

**Brownsville Independent School District**  
**Egly Elementary**  
**2018-2019 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 27, 2017) was 783, serving Prekinder 3 through Fifth Grade students. The demographic data is monitored daily from the beginning of the school year to the end. 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 BISD we have had a significant decrease in enrollment over the last several years with fewer students enrolling in PreK/Kindergarten over the last three years. Egly has offered Extended Day for the last three years and supper for all students since January 2018 to provide a needed service to our population. At the beginning of the year the teachers and 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 2017- 2018 Summer School recommendation lists, the retention rate is highest in 1st grade with 6%. Overall Summer School recommendation was 2.6% of our student population. We conduct continuous progress monitoring to ensure interventions and provide effective support. In addition, local, 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 RtI Committee monitors all students each six weeks by reviewing failure reports, mid/end point district assessments, LION progress monitoring, TPRI and Tejas Lee 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

Egly began offering PreK-3 half day classes for the 2017-2018 school year serving 38 students.

Egly has offered Extended Day Enrichment Program (EDEP) to all students for the last three years.

Free breakfast in a bag in the classrooms, lunch, and dinner are available to all students.

Students qualifying for summer school 2017-2018 school year has decreased from 21% in first grade last year to 6% this year and from 10% (1st-5th) to 2.6%.

### **Needs**

Increase attendance rates to meet district attendance goal of 97.5% and increase enrollment.

1. 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, monitor attendance closely and notify parents, reduce out of school suspensions, and monitor and promote a healthier lifestyle through daily Physical Ed classes with required PE assessments, and CATCH program.
2. Encourage enrollment by promoting Egly Elementary as a STEAM school, Extended Day Enrichment Program, and Co-Curricular activities such as Chess, Destination Imagination, Brainsville, UIL, and Ballroom Dancing, and Club Coding.
3. Encourage enrollment by providing half day PreK classes (A.M. and P.M.), and full day PreK 4 classes, providing PreK paraprofessionals for support.

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

**Problem Statement 1:** Attendance rate dropped to below District Attendance Goal of 97.5% **Root Cause:** Lack of communication with parents of PreKinder and Kinder students regarding importance of coming to school everyday.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Data is reviewed and analyzed by the SBDM 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. Each six weeks throughout the year, various assessments including LION (K-5th), CPALLS, TPRI/Tejas Lee, End of Six Weeks District Assessments, Fluency Trackers, and benchmarks are used to identify students who need additional targeted instructional support and provide data about student weaknesses and strengths 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. Students identified as At-Risk, Bilingual, Migrant and Special Ed, are provided with the supports needed to ensure their success. 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. In addition, local, bilingual and At-Risk funds are earmarked for tutorials and supplemental instructional resources to ensure academic success for our all students including At Risk, Special Education, bilingual and migrant students.

### **Egly CIRCLE CPALLS Summary PreK Based on the 2016-2017 Assessment Data at EOY:**

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

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

### **Egly CIRCLE CPALLS Summary PreK Based on the 2017-2018 Assessment Data at EOY:**

**PreK/CPALLS English**-Phonological Awareness 90% at EOY, Rapid Letter Naming 79% at EOY, Rapid Vocabulary Naming at EOY 51%

**PreK/CPALLS Spanish**-Phonological Awareness 97% at EOY, Rapid Letter Naming 69% at EOY, Rapid Vocabulary Naming at EOY 38%

### **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%

**TPRI/Tejas Lee Summary K-3rd Based on the 2017-2018 Assessment Data at EOY:**

**Kinder/TPRI:** Phonological Awareness 71%, Phonics 94%, Listening Comprehension 81%

**Kinder/Tejas Lee:** Phonological Awareness 77%, Phonics 85%, Listening Comprehension 62%, Word Reading 85%

**TPRI/Tejas Lee Summary 1st Grade Based on the 2016-2017 Assessment Data at EOY:**

**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%

**TPRI/Tejas Lee Summary 1st Grade Based on the 2017-2018 Assessment Data at EOY:**

**1st Grade/TPRI:** Phonological Awareness 94%, Phonics 96%, Word Reading 79%, Fluency Goal Met 72%, Reading Comprehension 53%

**1st Grade/Tejas Lee:** Phonological Awareness 83%, Phonics 58%, Word Reading 75%, Fluency Goal Met 42%, Reading Comprehension 58%

**TPRI/Tejas Lee Summary 2nd Grade Based on the 2016-2017 Assessment Data at EOY:**

**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%

**TPRI/Tejas Lee Summary 2nd Grade Based on the 2017-2018 Assessment Data at EOY:**

**2nd Grade/TPRI:** Phonics 68%, Word Reading 89%, Fluency Goal Met 68%, Reading Comprehension 84%



**2nd Grade/Tejas Lee:** Phonics NA, Word Reading NA, Fluency Goal Met NA, Reading Comprehension NA

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

**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%

**TPRI/Tejas Lee Summary 3rd Grade Based on the 2017-2018 Assessment Data at EOY:**

**3rd Grade/TPRI:** Phonics 48%, Word Reading 87%, Fluency Goal Met 56%, Reading Comprehension 74%

**3rd Grade/Tejas Lee:** Phonics 0%, Fluency Goal Met 0%, Reading Comprehension 0%

**2016-17 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%

**2017-18 Egly Elementary 3rd-5th Grade All Students STAAR Summary:**

Reading: 3rd Grade-81%, 4th Grade-74%, 5th Grade-91%

Writing: 4th Grade-56%

Math: 3rd Grade-85%, 4th Grade-75%, 5th Grade-93%

Science: 5th Grade - 90%

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 significant decreases in 4th grade writing and 5th grade science.

**2016-2017 STAAR Results:**

Reading: At-Risk-63%, Economic Disadvantage-75%, Hispanic-76%, Gifted and Talented-99%, LEP-56%, Migrant-100%, Special Education-29%

Writing: At-Risk-71%, Economic Disadvantage-78%, Hispanic-78%, Gifted and Talented-86%, LEP-66%, Migrant-None, Special Education-24%

Math: At-Risk-74%, Economic Disadvantage-83%, Hispanic-84%, Gifted and Talented-99%, LEP-73%, Migrant-100%, Special Education-44%

Science: At-Risk-92%, Economic Disadvantage-96%, Hispanic-96%, Gifted and Talented-100%, LEP-93%, Migrant-100%, Special Education-81%

**2017-2018 STAAR Results:**

Reading: At-Risk-76%, Economic Disadvantage-82%, Hispanic-82%, Gifted and Talented-92%, LEP-75%, Migrant-NA, Special Education-40%

Writing: At-Risk-43%, Economic Disadvantage-56%, Hispanic-57%, Gifted and Talented-74%, LEP-38%, Migrant-NA, Special Education-16%

Math: At-Risk-80%, Economic Disadvantage-84%, Hispanic-85%, Gifted and Talented-98%, LEP-80%, Migrant-NA, Special Education-44%

Science: At-Risk-86%, Economic Disadvantage-90%, Hispanic-90%, Gifted and Talented-100%, LEP-85%, Migrant-NA%, Special Education-44%

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, but this year 3rd and 4th grade have improved in STAAR Reading and Math overall.

**Student Academic Achievement Strengths**

Egly Elementary had some overall gains in the 2018 STAAR Reading and Math assessments compared to 2017 STAAR results in the same areas.

Egly Elementary had some overall gains in the 2018 STAAR Reading and Math assessments for LEP and At-Risk students compared to the 2017 STAAR results.

Fifth grade students made significant gains in reading.

Students qualifying for summer school 2017-2018 school year has decreased from 21% in first grade last year to 6% this year and from 10% (1st-5th) to 2.6%.

## **NEEDS**

*To improve student success on state assessments such as the STAAR, TELPAS, TPRI/Tejas Lee, CPALLS for all students including the subpopulations (At risk, Special Education, Migrant, and Bilingual students) the following are our needs:*

- 1. 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.*
- 2. RtI implementation with six weeks RtI Committee meetings to review student data and identify students in need of interventions, referrals, or exits.*
- 3. Integration of content areas with reading and writing.*
- 4. Provide, training and professional development for teachers covering topics such as Depth of Knowledge, Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, ESL/SIOP/Bilingual trainings , researched based best practices and strategies, Identification of At-Risk students during weekly grade level meetings or faculty meetings.*
- 5. Provide supplemental instructional materials that include but are not limited to ink, paper, STAAR materials.*
- 6. Access and use of technology and programs to instruct such as AR, Acieve 3000, TestNav, Living, Stemsscopes, Pearson Realize, Learning Ally*
- 7. Provide hands on science lab opportunities utilizing science journals through the use of Living with Science and Stemsscopes*
- 8. Participation in the Science fair and 100th Day of School Celebration.*
- 9. Academic, Behavior, and Attendance Incentives and awards*
- 10. Allowing student access and opportunities for students to practice on Test Navigation.*
- 11. 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.*
- 12. Encourage reading for entertainment through the accelerated reader, reading logs, incentives, reader's theater, National Library Week*
- 13. In addition a highly qualified dyslexia teacher will be hired provided dyslexia training to increase the percentage of dyslexic students reading on grade level.*

14. *Provide tutorials in need of additional support.*

15. *Hire a Dean of Instruction to support teachers with data analysis and effective teaching practices.*

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

**Problem Statement 1:** The percentage of students passing the STAAR Writing dropped from 78% in 2016-2017 school year to 56% in the 2017-2018 school year. **Root Cause:** There are gaps in the implementation of writing in the foundation grades levels.

## School Processes & Programs

### School Processes & Programs Summary

#### Instruction and Curriculum:

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.

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 2018. 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.

#### Personnel:

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.

#### Organization:

Egly has an enrollment of 783 students as per PEIMS snapshot, October 27, 2017, 36 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 Processes & Programs Strengths**

### **Instruction and Curriculum:**

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.

### **Personnel:**

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.

### **Organization:**

Egley 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: Instruction and Curriculum**

1. There is a targeted need to improve classroom scientifically based research based strategies and rigor.
2. Increase opportunities for teachers to plan lessons and share effective strategies as a grade level and between grade levels.
3. Increase opportunities to analyze and review data to plan for targeted instruction.
4. Teachers need to consistently develop rigorous weekly assessments that match the rigor of the STAAR assessment.
5. There is a need to supplement district curriculum with material that will match the rigor and format of the STAAR.
6. There is a need for integration of reading/writing/math strategies across content areas and vice versa.
7. Ensuring that teachers have access to the following working technology tools: Projectors, Elmo, Laptop, Ipads (2 per classroom at a minimum).
8. There is a need that students have access at school and at home to Achieve 3000 (K-5th).
9. Ensuring that each fifth grade classroom has a working tablet.
10. Ensuring the third grade classrooms have 10 working laptops.
11. There is a need that students in K-5th grade attend computer classes twice a week.
12. Reading, writing, and math strategies need to be integrated across content areas such as Health, PE, Social Studies, and Science (ie Journals).
13. There is a need to provide substitutes as needed for staff development including LPAC and SSI, or TELPAS.

**NEEDS: Personnel**

14. There is a need to use an Interview Committee to recommend highly qualified staff.
15. 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
16. There is a need for additional support staff to assist with the At Risk population and all students.

17. 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.

18. There is a need to improve teacher moral.

### **NEEDS: Organization**

18. Creating a workable scheduling lunch for a campus of 783 students in a cafeteria that fits approximately 250 students at a time so students can be safe and eat comfortably.

19. Ensuring that students are well supervised during PE time with two coaches and two paraprofessionals.

20. 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.

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

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

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

*24. Continue to keep teachers/staff informed through faculty meetings, SBDM meetings, weekly grade level meetings, weekly newsletters, email, and SchoolMessenger.*

*25. Use teacher, student, and parent survey results to evaluate the effectiveness of school initiatives and programs.*

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The number of students during 2nd-5th grade PE time is 56(+) to 1 Certified Coach creating a safety issue. **Root Cause:** The enrollment has dropped enough to reduce the number of PE coaches to 2 certified teachers.



# Perceptions

## Perceptions Summary

Providing a positive school culture and climate is a daily goal at our school. Our campus utilizes a behavior management system 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.

## Perceptions 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.

## NEED

Decrease the number of discipline referrals, increase safety in our schools, and reduce the percentage of students who feel there are bullies at school ...

1. Provide training for all teachers on the new Discipline system
2. Provide training in behavior topics such as conflict resolution and bullying to teacher, parents, and students
3. Implement and monitor for fidelity of a school-wide behavior/discipline management program
4. Retain a security guard to help maintain overall safety
5. Provide parents and students with a Student Code of Conduct Handbook,
6. Inform parents of discipline referrals.

7. Train office staff on sex offender searches on visitors
8. Maintain and monitor an Emergency Operations Plan
9. Implement and monitor an ID security system
10. Counselors will provide literature, videos, lessons etc on bullying for students, teachers, and parents.
11. There is a need to promote our school in positive manner through the Egly Website.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is lack of parental involvement on campus. **Root Cause:** Parents need a multiple opportunities to become involved with our campus.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS 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 EL 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
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Gifted and talented data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Egly performance for all students in 3rd-5th grades, for Reading, Math, Writing -4th, Science -5th, will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.





**Evaluation Data Source(s) 1:** STAAR/EOC performance reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> 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 2018-April 2019 monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11 #5</p>	2.4	Principal Dean of Instruction Teachers	<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: CPALLS/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>				
Funding Sources: 162 State Compensatory - 6515.00, 211 Title I-A - 6125.00, 199 Local funds - 18677.00, 163 State Bilingual - 7176.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) 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> <ul style="list-style-type: none"> <li>*Universal Screening</li> <li>*All interventions should be scientifically based</li> <li>*Documentation of interventions and progress monitoring</li> <li>*Use data to identify areas of need</li> <li>*Monitor progress of struggling student</li> <li>*Adjust instruction/interventions</li> <li>*Review student outcome data to evaluate instruction</li> <li>*Review 360</li> </ul> <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 2018-June 2019, Daily  Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1  CNA pp. 11 #2</p>	<p align="center">2.6</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, CPALLS, 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>				
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<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Assessment Plan and Data Analysis: In grades PK CPALLS 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.</p> <p>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.</p> <p>Timeline: September 2018-June 2019, Sept/Oct-BOY, January-MOY, and April-EOY</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11 #2, p. 15 #3</p>	2.4	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, CPALLS, 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><b>Critical Success Factors</b> CSF 1</p> <p>4) 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</p> <p>Timeline: August 2018-June 2019 Daily</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA 15 #16</p>	2.5	Principal, Librarian	<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>5) Egly will retain a highly qualified CSR grant reduction teacher in fifth grade to meet student academic needs.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: 5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 15 #16</p>	2.6	Principal Assistant Principals	<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><b>Critical Success Factors</b> CSF 1</p> <p>6) 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 2018-2019 Population: K-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 6 #1, p. 11 #9</p>		Principal Dean of Instruction Librarian	Evidence of Implementation: awards program Evidence of Impact: improvement from fall to spring benchmarks Formative: six weeks grades, benchmark and progress monitoring results Summative: STAAR and TELPAS results				
Funding Sources: 199 Local funds - 3000.00, 166 State Special Ed. - 1000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) 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 2018-May 2019, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 16 #21</p>	2.4	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><b>Critical Success Factors</b> CSF 1</p> <p>8) Certified teachers and para-professionals will supplement allotted positions at Egly so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: July 2018 to June 2019</p>	2.5	Principals, Deans of Instruction	Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results				
Funding Sources: 199 Local funds - 450.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							



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





**Performance Objective 2:** Egly Elementary early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALLS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) 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 2018 - June 2019 CNA: p. 6 #3</p>	2.4	Principal Dean of Instruction	<p>Formative: Teacher Observations, BOY and MOY CPALLS, 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 CPALLS 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 align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Ensure teachers have access to and are utilizing instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including professional development based on identified needs for early childhood. Language Enrichment Hatch Achieve 3000 Smarty Ants Balanced Literacy Model TLI Cognitive Routines/Strategies Population: Population: PreK-2nd : LEP, MI, SE, GT, SYS, AR T1 CNA p.11, # 1, 4, 6</p>	2.6	Principal Dean of Instruction Curr. & Inst. Spec.	<p>Formative Results: District Benchmark Data, SOY, BOY, MOY, and EOY CPALLS, TPRI/Tejas Lee, Fluency Tracker, LION assessment</p> <p>Summative Impact: TPRI/Tejas Lee/ CPALLS Data, Telpas and TERRA NOVA/Supera</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</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 2018-June 2019, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 6 # 3</p>	2.5, 2.6	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 CPALLS results</p> <p>Formative: Teacher Observations, Lesson Plans, Classroom grades CPALLS results at BOY and MOY</p> <p>Summative: EOY CPALLS results, T-TESS Evaluations and PreK Paraprofessional Appraisals</p>				
<p>4) Egly will ensure identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2018 - June 2019 CNA p. 6 #3</p>		Principal Dean of Instruction Data Entry Clerk	<p>Formative Results: Enrollment reports Summative Impact: End of Year Enrollment report</p>				





<p>5) Egly will support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019 CNA p. 6 #3</p>		<p>TI-A Three-Year-Old Program Staff, Federal Programs Administrator, Principals, Deans of Instruction</p>	<p>Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PDS Evaluations, Position control 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><b>Critical Success Factors</b> CSF 1</p> <p>6) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Timeline: August 2018- June 2019 CNA p. 6 #3</p>	<p>2.6</p>	<p>Campus Administration</p>	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

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

**Performance Objective 3:** 80% of Egly Elementary migrant 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) 3:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2018-June 2019 Population: PFS/ Migrant students CNA p.11 #5</p>		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>				
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**Performance Objective 4:** Increase number of Egly Elementary students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

**Evaluation Data Source(s) 4:** Regional and state competition participation numbers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 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: Science Fair Nov., 2018 Population: 3rd-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 11 #8</p>		Principal, Dean of Instruction, Campus Science Fair Coordinator, Third through Fifth grade teachers	<p>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>				
<p>2) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs: Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, UIL Academics. Population: Grades K-5th grade students (especially G/T identified students) Timeline: August 2018 - May 2019 p. 6 #2</p>		Campus Administration Campus Coordinators	<p>Formative Results: Participation Documentation on campus Summative Impacts: Participation in competitions</p>				
<p>3) Campus will promote the participation in Brownsville Kids Voting activities. Population: Grades K-5th Grade students Timeline: August 2018 - May 2019 CNA p. 11 #1</p>		Dean of Instruction	<p>Formative Results: Agendas for grade level meetings, flyers and other forms of announcements promoting Kids Voting  Summative Impact: Participation in Brownsville Kids Voting</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Campus will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5 students Timeline: August 2018 - June 2019 CNA p. 6 # 2</p>	2.5	Coding Teacher Principal	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. Club rosters</li> <li>2. Payroll forms</li> <li>3. Classroom projects</li> <li>4. Student competitions</li> <li>5. Test scores</li> </ol> <p>Summative Impact: +EOY data for student competition participation and performance</p>				
<p>5) 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 2018-June 2019 Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, T1M CNA p. 6 #2</p>		Ballroom Dance Instructors	<p>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</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 2: Egly Elementary Administration, Staff, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)**

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	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: July 2018- June 2019 CNA p. 16 # 22		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: July 2018 - June 2019 CNA p. 16 #22		Administration	Survey results from Egly Elementary will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
3) Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Population: all students and staff Timeline: August 2018 to June 2019 CNA p. 16 #22		Campus Administration Facilities and maintenance staff	Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 1:** 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 Egly Elementary, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	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 2018-June 2019 monthly Population: Egly Stakeholders CNA p. 16 #23		SBDM Team	Evidence of Implementation: Budget Reports  Evidence of Impact: Funding Reports indicating all funds were expended based on prioritized needs  Formative: Monthly Expenditure Reports  Summative: End of Year Expenditure Reports				



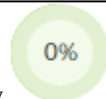



**Goal 3:** Egly Elementary will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** 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.

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers

**Summative Evaluation 2:**



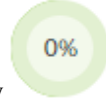

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Egly will support BISD Initiative to give priority to teachers from high poverty/ high minority/ low performing to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses' students Timeline: July 2018- June 2019 Need: Equity Plan need and Board approved goal priority		Principal Dean of Instruction	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

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

**Performance Objective 3:** Egly Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Campus SBDM committee will create and participate in employee incentives and recognitions to improve employee/campus morale and climate. Population: all BISD faculty and staff Timeline: July 2018 to June 2019 CNA p. 16 #18</p>		Egly SBDM	<p>Formative result: Campus CNA survey and campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 4: 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)**

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

**Evaluation Data Source(s) 1:** Media records with Public Information, website, enrollment data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Egly Elementary will promote the history and origins along with current accomplishments of our campus weekly through the campus and/or district website and media venues. Population: Egly Stakeholders Timeline: August 2018-June 2019 CNA p. 18 #11</p>		Administration SBDM	Weekly news articles Formative: Schedule of Weekly Entries Summative: Listing of entries				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Egl Stakeholders Timeline: July 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal priority CNA p. 18 #11</p>		Principal PIO	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Egly will update websites at least monthly including showcasing student and community activities. Population: Egly Stakeholders Timeline: August 2018-June 2019 CNA p. 18 #11</p>		Egly Administration PIO	Egly Website will be updated monthly. Formative: Schedule and list of monthly updates. Summative: End of Year list and schedule of updates.				







**Goal 4:** 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)

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

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will vote on one of Calendar options the DEIC Calendar committee provides to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline: November 2018 - March 2019 Need: Decreasing enrollment/ Board approved goal		Principal	Formative: draft Academic Calendars Summative: Adopted Academic Calendar				
<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. (TEA Ch. 4, Obj. 8)**

**Performance Objective 1:** Discipline referrals at Egly Elementary for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

**Evaluation Data Source(s) 1:** BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> 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 2018-June 2019 Population: Parents, Teachers, community members and PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17 #5</p>		Principals Assistant Principals Campus Staff Parent Liaison	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><b>Critical Success Factors</b> CSF 6</p> <p>2) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: August 2018 to June 2019</p>		Adminstration	Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP				
							





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

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) at Egly Elementary will decrease by 5% for 2018-2019 and will not be disproportionate for any population

**Evaluation Data Source(s) 2:** ISS/OSS reports for Egly Elementary disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Campus will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2018 to March 2019 CNA p. 17 #1</p>		Campus RtI Administrator and RtI committee Counselors	<p>Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p>				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Provide training and support to classroom teachers in discipline management and safe environments. Population: All Students Timeline: August 2018 to June 2019 CNA p. 17 # 1, 2, 3</p>		Principal Counselors	<p>Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>3) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: August 2018 to June 2019 CNA p. 17 # 1,2, 3</p>		RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019 CNA p. 18 #10</p>		Principal Counselors	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							







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

**Performance Objective 3:** Egly Elementary will refine and implement safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 3:** Updated safety plan checklist, Safety Plan on file with district, Unsafe Schools PEIMS report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> 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 &amp; 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 2018-June 2019 Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 18 #8</p>		Principals, Assistants Principals, Faculty and Staff	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><b>Critical Success Factors</b> CSF 6</p> <p>2) A Security Officer will be placed throughout the year at Egly Elem. Timeline: August 2018-June 2019 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17 #4</p>		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><b>Critical Success Factors</b> CSF 6</p> <p>3) Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to June 2019 CNA p. 17 # 2</p>		Campus Administration	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Egly will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2018 to June 2019 CNA p. 18 #8</p>		Campus Administration	<p>Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Egly will implement TOT trainings for faculty and staff on appropriate procedures for all hazards (including active shooter procedures) The turn around of training within occur within one month of TOT during 2018-2019. Population: Campus faculty and staff Timeline: August 2018 to June 2019 CNA p. 18 #8</p>		Campus Administration	<p>Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

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

**Performance Objective 1:** There will be a 10% increase of parents involved in campus parental involvement activities from 2017-2018 to 2018-2019.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) 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.</p> <p>Timeline: August 2017-June 2018 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 15, 16</p>	2.4, 3.2	Principal and Parent Liaison	<p>Formative: Position control, sign in sheets, agendas, attendance records, monthly Parental Liaison's report</p> <p>Summative: Positive results from teacher and parent surveys, End of Year Parent Liaison's report, and increased parental involvement</p>				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Campus will Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2018-June 2019</p>	<p>3.1</p>	<p>Principal and Parent Liaison</p>	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Egly Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2018-June 2019</p>	<p>3.1</p>	<p>Parent and Family Engagement Coordinator and Staff</p>	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Provide ample Parent Education opportunities through parent conferences, and parent training sessions at the Egly Parent Center and Open House to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:  - Early Childhood Literacy Strategies  - Effective teaching strategies  - Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)  College Readiness  - Drop-out and Violence Prevention  - Health and Wellness Education  - Community agencies and organizations  Building Capacity:  - Technology  - Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life.  Population: Parents  Timeline: August 2018-June 2019</p>	3.2	Principal Parent Liaison	Formative results: Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: + Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns using the Family Center Screening Tool				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Egly will implement the BISD Early Childhood Family Engagement plan. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers.  Population: all Pre-kindergarten faculty, staff and parents  Timeline: July 2018 to June 2019</p>		Campus Principals with Support from Curriculum Early Childhood Staff	Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy.  *Migrant parents will be provided with strategies and means to access reading and math resources to support their children.  Population: PFS and Migrant Student and Parents  Timeline: August 2018-June 2019</p>		Parent Liaison Principal	Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results + Increased Promotion Rate				



**Goal 7: Educators at Egly Elementary will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)**

**Performance Objective 1:** Academic related professional development at Egly Elementary will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) 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 education teachers and dyslexia teacher in areas of</p>		<p>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>	<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>				

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

Funding Sources: 199 Local funds - 700.00



\*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 2018-June 2019, weekly/monthly as needed  
 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1  
 CNA p 11 #4

<p><b>Critical Success Factors</b>          CSF 7</p> <p>2) 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> <p>* Revisit CIP 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> <p>Timeline: August 2018-June 2019, Weekly          Population: Classroom Teachers (PreK-5th) and Special Assignment Staff, Dyslexia Teacher, and Administrators, PreK-5th: LEP, MI, SE, GT, SYS, AR T1          CNA p. 16 #24</p>		<p>Principals,          Dean of Instruction,          Language Arts Specialists,          Lead Teachers,          Teachers and Special Ed Teachers          Curriculum Specialists</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, and LION.</p> <p>Summative:STAAR results, EOY C-PM, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

**Performance Objective 1:** 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:** 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) The campus will support accessibility for all students in technology based instruction across all subject areas by providing software, headphones, toner for printer and hardware 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. Timeline: August 2018-June 2019 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11 # 6</p>		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				
Funding Sources: 211 Title I-A - 11675.00, 199 Local funds - 2700.00, 166 State Special Ed. - 2010.00, 263 Title III-A Bilingual - 7176.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Classroom teachers will participate in a minimum of 12 hours of technology sessions in order to meet and improve student achievement and lesson presentation. Timeline: August 2018-June 2019 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11 #4</p>		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><b>Critical Success Factors</b> CSF 7</p> <p>3) Campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2018 - June 2019</p>		Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. TST reported schedules</li> <li>2. Application Management reports</li> <li>3. Walk-throughs</li> <li>4. Software usage reports</li> </ol> <p>Summative Impact:</p> <ol style="list-style-type: none"> <li>1. +EOY TST reported schedules</li> <li>2. +EOY Application Management reports</li> <li>3. +Payroll report</li> </ol>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all BISD 5th grade students Timeline: August 2018 to June 2019 CNA p. 11 # 6, p. 15 #9</p>	2.4	Principals TST	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. Classroom Projects</li> <li>2. Completed homework assignments</li> <li>3. Increased six weeks grades</li> <li>4. Increased benchmark test scores</li> </ol> <p>Summative Impact:</p> <p>+Improved State assessment(s) scores</p>				
<p>5) Classroom/Teacher/Admin computers, laptops, printers, projectors, document cameras, light bulbs, and software, toner, liscensing will be available for teachers 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. Timeline: August 2018-June 2019 Population: Teachers of PreK-5th grade students, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 11 # 6</p>		Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	<p>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>				
Funding Sources: 199 Local funds - 2000.00							
<p style="text-align: center;">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							

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

**Performance Objective 1:** Increase the overall campus attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** Campus attendance rates, At-Risk Student Attendance.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Egly Elementary will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</p> <p>Population: All students Timeline: August 2018 to June 2019 CNA p. 6 #1</p>		<p>Campus Administration Parent Liaisons</p>	<p>Formative Results: PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summative Impact: +PEIMS Campus Attendance Percentage Rates</p>				
<p>2) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: All students PK to 12th grade Timeline: September 2018 to May 2019 CNA p. 6 #1</p>		<p>Campus Administration Campus Attendance Personnel</p>	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, Attendance Monitoring forms, Truancy Court Sworn Affidavits filed</p> <p>Summative Impact: +PEIMS Campus Attendance Percentage Rates</p>				

<p>3) To reduce student absenteeism, campus staff will be actively monitor students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: all Student with absenteeism  Timeline: 2018 Fall Semester and 2019 Spring Semester  CNA p. 6 #1</p>		<p>Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons</p>	<p>Formative Results:  Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)  Summative Impact:  +PEIMS attendance data shows increase</p>				
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 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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





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

**Evaluation Data Source(s) 2:** STAAR/EOC reports disaggregated for At-Risk students

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Accelerated 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 2018- April 2019, Two-Three times a week Population: 3rd - 5th grade *T1, LEP, SE, AR, DYS, TIM CNA p. 12 #14</p>	2.5	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: iincreased 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: 162 State Compensatory - 42696.00, 199 Local funds - 9000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Retain a highly qualified Dean of Instruction to support teachers through researched based professional development, classroom demonstrations with students identified at-risk in order to close the at-risk gap. Timeline: August 2018-June 2019, daily Population: PreK-5th grade At Risk Students CNA p. 12 #15</p>	2.4	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>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</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 2018-June 2019-Daily Population: DYS 1st- 5th Grade AR CNA p. 11 #13</p>	2.4, 2.6	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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: K-5 At-risk Students Timeline: August 2018 - June 2019 CNA p. 11 #6</p>	2.6	Principal	<p>Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p>5) 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 2018-June 2019 Population: 1st grade Migrant/PFS students CNA p. 11 #2</p>		Campus Principal Migrant Teacher	<p>Evidence of Implementation: list of students performing below grade level and RtI documentation Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report Summative: EOY TPRI and Tejas Lee results and end of year report card grades.</p>				

<p align="center"><b>PBMAS</b></p> <p>6) 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 2019 Population: PreK-5th grade Migrant/PFS students</p>	2.5	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>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.</p> <p>Timeline: August, 2018-June, 2019 Population: Faculty and Staff</p>		Principal, Teachers, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: list of migrant students, teacher list of students receiving interventions.</p> <p>Evidence of Impact: Positive results on progress monitoring/benchmark assessments</p> <p>Formative: progress monitoring/benchmark assessments</p> <p>Summative: STAAR results and EOY TPRI/Tejas Lee results</p>				
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4</p> <p>8) 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 21, 2018-May 29, 2019, daily from 3:30pm-5:30pm. Populations: PreK-5th: LEP, MI, SE, GT, SYS, AR, TI, CNA p. 6 #2</p>	2.5	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>				
<p>Funding Sources: 162 State Compensatory - 45000.00</p>							
<p align="center">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							







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

**Performance Objective 3:** 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) 3:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) To promote physically and emotionally healthy students, Egly Elementary will utilize the -CATCH (Coordinated Approach to Child Health) program, and</p> <p>Population: All Students in PreK-5th Grade Timeline: August 2018 to May 2019</p>	2.6	Principals, Deans, Campus Lead Teachers	<p>Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
Funding Sources: 199 Local funds - 1000.00							
<p>2) Egly will retain a highly qualified nurse to assist in the planning and execution of the health program for the school district in an effort to improve overall student health which increases student attendance and academic performance,</p> <p>Population: Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2018 - June 2019 CNA p. 15 #16</p>		Health Service Administrator, Principal, Nurse	<p>Evidence of Implementation: position control and attendance records</p> <p>Evidence of Impact: Positive survey results, screening records, sick logs, immunization survey</p> <p>Formative: Screening records, sick logs, immunization survey</p> <p>Summative: end of year screening and referral report</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

# State Compensatory

## 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 Compensatory	.5
Leticia Serna	Dyslexia Teacher	State Compensatory	1.0
Lucilla Perez	Dean of Instruction	State Compensatory	1.0
Yolanda Sierra	PreKinder Teacher	State Compensatory	.5

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: 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 2017-2018 and to increase the advanced performance level in all content areas.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Egly Campus Improvement Plan was developed with SBDM committee which includes parents, community and business representatives, two thirds classroom teachers, principal, and other special assignment staff. The SBDM reviewed the CNA to ensure activities to address campus needs were included. The Egly Campus Improvement Plan was also revised this year to match District Goals and Objectives and required District Initiatives.

### **2.2: Regular monitoring and revision**

The SBDM will meet quarterly to review the Campus Improvement Plan. Members work in teams to monitor and revise the Campus Improvement plan to ensure activities are in progress or completed four times a year and report back to the entire group.

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

The 2018-2019 Campus Improvement Plan will be posted on the Egly website. It will be updated as needed throughout the year.

### **2.4: Opportunities for all children to meet State 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)

## **2.5: Increased learning time and well-rounded education**

Egly Elementary will offer Extended Day Enrichment Program for PreK-5th Grade starting the second day of school and through May 30, 2018 along with tutorial after school twice a week for 3rd-5th grade starting in October. In addition students in third through fifth grade may sign up for various extracurricular activities such as chess, Club Coding, UIL, Brainsville, and Desitination Imagination.

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

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 Complensatory Education Program through funded iniatives 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.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Egly Elementary will develop an Parent and Family Engagement Policy the beginning of the school year. Parents will have a choice of multiple meetings to attend to ensure all parents have the opportunity to understand how they will be actively involved at the campus level.

### **3.2: Offer flexible number of parent involvement meetings**

Egly Elementary administration and the Parent Liaison will offer meetings to Egly Parents during the day and after school covering topics from academics, technology, bullying, to all the services the provided at the campus level to the district level.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Garcia	PreKinder Aide	Title 1-A	1.0
Diane Perez	Nurse	Title 1-A	.4
Dora Doria	PreKinder Aide	Title 1-A	1.0
Kevin Barbosa	Library Aide	Title 1-A	1.0
Lorrie Saldana	Parent Liaison	Title 1-A	1.0
Maria Rodriguez	Teacher Aide	Title 1-A	1.0
Nora Bennett	Dyslexia Aide	Title 1-A	1.0
Olga Cardenas	PreKinder Aide	Title 1-A	1.0
Sofia Balderas	PreKinder Aide	Title 1-A	1.0

## 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Pedro Vidal	Principal
Meeting Facilitator	Lucilla Perez	Dean of Instruction
Classroom Teacher	Laurenca Helms	1st Grade Teacher
Classroom Teacher	Gizela Lopez	1st Grade Teacher
Classroom Teacher	Jennifer Garcia	2nd Grade Teacher
Classroom Teacher	Erica Leal	3rd Grade Teacher
Classroom Teacher	Diana Vasquez	5th Grade Teacher
Classroom Teacher	Oscar Michi	PE Coach
Classroom Teacher	Maribel Martinez	Special Education Teacher
Classroom Teacher	Nereyda Rodriguez	3rd Grade Teacher
Classroom Teacher	Cynthia Castro	PreK 3 Teacher
Classroom Teacher	Patricia Rivera	PreK4 Teacher
Classroom Teacher	Christopher Cortez	BI Teacher
Business Representative	Otis Bouwsma	Dentist
Business Representative	Norman Esquivel	Business Owner
District-level Professional	Joanna Villarreal	Evaluator
Parent	Leslie Segura	Stay at Home Mom
Community Representative	Griselda Rodriguez	Retired Teacher
Classroom Teacher	Kathleen Martinez	2nd Grade Teacher
Classroom Teacher	Amy Ruiz	1st Grade Teacher
Classroom Teacher	Betty Ybarra	4th Grade Teacher
Parent	David Garcia	Truck Driver
Community Representative	Joel Guajardo	Owner of GT Sports

# Campus Funding Summary

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Duplicating Paper	199-11-6396-00-123-Y-11-000-Y	\$3,577.00
1	1	1	Supplies/Workbook	199-11-6399-00-123-Y-11-000-Y	\$3,500.00
1	1	1	Library Reading Materials	199-12-6329-00-123-Y-99-000-Y	\$500.00
1	1	1	Office Supplies	199-2363-99-00-123-Y-99-000-Y	\$1,500.00
1	1	1	General Supplies-Counselors	199-31-6399-65-123-Y-99-000-Y	\$600.00
1	1	1	General Supplies- Nurse	199-33-6399-00-123-Y-99-000-Y	\$500.00
1	1	1	Custodial Supplies	199-51-6315-00-123-Y-99-000-Y	\$8,500.00
1	1	6	EOY Awards	199-11-6498-00-123-Y-11-000-Y	\$3,000.00
1	1	8	Extra Duty Pay/Para Overtime	199-23-6121-08-123-Y-99-000-Y	\$150.00
1	1	8	Extra Duty Pay/Custodial Overtime	199-23-6121-08-123-Y-99-000-Y	\$300.00
7	1	1	Employee Travel - Staff	199-23-6411-00-123-Y-99-000-Y	\$200.00
7	1	1	Employee Travel - Admin	199-23-6411-23-123-Y-99-000-Y	\$500.00
8	1	1	STEM Scopes	199-11-6249-00-123-Y-11-000-Y	\$700.00
8	1	1	Toner	199-11-6399-62-123-Y-11-000-Y	\$2,000.00
8	1	5	Admin Printer	199-23-6398-65-123-Y-99-000-Y	\$2,000.00
9	2	1	Transportation	199-11-6494-00-123-Y-11-000-Y	\$9,000.00
9	3	1	PE Supplies	199-11-6399-51-123-Y-11-000-Y	\$1,000.00
<b>Sub-Total</b>					\$37,527.00
<b>Budgeted Fund Source Amount</b>					\$37,527.00
<b>+/- Difference</b>					\$0
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Paper	162-11-6396-00-123-Y-30-00-Y	\$2,000.00
1	1	1	General Supplies	162-11-6399-62-123-Y-30-000-Y	\$4,515.00



9	2	1	Professional Extra Duty Pay - 5th Grade SSI	162-11-6118-00-123-Y-24-SSI-Y	\$14,696.00
9	2	1	Professional Extra Duty Pay Tutorials	162-11-611800-123-Y-30-000-Y	\$28,000.00
9	2	8	Extended Day Extra Duty Pay	162-11-6118-00123-Y-30-ASP-Y	\$45,000.00
<b>Sub-Total</b>					\$94,211.00
<b>Budgeted Fund Source Amount</b>					\$94,211.00
<b>+/- Difference</b>					\$0

**163 State Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials to support achievement in grades K-5		\$7,176.00
<b>Sub-Total</b>					\$7,176.00
<b>Budgeted Fund Source Amount</b>					\$7,176.00
<b>+/- Difference</b>					\$0

**166 State Special Ed.**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Awards	166-11-6498-00-123-Y-23-0P2-Y	\$1,000.00
8	1	1	Toner	166-11-6399-62-123-Y-23-000-Y	\$2,010.00
<b>Sub-Total</b>					\$3,010.00
<b>Budgeted Fund Source Amount</b>					\$3,010.00
<b>+/- Difference</b>					\$0

**211 Title I-A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-116399-00-123-Y-30-0F2-Y	\$6,125.00
8	1	1	Software	211-11-6299-62-123-Y-30-0F2-Y	\$11,675.00
<b>Sub-Total</b>					\$17,800.00
<b>Budgeted Fund Source Amount</b>					\$17,800.00
<b>+/- Difference</b>					\$0

**263 Title III-A Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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8	1	1		263-11-6399-00-123-Y-25-000-Y	\$7,176.00
<b>Sub-Total</b>					\$7,176.00
<b>Budgeted Fund Source Amount</b>					\$7,176.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$166,900.00