitoring/benchmark assessments Summative: STAAR results and EOY TPRI/Tejas Lee results</p>			
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						








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










Performance Objective 1: Performance Objective 1: Egly Elementary 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 Source(s) 1: 1) EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Classroom/Teacher/Admin computers, laptops, printers, projectors, document cameras, light bulbs, and software, liscensing will be available for students in pre-kindergarten through fifth grade to use as a tool for developing reading, math, and science skills and gathering/learning information through instructional support for academic success on the STAAR test and TELPAS.</p> <p>Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 7, 8, 11</p>	1	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	<p>Evidence of Implementation: Technology Inventory</p> <p>Evidence of Impact: Software usage reports, positive results on progress monitoring/benchmark assessments, and STAAR test results</p> <p>Formative: Classroom observations and progress monitoring/benchmark results</p> <p>Summative: STAAR and TELPAS assessment results</p>	100%	100%	100%	
<p>Funding Sources: 199 Local funds - \$3,700.00, 162 State Compensatory - \$24,230.00</p>							

<p>Critical Success Factors CSF 1</p> <p>2) The Accelerated Reading Program, with computers for testing, will be an instructional component of the campus reading activities in first through fifth grade with students earning 100 and more point in the AR Program being able to participate in the end of the year BISD Encampment field trip to increase wide reading providing support for academic success on the STAAR test and TELPAS.</p> <p>Timeline: August 2017-June 2018 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher, Librarian	Evidence of Implementation: AR reports Evidence of Impact: number of students reaching at least 100 pts on AR program Formative: AR reports each six weeks Summative: end of year AR reports, STAAR and TELPAS assessment results				
<p>Critical Success Factors CSF 1</p> <p>3) The campus will ensure accessibility to instructional multimedia devices in order to meet and improve student achievement and lesson presentation utilizing providing support for academic success on the STAAR test and TELPAS. (ELMOS, Laptops, Televisions, Computers,iTouches, COW, MOBI, SmartBoards, Science Lab,Computer Lab, iPads)</p> <p>Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1, 4	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	Evidence of Implementation: Technology Inventory Evidence of Impact: Software usage reports, positive results on progress monitoring/benchmark assessments, and STAAR test results Formative: Classroom observations and progress monitoring/benchmark results Summative: STAAR and TELPAS assessment results				
<p>Critical Success Factors CSF 1</p> <p>4) Classroom teachers will participate in a minimum of 9 hours of technology sessions in order to meet and improve student achievement and lesson presentation.</p> <p>Timeline: August 2017-June 2018 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 23</p>	1	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	Evidence of Implementation: agendas and sign ins Evidence of Impact: advanced technology levels on the Star Chart survey Formative: classroom observations and technology session teacher evaluations Summative: Results of Star Chart survey				

<p>5) Teachers will have access to Thinkcentral, Texas Success, Pearson realize, A to Z Learning and other online resources made available through district curriculum department in order to meet and improve student achievement. Timeline: August 2017-June 2018 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1, 9	Dean of Instruction, Principal, Assistant Principals, Curriculum Department Specialist	<p>Evidence of Implementation: Agenda/sign in sheets for teacher training on online resources, emails with links to sites and username and password information, teacher observations and walk throughs Evidence of Impact: advanced technology levels on the Star Chart survey Formative: classroom observations and technology session teacher evaluations Summative: Results of Star Chart survey</p>				
Funding Sources: 163 State Bilingual - \$5,032.46							
<p>Critical Success Factors CSF 1</p> <p>6) Students will work at computer lab, classroom computer, laptop, or classroom iPad a minimum of two times per week for 45 minutes on programs that will increase their reading, math and science skills through individual pathways to help increase their level of academic performance. Software/online programs will be TEKS correlated. (Istation, Think Through Math (TTM) Mindplay, Living with Science, Stemscoptes) Timeline: August 2017-June 2018 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1, 9	Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	<p>Evidence of Implementation: computer schedule and usage reports Evidence of Impact: positive results of class and student reports for istation, TTM, Mindplay, and Stemscoptes Formative: six weeks computer program class summary reports Summative: end of year computer program class summary reports</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Dyslexia Learning Ally: Students will have access to Learning Ally, a computer program, that provides audiobooks for dyslexic and blind students to test on AR, improving academic success and growth on the STAAR assessment. Timeline: August 2017-June 2018 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1, 9	Principal, Assistant Principal, Dean of Instruction	<p>Evidence of Implementation: computer schedule and usage reports Evidence of Impact: positive results of class and student reports for Learning Ally Formative: six weeks Computer Ally reports Summative: end of year Computer Ally reports and results of STAAR assessment</p>				

<p>Critical Success Factors CSF 1</p> <p>8) MindPlay and RAPS360: Bilingual Students in grades K-5th grade will receive one or both of the following: MVRC (My Virtual Reading Coach) and RAPS 360 (Diagnostic assessment/ monitoring tool) to inform and monitor teacher's instructional decisions and improve student performance on the TELPAS Timeline: August 2017-June 2018 Population:K-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 11</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Teacher Specialist, Lead Teachers, Teachers	<p>Evidence of Implementation: computer schedule and usage reports</p> <p>Evidence of Impact: positive results of class and student reports Mindplay</p> <p>Formative: six weeks computer program class summary reports</p> <p>Summative: end of year computer program class summary reports and TELPAS results</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Utilize AWARE data, Tango Data, an LION from district benchmarks/assessments and state assessments to target instruction for subgroups and individual students in K-5th Grade and to plan future professional development to improve the delivery of instruction and increase student achievement on TPRI, Tejas Lee, TELPAS and STAAR assessment Timeline: August 2017-June 2018 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.7, 8, 11</p>	1, 8, 9	Classroom teachers, Principals, Dean of Instruction	<p>Evidence of Implementation: agenda and sign in for data analysis meetings and professional development sessions assisting teachers with AWARE and Tango</p> <p>Evidence of Impact: targeted classroom instruction observed in lesson plans and through classroom observations, positive results from progress monitoring/benchmark assessments and STAAR test</p> <p>Formative: progress monitoring and benchmark assessments</p> <p>Summative: STAAR assessment results</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.

Performance Objective 1: Egly facilities will implement an energy savings plan; 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.

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Egly Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Egly Elementary Timeline: December 2017- June 2018 CNA p. 21	1	Campus Administration	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Egly Elementary will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: Administration Timeline: December 2017- June 2018 CNA p. 21	1	Administration	Survey results from Egly Elementary will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: Egly Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

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

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) In order to ensure effective and efficient use of 100% of available budgeted funds to meet the needs of all students, Egly SBDM will meet an minimum of once per six weeks to review the budget. Timeline: July 2017-June 2018 monthly Population: Egly Stakeholders CNA p. 21	1	SBDM Team	Evidence of Implementation: Budget Reports Evidence of Impact: Funding Reports indicatong all funds were expended based on prioritized needs Formative: Monthly Expenditure Reports Summative: End of Year Expenditure Reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 10: Egly Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 2: Egly Elementary will improve teacher morale by 10% from 2016-2017 school year to 2017-2018 school year.

Evaluation Data Source(s) 2: Teacher surveys

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Increase teacher satisfaction, moral, and community through ... Teacher Appreciation Week with Daily breakfast and/or lunch. Annual ChristmasTamalada Wearing Jeans on designated occasions Population: Egly Teachers Timeline: August 2017-June 2018 CNA p. 13, 14</p>	5	Administration	<p>The Weekly Campus Newsletter and teacher budget will inform teachers of upcoming events designed to improve moral. Formative: Weekly Newsletter Summative: Teacher Survey</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 11: Egly Elementary 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) [DEIC added 12-6-2017]

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Egly Elementary will promote current accomplishments of each campus weekly through the campus and/or district website and media venues. Population: Egly Stakeholders Timeline: January 2018-June 2018 CNA p. 13, 14	1	Egly Administration	Weekly news articles Formative: Schedule of Weekly Entries Summative: Listing of entries				
2) Egly will update websites at least monthly including showcasing student and community activities. Population: Egly Stakeholders Timeline: January 2018-June 2018 CNA p. 13, 14	1	Egly Administration	Egly Website will be updated monthly. Formative: Schedule and list of monthly updates. Summative: End of Year list and schedule of updates.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>In order to support student academic achievement on all standardized assessments (local, state, national) researched-based instructional resources will be implemented to address reading, writing, math, and science skills. Supplemental instructional materials will be provided for all teachers, counselors, nurse, and PE Coaches. Supplemental material for special populations will also be used to support academic achievement. Ancillary support will be provided from the office and custodial/maintenance Timeline: July 2017-April 2018 monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7, 8, 11, 18</p>
1	1	4	<p>Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS. In addition the professional development should include opportunities to develop questioning strategies to enhance student's reflective reasoning and conceptual knowledge, STAAR specifications, format, item analysis and categories, and teacher understanding of second language acquisition. Dyslexia Training: Ensure Dyslexia teacher has the opportunity to attend professional development targeting: intensive, multi-sensory, phonetic methods, as well as writing and spelling components in order to implement a complete Dyslexia Program that will support student academic success. *Orton-Gillingham approaches and current trends *Provide professional development for general education teachers and dyslexia teacher in areas of Dyslexia Characteristics, Dyslexia identification and implementation of accommodations. *TELPAS *Dr. K. Wijekumar's Text Structure *ELPS *District Adopted Curr. REACH *Sheltered Instruction *Esperanza (K-2nd) *Preparacion para la lectura *Language Enrichment *Ensenando la lectura PK *Vocabulary Development *Fluency and Accuracy *Sequencing and Pacing *Writing Across the Curriculum *Comprehension Strategies *Effective Researched Based teaching practices *Classroom Management-Review 360 *District Curriculum *ELAR/SLAR TEKS *PreK Guidelines/Early Childhood Guidelines *(Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK *Texas Reading Academies(K-4) *Math and Science Textbook adoption (Proclamation 2013) *English Language Arts(ELA) and Spanish Language Arts(SLA) Textbook adoption(Proclamation 2011) *English as a Second Language (ESL) Textbook Adoption (Proclamation 2011) *Pre-Kindergarten Systems Adoption (Proclamation 2011) *Response to Intervention(RtI) process and SBR practices and strategies and differentiated instuction *CCRS (College and Career Readiness Standards) *State of Texas Assessment of Academic Readiness (STAAR)Gr 3-5 *TLI Strategies and Routines *Academic Vocabulary *Comprehension Strategies *Effective Research based teaching practices *Depth of Knowledge/Blooms Taxonomy *STAAR Blueprints, formatting, reporting categories and Tested Standards *Technology *Empowering Writers-Editing/Revising and Expository Workshop *Differentiated Instruction *Pearson Envision *CCRS *Depth of Knowledge *ESL Strategies in all content areas *Substitutes for TELPAS (SSI) and LPAC Timeline: August 2017-June 2018, weekly/monthly as needed Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7,8,11,15, 16, 23</p>

Goal	Objective	Strategy	Description
1	1	5	Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success. * Revisit DIP plan every six weeks to discuss progress *Peer Review Feedback *Identify DOK levels on weekly tests *STAAR Blueprints *Data Analysis *Professional development *Technology in classroom Timeline: August 2017-June 2018, Weekly Population: Classroom Teachers (PreK-5th) and Special Assignment Staff, Dyslexia Teacher, and Administrators, PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 18
1	1	7	Assessment Plan-Data Analysis: Provide opportunities (3 x a year) BOY, MOY, EOY to review data from progress monitoring assessments during grade level meetings to provide teachers and parents with data for optimal targeted instruction and interventions and academic success and support for academic success on the STAAR test and TELPAS *TPRI / Tejas Lee results *C-PM *Unit tests from HMH and STAAR 1 *District/Campus/Six Weeks STAAR Progress Monitoring Assessments *PBMAS/TELPAS results and Progress monitoring - MindPlay Timeline: September 2017-April 2018, Sept/Oct-BOY, January- MOY, April-EOY Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 11, 17, 18
1	1	11	Implementation of State Adopted Standards (TEKS) and District Scope and Sequence through state adopted materials: Ensure that teachers are implementing curriculum outlined in the district scope and sequence, an integrated, Explicit, challenging , standards-based, language arts curriculum, math, and science (K-5th) so students will increase their math, reading skills, science and cognitive strategies at their grade level supporting academic success on the STAAR math, reading writing and science. Timeline: August 2017-June 2018, Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p.7, 8, 11
1	2	1	Ensure teachers understand the supporting and readiness standards for their grade levels and those above and below through Professional Development to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p.10, 18
1	2	2	Ensure teachers are using the ELAR Questioning for College Readiness: Focusing on Elementary Readiness and Supporting Standards to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p.18
1	2	3	Provide sessions on Depth of Knowledge to support academic success on the STAAR and TELPAS. Timeline: August 2017-June 2018 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 11, 18
3	1	2	Afterschool and Saturday Tutorials: Intense strategic small group after school and Saturday tutorials will be implemented to assist at risk students including 5th Grade SSI in the language arts, math, science areas in order to accelerate instruction and support for academic success on the STAAR. Timeline: September 2017- April 2018, Two-Three times a week Population: 3rd - 5th grade *T1, LEP, AR, DYS, TIM CNA p. 11

State Compensatory

Budget for Egly Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-123-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,368.00
162-11-6118-00-123-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$29,530.00
162-11-6118-00-123-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$26,568.00
162-11-6119-00-123-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,649.00
162-11-6119-00-123-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,372.00
162-13-6119-31-123-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$70,071.00
6100 Subtotal:		\$274,558.00
6300 Supplies and Services		
162-11-6395-62-123-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,430.00
162-11-6396-00-123-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6399-00-123-Y-30-000-Y	6399 General Supplies	\$4,000.00
6300 Subtotal:		\$7,430.00
6600 Capital Outlay Accounts		
162-11-6649-62-123-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$22,800.00
6600 Subtotal:		\$22,800.00

Personnel for Egly Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baltazar Alvarez	PreKinder Teacher	State Compensatory	.5
Laura Longoria	PreKinder Teacher	State Compesatory	.5
Leticia Serna	Dyslexia Teacher	State Compensatory	1
Lucilla Perez	Dean of Instruction	State Compensatory	1
Yolanda Sierra	PreKinder Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Egly Elementary will ensure a comprehensive needs assessment of the entire school(including taking into account the needs of migratory children (CNA p. 8) as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1) is carried out.(CNA pp. 6-22) The Site-Based Decision-Making (SBDM) Committee at Egly Elementary conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 and to increase the advanced performance level in all content areas.

2: Schoolwide Reform Strategies

To accomplish these objectives, Egly Elementary will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide tutorials, supplemental materials, and a PreKinder Program. The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.(Act. 1.1, 1.14, 4.1.2, 4.1.3, 8.6) (2) 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. Egly Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting October 3, 2016 for 3rd-5th grade. Tutorials for 4th and 5th grade students will be for students who did not pass the STAAR assessment.

Third graders who are Tier II (struggling in math or reading) will be provided with tutorial as well. Students will be provided with accelerated instruction by providing them with additional reading and math strategies in a small group setting. Egly will also use State Compensatory Funds to provide transportation for tutorials, science software for our fifth grade students, supplies, and paper. (Act. 3.2) (3) include strategies for meeting the educational needs of historically underserved populations;(Act. 1.10, 3.6, 7.9) (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards;(Act. 1.6, 1.7, 8.6, 8.8) (5) address how the school will determine if such needs have been met;(Act. 1.7, 1.8) (6) are consistent with and are designed to implement the State and local improvements plans.

3: Instruction by highly qualified professional teachers

Egly Elementary will assure instruction by highly qualified teachers is in place. Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (Act. 4.1.4)

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

In accordance with section 1119 and subsection (a)(4), Egly Elementary administration will provide and ensure opportunities to high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. The professional development will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Training will include the following: STAAR-Blueprints, Depth of Knowledge, Readiness and Supporting Standards, Language Enrichment, Esperanza, Reading Readiness. (Act. 1.5, 3.6, 8.4)

5: Strategies to attract highly qualified teachers

Egly Elementary administration will utilize BISD approved strategies to attract high-quality teachers to high-need schools. Strategies to attract high-quality teachers to high needs schools will include, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, insurance benefits, opportunity for supplemental extra duty, and paying stipends for grade level chairs and bilingual. (Act. 4.1.7)

6: Strategies to increase parental involvement

Egly Elementary stakeholders will implement strategies to increase parental involvement in accordance with section 1118, such as family literary services.(Act. 6.10, 6.11) Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison (Act. 6.13) as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting . (Act. 1.36, 4.2.3, 6.5, 6.7, 7.7,

7.8) Furthermore, Egly will invite parents to school events like Meet the Teacher Night, Open House, Parent informative meetings, Fall Festival and Fiesta de Los Ninos, and end of the year programs showcasing student talent. (Act. 2.2, 6.1, 6.2, 6.3, 6.4, 6.12, 6.14)

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

Egly Elementary administration will implement strategies and plans for assisting preschool children in the transition from early childhood programs, such as Head Start, to local elementary school programs. An orientation for preschool children from Head Start to assist with the transition to Egly Elementary will be held annually in the Spring (Act. 6.12) and for 5th grade students and their parents to assist with the transition into middle school. (Act. 6.14)

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

Egly Elementary administration will ensure that measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program take place throughout the year. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (Act. 1.6, 1.7, 1.8, 4.1.5, 8.8, 8.9)

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

Egly Elementary will implement activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis (Act. 1.7, 1.8, 3.1, 3.6, 7.10) and to provide sufficient information on which to base effective assistance.(Act. 1.7) Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance.(Act. 1.10, 1.12, 1.18, 3.4, 3.10, 8.6, 8.7, 8.8) All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. (Act. 3.2)

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

Egly Elementary administration will execute coordination and integration of Federal, State, and local services and programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I Funds along with Local, State Compensatory Education, State Bilingual, State Special Education are being used to provide supplemental materials, PreKindergarten Program, and Tutorials. Title I Funds along with Local, State Comp, and State Bilingual funds are used to purchase supplemental instructional materials, media, and library resources, personnel used to improve and enhance the overall instructional program. In addition school fundraisers such as the Boxtops for Education, Fall Festival, Chocolate fundraiser, will provide resources for the student motivational funds.(Act. 1.1, 1.15) Furthermore, Egly Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting October 3, 2016 for 3rd -5th grade. Tutorials for 4th and 5th grade students will be for students who did not pass the STAAR assessment. Third graders who are Tier II (struggling in math or reading) will be

provided with tutorial as well. Students will be provided with accelerated instruction by providing them with additional reading and math strategies in a small group setting. Egly will also use State Compensatory Funds to provide science software for our fifth grade students, supplies, and paper. (Act. 1.10, 1.1)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diane Perez	Nurse	Title I-A	.40
Dora Doria	FP Title 1-A PreK Aide	Title I-A	1
Lidia Uribe	FP Title 1-A PreK Aide	Title I-A	1
Lori Paredes Saldana	Parent Liaison	Title I-A	1
Maria A Rodriguez	FP Title 1-A PreK Aide	Title I-A	1
Maria Eva Herebia	FP Title 1-A PreK Aide	Title I-A	1
Maria Lourdes Lopez	Title 1-A PreK Aide	Title I-A	1
Nora	Bennett	Dyslexia Aide	1.0
Olga Alicia Cardenas	FP Title 1-A PreK Aide	Title I-A	1
Sofia Balderas	FP Teacher Aide	Title I-A	1

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Pedro Vidal	Principal
Meeting Facilitator	Lucilla Perez	Dean of Instruction
Business Representative	Dr. Otis Bouwsma	Dentist
Business Representative	Norman Esquivel	Business Owner
Classroom Teacher	Laura Longoria	PreK Teacher
Classroom Teacher	Alma Guerra	Kinder Teacher
Classroom Teacher	Laurencia Helms	First Grade Teacher
Classroom Teacher	Cynthia Castro	PreK-3 Teacher
Classroom Teacher	Gizela Lopez	1st Grade Teacher
Classroom Teacher	Elida Vidal	2nd Grade Teacher
Classroom Teacher	Jennifer Garcia	2nd Grade Teacher
Classroom Teacher	Nereyda Rodriguez	3rd Grade Teacher
Classroom Teacher	Erica Leal	3rd Grade Teacher
Classroom Teacher	Diana Galan	4th Grade Teacher
Classroom Teacher	Betty Ybarra	4th Grade Teacher
Classroom Teacher	Maria Stambaugh	5th Grade Teacher
Classroom Teacher	Diana Vasquez	5th Grade Teacher
Classroom Teacher	Oscar Michi	Physical Education Teacher
Classroom Teacher	Maribel Martinez	Special Education Teacher
Classroom Teacher	Patricia Rivera	Kinder Teacher
Non-classroom Professional	Carmela Petraitis	Librarian
Community Representative	Armando Recio	Rio Bank President
Community Representative	Griselda Rodriguez	Retired Teacher
Parent	Iris Barrera	Homemaker
Student	Viviana Garcia	Student

Parent	Leslie Segura	Stay at Home Mom
District-level Professional	Joanna Villarreal	Evaluator

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Duplicating Paper 2017-2018*	199-11-6396-00-123-Y-11-000-Y	\$3,500.00
1	1	1	Supplies and Workbooks 2017-2018*	199-11-6399-00-123-Y-11-000-Y	\$3,100.00
1	1	1	PE Supplies 2017-2018*	199-11-6399-51-123-Y-11-000-Y	\$1,000.00
1	1	1	Nurse Supplies 2017-2018*	199-33-6399-00-123-Y-99-000-Y	\$500.00
1	1	1	Counselors General Supplies 2017-2018	199-31-6399-00-123-Y-99-000-Y	\$600.00
1	1	3	PreK Teachers - 1.5 FTEs	199-11-6119-00-123-Y-11-087-Y	\$171,170.00
1	1	4	Employee Travel In district-Teachers 2016-17	199-13-6411-00-123-Y-11-000-Y	\$2,020.00
1	1	4	Employee Travel Out of District-Teachers 2016-2017	199-13-6411-23-123-Y-11-000-Y	\$500.00
1	1	4	Employee Travel In district-Admin 2016-2017	199-23-6411-00-123-Y-99-000-Y	\$250.00
1	1	14	Library Supplies 2017-2018*	199-12-6329-00-123-Y-99-000-Y	\$500.00
1	1	19	Awards and trophies (Student Motivations Funds)	199-11-64-98-00-123-Y-11-0-00-Y	\$2,500.00
3	1	2	Transportation Tutorial and Field Trips 2017-18*	199-11-6494-00-123-Y-11-000-Y	\$9,000.00
3	1	4	stipend for Chess Coaches	199-36-6117-00-123-Y-99-020-Y	\$2,000.00
3	1	4	Transportation and Meals	199-36-6412-24-123-Y-99-021-Y	\$2,250.00
3	1	4	Fees and Dues	199-36-6497-24-123-Y-99-021-Y	\$2,250.00
4	2	10	Nurse FTE=.60	199-33-6119-00-123-Y-99-033-Y	\$42,027.00
4	2	10	Nurse FTE=.60	199-33-6119-00-123-Y-99-033-Y	\$42,027.00
8	1	1	Toner 2017-2018*	199-11-6399-62-123-Y-11-000-Y-	\$2,000.00
8	1	1	Administrative Printer 2017-2018	199-23-6649-65-123-Y-99-000-Y	\$1,000.00
8	1	1	Software License STEMSCOPES 2017-2018*	199-11-6249-00-123-Y-11-000-Y	\$700.00
Sub-Total					\$288,894.00
Budgeted Fund Source Amount					\$27,100.00
+/- Difference					\$-261,794.00
199 G/T Advanced Academics					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,296.00
+/- Difference					\$1,296.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper 2017-2018*	162-11-6396-00-123-Y-30-000	\$2,000.00
1	1	1	General Supplies 2017-2018*	162-11-6399-00-Y-30-000-Y	\$4,000.00
1	1	3		162-11-6119-00-123-Y-34-PPK-Y	\$77,372.00
1	1	29	Extra Duty Pay EDEP 2017-2018*	162-11-6118-00-123-Y-30-ASP-Y	\$26,568.00
3	1	1	1 FTE	162-13-6119-31-123-Y-30-000-Y	\$70,071.00
3	1	2	Tutorials 3rd -4th Grade 2017-2018	162-11-6118-00-123-Y-30-000-Y	\$29,530.00
3	1	2	Tutorials 5th Grade SSI*2017-2018	162-11-6118-00-123-Y-24-SSI-Y	\$6,368.00
3	1	3	1 FTE	162-11-6119-00-123-Y-30-054-Y	\$64,649.00
8	1	1	Instructional Desktop Computer	162-11-6649-62-123-Y30-TEC-Y	\$22,800.00
8	1	1	Software	162-11-6395-62-123-Y30-TEC-Y	\$1,430.00
Sub-Total					\$304,788.00
Budgeted Fund Source Amount					\$304,788.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies/Dictionaries English and Spanish 2017-2018 *	163-11-6399-00-123-Y25-000-Y	\$6,500.00
1	1	4	Substitutes/TELPAS-SSI 2016-2017	163-11-6112-00-123-Y25-000-Y	\$1,000.00
1	1	4	Substitutes/LPAC 2016-2017 *	163-13-6117-00-123-Y25-000-Y	\$1,850.00
8	1	5	A to Z Learning	163-11-6399-00-123-Y-25-000-Y	\$3,532.46
8	1	5	A to Z Learning	163-11-6399-00-123-Y-25-031-Y-	\$1,500.00
Sub-Total					\$14,382.46

Budgeted Fund Source Amount					\$8,350.00
+/- Difference					\$-6,032.46

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,625.00
+/- Difference					\$2,625.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies 2017-2018*	211-11-6399-00-123-Y-30-OF2-Y	\$1,026.00
1	1	2	Library Assistant - 1 FTE	211-12-6129-06-123-Y-3000F2	\$25,708.00
1	1	2	Library Assistant - 1 FTE	211-12-6129-06-123-Y-3000F2	\$25,708.00
1	1	3	PreK Teachers - 1.5 FTEs	162-11-6119-123-Y-34-PKK-Y	\$77,372.00
1	1	3	PreK Aides - 3 FTEs	211-11-6129-00-123-Y320F2-Y	\$138,872.00
1	1	28	K Aides - 2 FTEs	211-11-6129-06-123-Y240f2	\$54,770.00
1	1	29	Extra Duty Pay	211-11-6118-00-123-Y24-ASP-Y	\$31,330.00
3	1	10	Dyslexia aide	211-11-6129-06-123-Y-240054	\$27,650.00
4	2	10	Nurse FTE=.40	211-33-6119-00-123-Y-3000F2	\$27,718.00
4	2	10	Nurse FTE=.40	211-33-6119-00-123-Y-3000F2	\$27,718.00
6	1	13	Parent Liaison	211-61-6129-00-123-Y-30-OF2-Y	\$21,859.00
6	1	15	Travel reimbursements	211-61-6411-00-123-Y-30-OF2-Y	\$400.00
7	1	1	Supplies	212-11-6399-00-123-Y-24-OF2-Y	\$875.00
Sub-Total					\$461,006.00
Budgeted Fund Source Amount					\$23,672.00
+/- Difference					\$-437,334.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	1	Dictionaries (Eng) and Headphones with microphone 2017-2018	263-11-6399-00-123-Y-25-000-Y	\$4,296.00
Sub-Total					\$4,296.00
Budgeted Fund Source Amount					\$9,296.00
+/- Difference					\$5,000.00
Grand Total					\$1,073,366.46