

Brownsville Independent School District
Egly Elementary
2016-2017 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

From the beginning of the school year to the end, we at Egly Elementary continually monitor demographic data. We are particularly concerned with the At Risk population, student academic status, migrant students, and student daily attendance rates. At the beginning of the year the counselors help us identify our At-Risk students. Currently, 64.47% students are identified as At Risk. We conduct continuous progress monitoring to ensure interventions and provide effective support. In addition bilingual and At-Risk funds are earmarked for tutorials and supplemental instructional resources to ensure academic success for our At Risk students. We also focus on students that are academically struggling throughout the school year. The retention rate is 2.8% for all students and 2.3% for At Risk students. Our teachers monitor our students through weekly tests and third/six weeks grades and keep administration informed of those students through Tier II and Tier III lists and six weeks grades reports. Teachers have conferences with parents as needed to determine possible reasons for low grades. Interventions are provided within the school day and tutorials after school to provide additional support to our students struggling academically. This year our school will have a migrant teacher to help us identify and support migrant students and to help us meet their needs. The attendance rate is 96.4% for all students and 95.9% 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.

Demographics Strengths

A majority of our teachers have 11 or more years of experience.

Overall student attendance has improved.

Demographics Needs

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

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

Increase attendance rates.

Meet academic needs of migrant students.

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

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

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

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

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

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

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

**Afterschool programs:Aviation, chess, Ballroom Dancing, UIL*

**Access and use of technology, multimedia, and programs to instruct such as, AR, Learning Ally, Istation , MindPlay, TestNav, STEMScopes, Pearsonrealize*

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

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

**Maintain a PreK full time program , PreK-K instructional aides and retain an dyslexia teacher.*

2. *Decrease percentage of students failing through*

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

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

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

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

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

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

**Afterschool programs: Aviation and chess, Ballroom Dancing, UIL*

**Access and use of technology and programs to instruct such as, AR, Learning Ally, Istation, MindPlay, TestNav, STEMScopes, Pearson Realize*

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

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

**Implementing campus attendance goals*

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

**Monitoring attendance closely and notify parents*

**Reducing out of school suspensions,*

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

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

Student Achievement

Student Achievement Summary

Data is reviewed and analyzed by the SBDM and grade levels starting in August and is ongoing in an effort to determine the best instructional support. This data enables us to make decisions that will help us improve in meeting the demands set forth by the local and state assessment. At the beginning, middle, and end of the year various assessments including CPALLS, TPRI/Tejas Lee, and benchmarks are used to identify students who need additional targeted instructional support and provide data about student weaknesses and strengths. Throughout the year weekly tests, unit tests, and STAAR benchmarks also provide us with student academic data that will help us make better instructional decisions. Students identified as needing additional support (Tier II/III) are provided with interventions within the school day and before/after school tutorials until the RtI team determines they no longer need that support. Teachers and administration monitor student progress and make instructional adjustments to better meet the student needs and garner student academic success. The SBDM also reviews the TELPAS and AMAO results, STAAR assessment, SAT 10, 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.

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

Reading: 3rd Grade-67%, 4th Grade-66.2%, 5th Grade-83%

Writing: 4th Grade-59%

Math: 3rd Grade-79%, 4th Grade-67.6%, 5th Grade-81.3%

Science: 5th Grade-86%

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

Reading: At-Risk-55.9%, Economic Disadvantage-70%, Hispanic-71%, White-100%, Gifted and Talented-90.1%, LEP-62%, Migrant-58.3%, Special Education-29.5%

Writing: At-Risk-50%, Economic Disadvantage-58%, Hispanic-59%, Gifted and Talented-90%, LEP-38%, Migrant-None, Special Education-26%

Math: At-Risk-63.8%, Economic Disadvantage-75.6%, Hispanic-76%, Gifted and Talented-95.7%, LEP-71.9%, Migrant-58.3%, Special Education-41.6%

Science: At-Risk-71.6%, Economic Disadvantage-84.7%, Hispanic-85%, White-100%, Gifted and Talented-100%, LEP-80.6%, Migrant-71.4%, Special Education-28.6%

The trends of the last three years indicate a significant gap between all students and the Special Education, At-Risk, and LEP students although the gap is closing with LEP and all students.

Student Achievement Strengths

Egly Elementary had some overall gains in the 2014 STAAR Reading, Math, Writing, and Science assessments compared to 2013 STAAR results in the same areas.

Egly Elementary had some overall gains in the 2014 STAAR Reading, Math, Writing, and Science assessments for LEP and At-Risk students

Egly UIL Team won first place in their division

Student Achievement Needs

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

Meet AMAO 1 and 2 for all grade levels.

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

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

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

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

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

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

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

**Access and use of technology and programs to instruct such as AR, Istation, MindPlay, TestNav, Living with Science and Stemsscopes, Pearson Realize,*

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

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

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

2. *Meet AMAO 1 and 2 by*

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

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

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

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

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

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

Teachers are involved in the decision making process.

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

The administration consistently supports teachers.

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

School Culture and Climate Needs

Decrease the number of discipline referrals.

Increase safety in our schools.

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

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

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

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

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

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

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

** Inform parents of discipline referrals.*

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

2. Increase safety in the schools through...

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

**Maintain and monitor an Emergency Operations Plan*

** Implement and monitor and ID security system*

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

All instructional staff met the highly qualified standard.

A large majority of teachers and administration attended the New Math TEKS training.

Teacher retention rates are high.

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

Staff Quality, Recruitment, and Retention Needs

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

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

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

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

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

New and up to date and complete Math and Science with online resources will be available to teachers.

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

Curriculum, Instruction, and Assessment Needs

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

There is a need to ensure that all teachers fully understand and implement new math TEKS.

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

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

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

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

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

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

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

2. *Teachers will receive continued support of understanding the new Math TEKS through...*

**Professional development targeting new math TEKS*

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

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

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

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

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

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

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

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

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

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

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

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

Egly had several successful school fundraisers.

Family and Community Involvement Needs

Increase parental involvement especially with academics.

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

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

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

**Bi-monthly meetings*

**Parent Liaison Meetings*

**TLI Parent Meetings*

**Student shows such as 5th Grade Choir*

**Awareness Sessions*

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

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

**Counselors will have a career day.*

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

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

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

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

**Meet the Teacher Night and Open House*

**Fall/Spring Festivals*

**School-Student-Parent Compact*

**Parent Surveys*

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

**Utilize school messenger, marquee, Egly weekly Newsletter*

School Context and Organization

School Context and Organization Summary

Egly has an enrollment over 909 students, 54 Classroom teachers, 21 Special Assignment Teachers, 36 Para Professionals, and 5 Custodians. We are a very large school. Administration, with input from the SBDM and teachers, work diligently to manage and monitor the infrastructure of our school. Schedules (lunch, PE, music, library, counselors, etc) are carefully reviewed and refined to ensure smooth instructional transitions and 120 uninterrupted language arts time. Safety for our students is always critical so duty schedules reflect appropriate duty assignments and times. Communication between our staff and administration and our school and parents is a vital to keeping the school mission and goals at the forefront. The Lead Teachers and the SBDM meet regularly with administration throughout the year. Lead teacher's debrief with their grade level or teams to share vital information. Feedback from teachers is equally important to administration. We try to always keep parents informed through newsletters, student progress folders, the marquee, and phone calls. At the end of the year the SBDM considers all these factors when searching for ways to improve our school context and organization.

School Context and Organization Strengths

Egly provides a wide variety of extracurricular activities: UIL, Science Fair, Ballroom Dancing, Walking Club, Egly Flying Knights.

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.

School Context and Organization Needs

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

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

1. *Administration will verify that schedules reflect 90 minutes of Language Arts time, 30 minutes of intervention time and 45minutes of standards based*

inquiry centered science instruction a day to improve student achievement.

2. *In 3rd-5th Grade teachers will team for reading and math.*

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

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

Technology

Technology Summary

Technology is an integral part of our classroom instruction and day to day routines. Administration gathered information throughout the year from walk-throughs and observations regarding the extent teachers were embedding technology into instruction. The STaR Chart survey was conducted in January 2013. In May teacher and student surveys completed CNA surveys which included a technology section. The SBDM used these pieces of data along with the fixed asset report to determine the areas of weakness and strengths and to plan for improving the technology component in our school.

Technology Strengths

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

Students in grades 3-5 have free access at school and at home to iStation.

The district will be providing each fifth grade classroom with COWS.

Technology Needs

More professional development for teachers with technology as a tool.

Think Through Math, iStation, and Living with Science usage is low.

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

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

Improve in the overall wellness of the Egly Elementary students, staff as well as community members by promoting awareness of healthy lifestyles.

A minimum of 90% of students in grades 1st-5th will show mastery of Fine Arts TEKS as reflected in the end of year overall Fine Art's grade.

Summative Evaluation: Increase students meeting Level II Recommended and Level III Advanced Performance in the 2017 STAAR Assessment to improve Index 1-4 scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">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</p> <p>Timeline: July 2016-April 2017, monthly</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA p. 7, 8, 10, 15</p>	1, 2, 10	Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education	<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, and teacher walkthroughs /observations, lesson plans</p> <p>Summative: STAAR and TELPAS</p>				
<p>Funding Sources: State Bilingual - \$2000.00, State Bilingual - \$4300.00, Federal Bilingual - \$2000.00, Federal Bilingual - \$2000.00, Local - \$4000.00, Local - \$3500.00, Local - \$1500.00, Local - \$2000.00, Local - \$500.00, Local - \$1000.00, Local - \$1000.00, Local - \$500.00, Local - \$6865.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) Library Assistant: Retain a library aide to assist the teachers to ensure that students can effectively locate, access, interpret, evaluate and communicate information under the supervision of the librarian which enable students to obtain and maintain</p> <p>Timeline: August 2016-June 2017 Daily</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA 13</p>	1	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>Funding Sources: Title I-A - \$25708.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>3) The Pre-K program will be provided the full day in order to better prepare students academically. The following personnel will be retained: Highly Qualified Teachers and Paraprofessionals Timeline: August 2016-June 2017, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7</p>	1, 10	Principal, PreK-Kinder Teachers, CIRCLE Consultants, Bilingual Depart., Curr.& Inst. Spec.	<p>Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: EOY 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>				
Funding Sources: Title I-A - \$171170.00, Local - \$171170.00, Title I-A - \$138872.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS.</p> <p>In addition the professional development should include opportunities to develop questioning strategies to enhance student's reflective reasoning and conceptual knowledge, STAAR specifications, format, item analysis and categories, and teacher understanding of second language acquisition.</p> <p>Dyslexia Training: Ensure Dyslexia teacher has the opportunity to attend professional development targeting: intensive, multi-sensory, phonetic methods, as well as writing and spelling components in order to implement a complete Dyslexia Program that will support student academic success. *Orton-Gillingham approaches and current trends *Provide professional development for general education teachers and dyslexia teacher in areas of Dyslexia Characteristics, Dyslexia identification and implementation of accommodations.</p> <p>*TELPAS *ELPS *District Adopted Curr. REACH</p>	1, 2, 4	PreK-5th Grade Teachers, Special Ed Teachers, Dyslexia Teacher, Special Education Teachers Lead Teachers, Bilingual Lead Teachers, Language Arts Specialists, Principal,Dean of Instruction, Teachers	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				

- *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-TLI Grant
- *ELAR/SLAR TEKS-TLI Grant
- *PreK Guidelines/Early Childhood Guidelines-TLI Grant
- *(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
- *Texas Reading Institute Training and Turn around training
- *6+1 Trait Writing
- *Comprehension Strategies
- *Effective Research based teaching practices
- *Depth of Knowledge/Blooms Taxonomy
- *STAAR Blueprints, formatting, reporting categories and Tested Standards
- *Technology
- *Empowering Writers-Expository Workshop
- *Differentiated Instruction
- *Pearson Envision
- *CCRS
- *Depth of Knowledge
- *ESL Strategies in all content areas
- *Gayle Fuller Math/Reading Training
- *Substitutes for TELPAS (SSI) and LPAC

Timeline: August 2016-June 2017, weekly/monthly as needed
 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1
 CNA pp. 7,8,10,13, 15, 20

Funding Sources: State Bilingual - \$1000.00, State Bilingual - \$1000.00, Local - \$500.00, Local - \$500.00, Local - \$250.00, Local - \$500.00

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success.</p> <p>*Peer Review Feedback *Identify DOK levels on weekly tests *STAAR Blueprints *Data Analysis *Professional development *Technology in classroom</p> <p>Timeline: August 2016-June 2017, Weekly Population: Classroom Teachers (PreK-5th) and Special Assignment Staff, Dyslexia Teacher, and Administrators, PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 15</p>	1, 2, 4, 8	Principals, Dean of Instruction, Language Arts Specialists, Lead Teachers, Teachers and Special Ed Teachers Curriculum Specialists	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Assessment Plan: 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 such as Learning Inventory of Needs (LION), STAAR 1 Bank 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 2016-June 2017, Sept/Oct-BOY, January-MOY, and April-EOY Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 10, 15</p>	1, 2, 8, 9	Principal, RtI Specialist, Inst. Dean of Instruction, Classroom Teachers, TLI Specialist, Counselors	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>7) Assessment Plan-Data Analysis: Provide opportunities (3 x a year) BOY, MOY, EOY to review data from progress monitoring assessments to provide students with optimal targeted instruction and interventions and academic success and support for academic success on the STAAR test and TELPAS</p> <ul style="list-style-type: none"> *TPRI / Tejas Lee results *CPALLS *Unit tests from HHM and STAAR 1 *District/Campus/Six Weeks STAAR Progress Monitoring Assessments *PBMAS/TELPAS results and Progress monitoring - MindPlay <p>Timeline: September 2016-April 2017, Sept/Oct-BOY, January- MOY, April-EOY</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA pp. 7, 10, 15</p>	1, 2, 8, 9	Principal, Dean of Instruction, Teachers	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) RtI: Response to Intervention Model will be implemented and reflected in the classroom daily schedule with 90 minutes of uninterrupted Reading instruction and a minimum of 60 minutes of math and 30 additional minutes of Tier II/III instructional interventions for identified students in order to support student academic growth and success for STAAR test and TELPAS.</p> <ul style="list-style-type: none"> *Universal Screening *All interventions should be scientifically based *Documentation of interventions and progress monitoring *Use data to identify areas of need *Monitor progress of struggling student *Adjust instruction/interventions *Review student outcome data to evaluate instruction *Review 360 <p>Tier I- a minimum of 90 minutes devoted to ELA/SLA instruction</p> <p>Tier II-30 minutes per day small group interventions in addition of core instruction</p> <p>Tier III-30 minutes per day individual or small group interventions in addition to the core curriculum.</p> <p>Timeline: August 2016-June 2017, Daily</p> <p>Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1</p> <p>CNA pp. 7, 10,</p>	1, 2, 9	Principal, Dean of Instruction, Classroom Teachers, Dyslexia Teacher, Special Ed Teachers	<p>Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>9) Science Schedule: Teachers will provide a minimum of 15% of the instructional week to standards-based, inquiry centered science instruction (45 min a day) in order to ensure students receive ample science instruction and meet their needs ensuring academic success on the STAAR science and to ensure opportunities for descriptive, comparative, and experimental investigations outlined in the new TEKS.</p> <p>*80% of instructional time to classroom/field investigations in K-1 *60% of instructional time to classroom/field investigations in 2-3 *50% of instructional time to classroom/field investigations 4-5</p> <p>Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 18</p>	1	Principal, Elementary Teachers, Dean of Instruction	<p>Evidence of Implementation: teacher schedules, lesson plans, walk throughs</p> <p>Evidence of Impact: improvement from fall to spring district science benchmark</p> <p>Formative: six weeks science grades Summative: Science STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>10) Science Lab: The campus will ensure science hands-on approach in an appropriate science lab setting for 4th-5th grade students: while enhancing classroom instruction not replacing but supporting academic success on the STAAR science such as STEMscopes and Living with Science.</p> <p>Timeline: October 2016-June 2017, daily Population: PreK-5th: LEP, MI, AR, T1 CNA pp.7, 8, 10</p>	1, 9	Principal, Assistant Principal, Campus Science Contact Person, BISD Science Specialist, Classroom Teachers Administrator for State Compensatory Education	<p>Evidence of Implementation: teacher schedules, lesson plans, walk throughs</p> <p>Evidence of Impact: improvement from fall to spring district science benchmark</p> <p>Formative: student progress reports, benchmark scores Summative: Science STAAR assessment</p>				
Funding Sources: State Compensatory - \$1400.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Implementation of State Adopted Standards (TEKS) and District Scope and Sequence through state adopted materials: Ensure that teachers are implementing curriculum outlined in the district scope and sequence, an integrated challenging, standards-based, language arts curriculum, math, and science (K-5th) so students will increase their math, reading skills, science and cognitive strategies at their grade level supporting academic success on the STAAR math, reading writing and science.</p> <p>Timeline: August 2016-June 2017, Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p.7, 8, 10</p>	1	Principal, Assistant Principals, and Dean of Instruction	<p>Evidence of Implementation: lesson plans and walk throughs</p> <p>Evidence of Impact: improvement from fall to spring district benchmarks</p> <p>Formative: six weeks grades. fall and spring benchmarks Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>12) Academic Teaming will be implemented for third- fifth grade classes to provided specialized support for students thereby improving student academic success in reading, math, and science TEKS. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 19</p>	1, 2	Principal, Dean of Instruction, Third through Fifth Grade Teachers	<p>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>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>13) National Library Week/National Children's Book Week will be observed with library fair and other related activities to increase an appreciation of reading. Timeline: October 2016 and March 2017 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10</p>	1	Principal and Librarian	<p>Evidence of Implementation: book sales and newsletter Evidence of Impact: Increased AR usage Formative: six weeks reading grades Summative: Reading STAAR assessment and surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Reading for entertainment and for learning will be encouraged by incorporating reading time and reading student selected materials during class time and through the use of the school home reading connected as noted in the student daily planner. The following activities will support reading for entertainment and provide support for academic success on the STAAR test and TELPAS. a Accelerated Reader a. Reading Log b. Incentives c. Reader's Theatre d. Character Parade e. Book Publishing Celebrations f. National Library Week g. Week of the Young Child h. Lift off to Literacy Timeline: August 2016-June 2017 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 1.16</p>	1	PreK-5th Grade Teachers Librarian Special Ed Teachers Dyslexia Teacher	<p>Evidence of Implementation: AR reading logs/reports Evidence of Impact: increased AR usage Formative: six weeks reading grades Summative: Reading STAAR assessment and surveys</p>				
Funding Sources: State Compensatory - \$5000.00							

<p align="center">Critical Success Factors CSF 1</p> <p>15) Incentives: Students will receive the following incentives to encourage good behavior (Caught Being Good Program) and academic success on the STAAR assessment * Special Education Students will be rewarded with incentives for good behavior/and or grades using a behavior tally sheet. *All students who are "Caught being good" Students will receive a ticket from their teachers and will be entered for weekly drawings for certificate/pencil(2 per class) Timeline: August 2016-June 2017, weekly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10, 12</p>	1	Principal, Assist. Principal, Dean of Instruction, Lead Teachers, Community/Business, Counselors	Evidence of Implementation: weekly drawings Evidence of Impact: Decrease in office referrals Formative: Six weeks office referral logs Summative: end of year discipline log				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>16) Teachers will implement ELPS activities for students who have not shown one year growth to improve student achievement on the TELPAS assessment and the STAAR assessment. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10</p>	1, 9	Principal, Assistant Principal, Dean of Instruction, Classroom teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improvement on TELPAS progress monitoring results and TELPAS results Formative: six weeks grades and TELPAS progress monitoring results Summative: TELPAS results				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>17) Bilingual students in grades 2nd-5th will receive Test Navigation Tutorials in reading to prepare students for TELPAS on-line testing and meet AMAO standards. Timeline: December 2016-February 2017, monthly Population: 2nd -5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8, 10</p>	1, 9	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher, Classroom Teachers	Evidence of Implementation: Test Nav computer schedule and student usage Evidence of Impact: improvement TELPAS results Formative: weekly grades and TELPAS progress monitoring results Summative: TELPAS results				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>18) Alignment meetings will be held to share teaching practices and strategies for language arts, math, science, and social studies in order to meet the needs of students transitioning from grade to grade (PreK-12th) Timeline: Fall 2016 and Spring 2017, Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 18-19</p>	1	Classroom Teachers, Special Education Teachers, Dyslexia Teacher, Dean of Instruction, Principal, Curriculum Specialists	Evidence of Implementation: agendas, sign in sheets, and ERO attendance record Evidence of Impact: improvement from fall to spring benchmarks and STAAR results Formative: six weeks grades Summative: STAAR and TELPAS results				
Funding Sources: No Funds Required - \$0.00							






<p align="center">Critical Success Factors CSF 1</p> <p>19) Awards: Provide awards for Academic Achievements such as Honor Roll and Accelerated Reader Achievement which promotes academic success on the STAAR test. Timeline: September-May 2016-2017 Population: K-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10</p>	1	Principal Dean of Instruction Librarian	<p>Evidence of Implementation: awards program</p> <p>Evidence of Impact: improvement from fall to spring benchmarks</p> <p>Formative: six weeks grades, benchmark and progress monitoring results</p> <p>Summative: STAAR and TELPAS results</p>				
Funding Sources: Local - \$500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>20) Bilingual/ESL Instruction: Students will receive ESL instruction that develops oral language skills, and increase listening/speaking and reading/writing proficiency addressing ELPS and use of Sheltered instruction, in the classroom including math, science, and social studies in order for students to systematically transition to English literacy. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8, 10</p>	1, 9	Principal, Assistant Principals, Dean of Instruction, Teacher Specialist, Lead Teachers, Teachers	<p>Evidence of Implementation: lesson plans and walk throughs</p> <p>Evidence of Impact: improvement on TELPAS progress monitoring results and TELPAS results</p> <p>Formative: six weeks grades and TELPAS progress monitoring results</p> <p>Summative: TELPAS results</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>21) Students in Pre-k through second grades will celebrate the 100th day of school: with grade appropriate activities to improve math concepts. Timeline: January 2017 Population: PreK-2nd: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10</p>	1	Principal, Assistant Principal, Classroom Teachers	<p>Evidence of Implementation: 100 Day lesson plans, rotation schedule and parade</p> <p>Evidence of Impact: improved math six weeks grades</p> <p>Formative: six weeks grades and</p> <p>Summative: EOY report card grades and math EOY CPALLS</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>22) Implementation of Pearson Education O.W.L and CIRCLE: Ensure that PreK teachers implement Pearson Education O.W.L. and CIRCLE, an integrated challenging, standards-based, inquiry-centered math curriculum, so that PreK students will meet all the standards and be prepared for Kindergarten. Timeline: August 2016-June 2017, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8, 10</p>	1	Principal, Instructional, Pre Kinder Teachers	<p>Evidence of Implementation: lesson plans, schedule and walk through forms</p> <p>Evidence of Impact: improvement from the BOY to EOY CPALLS results</p> <p>Formative: BOY and MOY CPALLS results</p> <p>Summative: EOY CPALLS results</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>23) Students in third through fifth grades will prepare projects for the BISD cluster Science Fair under the guidance of campus Science POCs and classroom teachers to improve knowledge of scientific process while supporting academic success on the STAAR science. Timeline: September - November 2016 Science Fair Nov. 7, 2016 Population: 3rd-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10</p>	1	Principal, Dean of Instruction, Campus Science Fair Coordinator, Third through Fifth grade teachers,	Evidence of Implementation: submission of science fair forms and projects Evidence of Impact: improved six weeks science grades Formative: science six weeks grades Summative: Results of Science fair and of 3rd six weeks grades				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>24) Science Journals: Students in pre-kindergarten through fifth grade will maintain Science Journals as a means of reflection and to enhance their understanding of science and develop writing skills and improve the academic success of all students. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 10, 15</p>	1	Dean of Instruction, Pre-Kindergarten through Fifth Grade Teachers and Science POC	Evidence of Implementation: student journals, lesson plans and walk throughs Evidence of Impact: improved six weeks science grades Formative: science six weeks grades Summative: EOY Science grades and 5th grade STAAR assessment				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>25) Integration: Social Studies activities will be incorporated into all areas of instruction, as appropriate with the purpose of developing student conceptual foundations and mastery of grade level TEKS and improve student academic success. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 15</p>	1	Pre-Kindergarten through Fifth Grade Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks social studies grades Formative: social studies six weeks grades Summative: EOY Social studies grades				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>26) Implementation of Reading/Writing Strategies: Ensure implementation of reading and writing strategies during Social Studies instruction, such as prediction, inference, summarizing, paraphrasing and research skills with the purpose of supporting student success in assessments. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 15</p>	1	Principal, Dean of Instruction, Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks grades and benchmark scores Formative: six weeks grades and benchmark scores Summative: EOY grades and STAAR Reading and Writing assessment				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>27) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Campus Administrator, Dean of Instruction, Physical Ed. Teachers	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades				
Funding Sources: No Funds Required - \$0.00							
<p>28) Assess student fitness annually in grades 3-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007 to promote and ensure physical fitness. Timeline: August, 2016-June 2017, daily Population: 3rd -5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Campus Administrators, Physical Ed. Teachers, School Nurse,	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades				
Funding Sources: No Funds Required - \$0.00							
<p>29) Implement the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009 to promote and ensure physical fitness. Timeline: Spring 2017 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Physical Ed Teacher, Dean of Instruction,	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks PE grades Formative:PE six weeks grades Summative: EOY PE grades and School Health Index results				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>30) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Timeline: August 2016-June 2017, daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 15</p>	1	Dean of Instruction, Physical Ed. Specialist, Health Ed. Lead Teacher, Health Ed. Teachers, Physical Ed. Teachers,	Evidence of Implementation: lesson plans and walk throughs Evidence of Impact: improved six weeks grades Formative: six weeks grades Summative: EOY grades				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>31) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009 Timeline: September 2016-May 2017, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Principal, Dean of Instruction, CATCH Champions, CATCH Campus Teams	Evidence of Implementation: lesson plans and walk throughs, Evidence of Impact: improved six weeks grades and attendance Formative:six weeks grades amd six weeks attendance records Summative: EOY grades, STAAR results, and attendance rate				
Funding Sources: No Funds Required - \$0.00							
<p>32) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers, & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 to promote a healthy lifestyle. Timeline: September 2016-June 2017, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	Food & Nutrition Services Administrators Curriculum Admin. Area Superintendent District/Campus CATCH Team	Evidence of Implementation: agendas, sign ins, ERO attendance Evidence of Impact: positive results from parent surveys Formative: evaluations Summative: End of year surveys				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>33) Egly will develop a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09 to properly provide the best physical education program to promote a healthy lifestyle. Timeline: August 2016-June 2017 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 8</p>	1	PE Teachers, Campus Safety Coordinator, Health Lead Teacher, Campus Administration	Evidence of Implementation: safety plan Evidence of Impact: Positive results from parent surveys Formative:campus visits and observations Summative: reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP)				
Funding Sources: No Funds Required - \$0.00							


<p align="center">Critical Success Factors CSF 5</p> <p>34) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009) Timeline: September 2016-June 2017, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 17</p>	1	Campus Counselors, Campus Admin, Dean of Instruction	Evidence of Implementation: distribution of handbook, counselor's lesson plans, agendas, sign in sheets Evidence of Impact: Positive survey results Formative:counselor presentations Summative: Student, Teacher, and Parent Survey results				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>35) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009 Timeline: September 2016-June 2017 Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 17</p>	1, 6	Counselors, Campus Administration, Parental Involvement Liaison	Evidence of Implementation: counselor's agendas and sign in sheets Evidence of Impact: Positive survey results Formative:counselor presentations Summative: t Survey results				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>36) Egly will provide parents/students information to district counseling options for students affected by sexual abuse in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. Timeline: September 2016-June 2017, Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 17</p>	1	Campus Counselors Parent Liaison, Campus Personnel, Campus Admin	Evidence of Implementation: counselor's log Evidence of Impact: Positivesurvey results Formative:Counselor's log Summative: Survey results				
Funding Sources: No Funds Required - \$0.00							
<p>37) Egly will retain a highly qualified nurse to assist in the planning and execution of the health program for the school district which enable students to obtain and maintain optimal educational opportunities. Timeline: August 2016-June 2017, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 13</p>	1, 10	Health Service Administrator, Principal, Nurse	Evidence of Implementation: position control and attendance records Evidence of Impact: Positive survey results, screening records, sick logs, immunization survey Formative:Screening records, sick logs, immunization survey Summative: end of year screening and referral report				
Funding Sources: Local - \$42027.00, Title I-A - \$27718.00							

<p>38) Egly will retain a highly qualified CSR grant reduction teacher in fifth grade to meet student academic needs. Timeline: August 2016-June 2017 Population: 5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 13</p>	1	Principal Assistant Principals	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, Summative: Evaluation, STAAR test and TELPAS results				
Funding Sources: Federal Bilingual - \$56844.00							
<p>39) Kinder paraprofessionals will be retained to assist kinder teachers with student academic needs and prepare them for BOY, MOY, EOY benchmarks. Timeline: August 2016-June 2017, daily Population: PreK: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7</p>	1	Principal, Kinder Teachers, Curr. & Inst. Spec.	Evidence of Implementation: position control and attendance record Evidence of Impact: EOY TPRI/Tejas Lee results Formative: Paraprofessionals' Observations, TPRI/Tejas Lee results at BOY and MOY Summative: EOY TPRI/Tejas Lee results, K Paraprofessional Appraisals				
Funding Sources: Title I-A - \$54770.00							
<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>40) Beginning the first day of school Egly will offer Extended Day Enrichment Program in order to assist parents with quality enrichment programs for students in grades Prekinder-5th Grade offering homework assistance, academic activities, recreation, art, and dance. Timeline: August 24, 2016-June 2, 2017, daily from 3:30pm-5:30pm. Populations: PreK-5th: LEP, MI, SE, GT, SYS, AR, TI, CNA p.</p>	9, 10	Principal Dean of Instruction Assistant Principals	Evidence of Implementation: Teacher/Student Attendance Sheets Formative: Six Weeks Assessments, Report Card Grades Summative: End of the Year Report Card grades				
Funding Sources: Title I-A - \$31330.00, State Compensatory - \$31433.00							
<p>41) Provide Overtime pay for paraprofessionals and custodians only under required circumstances. Timeline: August 2016-July 2017 Population: Paraprofessionals and Custodians</p>		Principal	Evidence of Implementation: Timesheets Formative: Timesheets Summative: Timesheets				
Funding Sources: Local - \$200.00, Local - \$200.00							
<div style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </div>							

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

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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Students in PreK-1st Grade will attend weekly music classes to develop vocabulary and learn the basics of music with a highly qualified music teacher to enhance student academic success. Timeline: August 2016-June 2017 Population: Pre K-1st Students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 10	1	Principal, Dean of Instruction, and Classroom Teachers	Evidence of Implementation: music schedule, lesson plans, and walk throughs Evidence of Impact: Fine arts report card grades Formative: Six weeks fine arts report card grades Summative: end of year fine arts report card grade				
				Funding Sources: No Funds Required - \$0.00			
2) 5th Grade Students will have the opportunity to participate in the 5th Grade Choir and showcase their talents for the school, parents, and community throughout the year which will promote student academic success. Timeline: September 2016-June 2017 Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 16	1, 6	Principal, Dean of Instruction, and Classroom Teachers	Evidence of Implementation: music schedule, lesson plans, and walk throughs Evidence of Impact: Fine arts report card grades Formative: Six weeks fine arts report card grades Summative: end of year fine arts report card grade and program				
				Funding Sources: No Funds Required - \$0.00			
3) 5th Grade Students will have the opportunity to participate Ballroom Dancing and showcase their talents for their parents and community at the end of the year which will promote student academic success. Timeline: September 2016-June 2017 Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, TIM CNA p. 7,8	1, 6	Ballroom Dance Instructors	Evidence of Implementation: dance schedule and walk throughs Evidence of Impact: report card grades Formative: observations and six weeks report card grades Summative: end of year report card grade and dance program				
				Funding Sources: No Funds Required - \$0.00			
							

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

Performance Objective 1: Egly Elementary will implement prevention and intervention strategies that will support reducing the dropout rate and increase at-risk student achievement by 5% on STAAR and increase the At-Risk student Attendance Rate and Retention Rate by 10%.

Summative Evaluation: STAAR, At-Risk Student Attendance Rate and Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Retain a highly qualified Dean of Instruction to support teachers through professional development, classroom demonstrations with students identified at-risk in order to close the at-risk gap. Timeline: August 2016-June 2017 daily Population: PreK-5th grade At Risk Students CNA p. 7</p>	4	Principal, Administrator for State Compensatory Education	<p>Evidence of Implementation: position control and attendance reports Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, progress monitoring and benchmark results, ERO Session Evaluation Report, ERO Session Attendance Report, Student Progress Reports Summative: STAAR test and TELPAS results</p>				
Funding Sources: State Compensatory - \$62855.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Afterschool and Saturday Tutorials: Intense after school and Saturday tutorials will be implemented to assist at risk students in the language arts, math, science areas in order to accelerate instruction and support for academic success on the STAAR. Timeline: September 2016- April 2017 Two-Three times a week Population: 3rd - 5th grade *T1, LEP, AR, DYS, T1M CNA p. 10</p>	2, 3, 9	Principal, Dean of Instruction Classroom Teachers Administrator for State Compensatory Education	<p>Evidence of Implementation: tutorial schedule, lesson plans, and attendance reports Evidence of Impact: increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, progress monitoring and benchmark results, Student progress reports, tutorial classroom observations. Summative: Retention rate and STAAR</p>				
Funding Sources: Federal Bilingual - \$4300.00, Local - \$14000.00, State Compensatory - \$27293.00, State Compensatory - \$8007.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Dyslexia: A highly qualified dyslexia teacher will provide dyslexia services for identified students in order to meet student academic needs. Identification process will follow RtI and Dyslexia guidelines. The assessment to identify students will following rules from Texas Education Agency, The Dyslexia Handbook. Individualized accommodations plans will be implemented in the classrooms Dyslexia lab services will be provided for students identified from evaluations. Students will receive explicit, individualized, and multi-sensory instruction in a small group setting Timeline: August 2016-June 2017-Daily Population: DYS 1st- 5th Grade AR CNA p. 10</p>	1, 3, 9	Principal, Dyslexia Teacher, Campus RtI Coordinator, General Ed Teachers, Administrator for State Compensatory Education	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, Student Progress reports, and classroom observations Summative: STAAR				
Funding Sources: State Compensatory - \$68683.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Extra Curricular Activities: Students in 3rd-5th will have an opportunity to participate in after/before school activities to encourage and support student academic success. Chess, Aviation, Ballroom Dancing, UIL, Spelling Bee, Destination Imagination</p> <p>Timeline: September 2016-June 2017 Population: 2nd-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8</p>	1	Principal, UIL Campus Coordinator, Dean of Instruction, Ballroom Instructor, Spelling Bee Campus Sponsor, Chess Sponsors, Aviation Sponsor, Destination Imagination Sponsor	Evidence of Implementation: Schedule of extra curricular practices, sessions, and events. Evidence of Impact: Increase in At Risk student achievement on STAAR and TELPAS and positive results on student, parent, teacher surveys. Formative: Participation rates and six weeks report card grades Summative: Results of Chess tournaments, ballroom dancing, UIL meet, Spelling Bee, end of year flight levels achieved on Flight Simulator, end of year report card grades.				
Funding Sources: Local - \$2000.00, Local - \$2250.00, Local - \$2250.00							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Timeline: August 2016-September 2017 Population: AR CNA p. 13</p>	10	Campus Administration and Homeless Youth Coordinator	Evidence of Implementation: agendas, sign in, ERO transcripts Evidence of Impact: positive results on student, parent, teacher surveys. Formative: ERO session evaluation report Summative: STAAR, Attendance Rate, Retention Rate				
Funding Sources: No Funds Required - \$0.00							

<p>6) Egly has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Timeline: August 26, 2016-June 4, 2017 daily Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	10	Campus Administration and Homeless Youth Coordinator	Evidence of Implementation: observation and monitoring of office personnel Evidence of Impact: positive results on student, parent, teacher surveys. Formative: Monthly eschoolPLUS At Risk reports will be generated and student progress reports Summative: STAAR results				
Funding Sources: No Funds Required - \$0.00							
<p>7) Promote awareness at campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Timeline: August 26, 2016-June 4, 2017 at minimum one time per month Population: Parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13, 17</p>	10	Campus Administration and Homeless Youth Coordinator	Evidence of Implementation: Newsletters and agendas Evidence of Impact: positive results on parent surveys. Formative: student progress reports Summative: STAAR results				
Funding Sources: No Funds Required - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>8) Implement a food pantry and closet to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	10	Campus Administration and Homeless Youth Coordinator	Evidence of Implementation: Newsletters and agendas Evidence of Impact: positive results on parent surveys. Formative: student progress reports Summative: STAAR results				
Funding Sources: No Funds Required - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>9) Egly has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.) Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	10	Campus Administration and Homeless Youth Coordinator	Evidence of Implementation: Monitoring of office personnel Evidence of Impact: positive results on parent surveys. Formative: student progress reports Summative: STAAR results				
Funding Sources: No Funds Required - \$0.00							

<p>10) Dyslexia: A highly qualified dyslexia aide will assist Dyslexia Teacher provide dyslexia services for identified students in order to meet student academic needs. Identification process will follow RtI and Dyslexia guidelines. The assessment to identify students will following rules from Texas Education Agency, The Dyslexia Handbook. Individualized accommodations plans will be implemented in the classrooms 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 2016-June 2017-Daily Population: DYS 1st- 5th Grade AR CNA p. 10</p>	<p>1, 9</p>	<p>Principal, Dyslexia Teacher, Campus RtI Coordinator,</p>	<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, Summative: Evaluation, STAAR test and TELPAS results</p>				
<p>Funding Sources: Title I-A - \$27650.00</p>							






 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Ensure that teachers are implementing ELAR Questioning for College Readiness so that the percentage of students meeting Level II Recommended and Level III Advanced Performance in the 2017 STAAR Assessment increases.

Summative Evaluation: Increase by a minimum of 10% the percentage of students meeting Level II Recommended and Level III Advanced Performance in the 2017 STAAR Assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>1) Ensure teachers understand the supporting and readiness standards for their grade levels and those above and below through Professional Development to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.10, 15</p>	1, 4	Principal, Dean of Instruction, Curriculum Specialist	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records, walk throughs, lesson plans, weekly tests</p> <p>Evidence of Impact: Improved STAAR results from previous year</p> <p>Formative: progress monitoring assessments and benchmarks</p> <p>Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>2) Ensure teachers are using the ELAR Questioning for College Readiness: Focusing on Elementary Readiness and Supporting Standards to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.15</p>	1, 2	Principal, Dean of Instruction, Assistant Principals	<p>Evidence of Implementation: records, walk throughs, lesson plans, weekly tests</p> <p>Evidence of Impact: Improved STAAR results from previous year</p> <p>Formative: progress monitoring assessments and benchmarks</p> <p>Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Provide sessions on Depth of Knowledge to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 10, 15</p>	1	Principal, Dean of Instruction, Assistant Principals	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records, walk throughs, lesson plans, weekly tests</p> <p>Evidence of Impact: Improved STAAR results from previous year</p> <p>Formative: progress monitoring assessments and benchmarks</p> <p>Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							






<p align="center">Critical Success Factors CSF 7</p> <p>4) An Interview Committee consisting of the Principal and SBDM members will use district standardized procedures including interviewing only certified teachers who have met state testing requirements and utilizing quality interview questions in order to attract highly qualified to meet the needs of our students. Timeline: August 2016-July 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 13</p>	1, 4	Principal and SBDM Committee	<p>Evidence of Implementation: interview committee rating sheets and recommendation documentation Evidence of Impact: Improved STAAR results from previous year Formative: walk throughs, progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Academic Assessments: Teachers will collaborate with Dean of Instruction in following assessments design, DOK level, TEKS, Standards:Weekly, Unit, Campus Progress Monitoring Assessments. Timeline: August 2016-July 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 15</p>	1, 8	Principal, Dean of Instruction, Lead Teachers	<p>Evidence of Implementation: lesson plans, weekly tests, progress monitoring and benchmark assessments Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Lesson plans will be turned in weekly and reviewed for instructional rigor and fidelity to district scope and sequence and curriculum to improve student academic success. Timeline: August 2016-July 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 10</p>	1	Facilitator Classroom Teachers	<p>Evidence of Implementation: lesson plans Evidence of Impact: Improved STAAR results from previous year Formative: progress monitoring assessments and benchmarks Summative: STAAR assessment</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 7</p> <p>7) Strategies to attract high quality teachers to high needs schools will be implemented. This includes: Lead Teacher stipends, free health insurance, supplemental duty stipends, bilingual stipends, free parking, full time security guard, and campus non-monetary incentives. Timeline: August 2016-July 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 10</p>	2, 5	Principal, Assistant Principals, and Dean of Instruction	<p>Evidence of Implementation: Supplemental duty forms for stipends, teacher BISS check statements, Health Cards, Bioscreen. Evidence of Impact: Improved STAAR results from previous year. Formative: Progress monitoring assessments and benchmarks. Summative: STAAR assessment</p>				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Ensure that student attendance rate is at a minimum of 98%.

Summative Evaluation: Increase by a minimum of 5% the attendance rate for Egly Elementary compared to the attendance rate from 2013-2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring/management. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 8</p>	1	Principal, Assist. Principal, Attendance Clerk, Data Entry Clerk	<p>Evidence of Implementation: Daily announcements and newsletters Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance Formative: Weekly and six weeks review of campus attendance rates Summative: End of the year attendance rate</p>				
				Funding Sources: No Funds Required - \$0.00			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 8</p>	1	Principal, Data Entry Clerk, Classroom Teachers	<p>Evidence of Implementation: attendance certificates Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports Formative: Six weeks attendance reports Summative: End of the year attendance rate</p>				
				Funding Sources: No Funds Required - \$0.00			
<p>Critical Success Factors CSF 4</p> <p>3) Attendance Clerk and parent liaisons will attend trainings on consistently monitoring and communication of student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Timeline: fall 2016-spring 2017 Population: Attendance Clerk and Parent Liaison CNA p. 8</p>	1	Principal, Attendance Clerks, Parent Liaisons, Data Entry Clerk	<p>Evidence of Implementation: agendas, ERO transcript Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports Formative: Six weeks attendance reports Summative: End of the year attendance rate</p>				
				Funding Sources: No Funds Required - \$0.00			

<p align="center">Critical Success Factors CSF 4</p> <p>4) Attend training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Timeline: fall 2016-spring 2017 Population: PEIMS supervisors and clerks CNA p.8</p>	1	Campus Administration and Data Entry Clerk	<p>Evidence of Implementation: agendas, ERO transcript</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: Six weeks attendance reports</p> <p>Summative: End of the year attendance rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 4</p> <p>5) Reduce by 5% yearly the out-of-school suspensions by evaluating the 2015-2016 number of days students were absent due to OSS in order to increase Egly's attendance rates and improve student instructional levels. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: discipline log</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: monthly OSS reports and six weeks attendance rates</p> <p>Summative: end of year OSS reports and end of the year attendance rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 4</p> <p>6) Publish and recognize Egly's attendance rates in school newsletter, morning announcements, school marquee, and website to promote and motivate student attendance and increase educational potential of students. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: newsletters, morning announcements, school marquee, and school website</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: six weeks attendance rates</p> <p>Summative: end of the year attendance rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 4</p> <p>7) Facilitate the parent's ability to monitor attendance via School Messenger Notification System by consistently updating student information. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1 CNA p. 8</p>	1	Principal, Assist Principals, Teachers	<p>Evidence of Implementation: log of messages on School Messenger</p> <p>Evidence of Impact: Improved attendance rates from previous year, reaching 98% attendance, attendance reports</p> <p>Formative: six weeks attendance rates</p> <p>Summative: end of the year attendance rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals for removals will decrease by 5%

Campus Performance Objective: Decrease Discipline referrals to the office by 5%.


Summative Evaluation: As per the end of year discipline reports, discipline referrals will decrease by 5% compared to 2015-2016 end of year discipline reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students, parents, staff, and community will be made aware and will be notified of the Student Code of Conduct (SCC) through the distribution of SCC, District Website, and campus presentations to ensure all students are provided due process and their rights. Timeline: August 2016-June 2017 Population: Parents, Teachers, community members and PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 12</p>	1, 6	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				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>2) Provide training for new teachers: (a) To effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Timeline: August 2016-June 2017 Population: Teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11</p>	1, 4	Principals, Assistant Principals, Counselors,	Evidence of Implementation: agendas, sign in sheets, ERO attendance records Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the district's standard in: Attendance rates, Pre-post assessment results, Drop- out rates, Sub groups representation and recidivism rates in order to comply with District goal. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11</p>	1	Campus Administration/Staff	<p>Evidence of Implementation: discipline logs and attendance rates Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>4) Provide scheduled professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Signs of Child Abuse f) Response to Intervention (RTI) g) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Timeline: August 2016-June 2017 Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11</p>	1, 4	Principals, Assistant Principals, Counselors,	<p>Evidence of Implementation: agendas, sign in sheets, ERO attendance records Evidence of Impact: Decreased discipline referrals this from last year Formative: walk throughs, discipline referral log Summative: Teacher evaluations, End of year discipline report, student, teacher and parent surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Egly will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Timeline: August 2016-June 2017 Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 12</p>	1	Principals, Assistants Principals, Faculty and Staff	<p>Evidence of Implementation: Emergency plan and scheduled drills and results of drills Evidence of Impact: Results of lockdowns and fire drills Formative: after action reviews Summative: end of year review of Emergency Operations Plan</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 6</p> <p>6) Ensure that an identification security system is in place. -All faculty must obtain and display an Identification Card while on school grounds -Visitors must present an Identification at Sign-In & Escorted/Monitored at all times. Timeline: August 2016-June 2017 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 12</p>	1	Principals, Assist. Principals, Campus Security Officer	<p>Evidence of Implementation: employee tag usage and visitor's log Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: daily sign in visitor log Summative: end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>7) A Security Officer will be placed throughout the year at Egly Elem. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff. *Gang Awareness *Bullying *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Emergency Operations Plan (EOP)-Safety Procedures Timeline: August 2016-June 2017 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 12</p>	1	Principals, Assist. Principals, BISD Police Security Services	<p>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>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>8) Counselors will provide individual and group counseling sessions including topics in bullying on a weekly basis in order to ensure that students needs are addressed. Timeline: August 2016-June 2017 Population: students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 11</p>	1	Principals and Counselors	<p>Evidence of Implementation: lesson plans and counselor's schedule Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: student sign in sheets, counselor's log and counselor's lesson plans Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p>9) Teachers will emphasize rules and safety including keeping our classroom and schools clean, at the beginning of the year and as needed throughout the year. Timeline: August 2016-June 2017 Population: students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 12</p>	1	Principal, Assistant Principals, and Classroom Teachers	<p>Evidence of Implementation: SOAR lesson plans Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: review 360 daily entries Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 6</p> <p>10) Parents will be notified of any discipline referral as outlined in the Student Code of Conduct (mandated by policy) Timeline: August 2016-June 2017 Population: Parents of students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 12</p>	1	Principals and Assist Principals	<p>Evidence of Implementation: parent phone logs, letters and school messenger Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks reports of review 360 Summative: end of year discipline reports and end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>11) Ensure office staff is trained in conducting a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders. Timeline: August 2016-June 2017 Population: Office staff, PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 12</p>	1	Principals, Assist Principals, and Office Staff	<p>Evidence of Implementation: agendas and ERO transcripts Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: log of sex offender searches Summative: end of year review of sign in sheets/ logs and end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>12) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness, Bullying/Harassment, Internet Safety, Drug, Alcohol, and Tobacco Awareness Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 11</p>	1	Principal, Assist. Principals, Dean of Instruction, Counselors and Teachers	<p>Evidence of Implementation: counselor's lesson plans and schedule Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks review of student referrals Summative: end of year discipline report and end of year results of student, parent, and teacher surveys</p>				
Funding Sources: No Funds Required - \$0.00							
<p>13) Continue the district-wide plan for quality professional development for faculty and staff targeting the identification of students at-risk of dropping out and providing teachers with effective interventional strategies, including the identification of special populations in order to decrease student dropout rates to increase graduation rates. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7</p>	1, 2, 4	Principal, Assist. Principals, Dean of Instruction, Counselors, and Teachers	<p>Evidence of Implementation: agendas, sign in sheets and ERO attendance record Evidence of Impact: Positive results from student, parent, and teacher surveys Formative: six weeks report card grades Summative: review of At Risk student STAAR assessment results</p>				
Funding Sources: No Funds Required - \$0.00							

<p>14) Implement a School wide Positive Behavior Reinforcement "Caught Being Good" weekly, where students are given a ticket if they are caught being good. Certificates and small prizes will be given out on a weekly basis in order to reduce the number of behavior/ office referrals. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 12</p>	1	Principal, Assist. Principals, Dean of Instruction, Counselors, and Teachers	Evidence of Implementation: distribution of certificates and prizes on Fridays and discipline log Evidence of Impact: decreased discipline referrals this year from last year and positive results from student, parent, and teacher surveys Formative: weekly behavior referrals Summative: end of year discipline report/review 360 and end of year results of student, parent, and teacher surveys				
Funding Sources: No Funds Required - \$0.00							
							

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

Performance Objective 1: Objective(s):

BISD Annual Performance Objective: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.






Campus Performance Objective: Increase parental involvement and participation in activities by 10% .

Summative Evaluation: Completed Title 1-A Parental Compliance checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide an opportunity for parents and students to meet teachers at the beginning of the school year so as to begin the communication process with parents. In order to increase the communication opportunities between parents, teachers, and students through parent activities such meet the teacher night and continued communication through student planners. Timeline: August 22, 2016 Population: Teachers and parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Sign in sheets and teacher/parent conference logs Summative: Positive results from teacher and parent surveys and increased parental involvement				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 5</p> <p>2) Provide an opportunity for teachers, parents, and students to share student successes twice a year through Open House. Timeline: September 28, 2016 and March 8, 2017 Population: Teachers and parents of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Teacher/parent conference logs and sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>3) Provide an opportunity for the parents, teachers, students and community to work together for student incentives such as Spring festival Timeline: April 2017 Population: Teachers, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement.				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>4) Showcase student choir and dance groups at school events to bring parents to the school and increase parental involvement. Timeline: December 2016, and May 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1, 6	Principal, Dean of Instruction, Assistant Principals and Teachers	Formative: Calendar of event, program agenda, and sign in sheets Summative: Positive results from teacher and parent surveys and increased parental involvement.				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Bi -Weekly Parent Meetings with the Parent Liaison including various topics from wellness, to parenting ideas in order to support and improve student achievement including TLI Grant Goals. Timeline: August 2016-June 2017 Population: Parents CNA p. 17</p>	1, 6	Principal, TLI Specialist and Parent Liaison	Formative: Sign in sheets, agendas, parental involvement logs, and Parent Liaison's monthly reports Summative: Positive results from teacher and parent surveys, parent liaison's end of year report, and increased parental involvement.				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>6) Provide students and parents with a copy of School-Parent-Student Compact detailing the responsibilities of all stakeholders: Parents, Teachers, Students to improve student achievement. The copy will be provided in English and Spanish. Timeline: August 2016-September 2016 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1	Principal Office Staff Teachers	Formative: Parent Student Compact signed form Summative: Positive results from teacher and parent surveys				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>7) Conduct an Annual Title 1 Meeting to inform parents of services provided through Title 1 funds to improve student achievement including notifying parents of their school's participation in the Title I program, to explain the program requirements and to inform parents of their rights to be involved. Timeline: -September 2016 Population: Parents CNA p. 17</p>	1, 6	Principal and Parent Liaison	Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>8) Conduct an annual Title 1 Parent Survey to evaluate the effectiveness of campus Parental Involvement Activities Timeline: September 2016 Population: Parents CNA p. 17</p>	1	Principal and Parent Liaison	<p>Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>9) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met and ensure overall academic success. (Campus Improvement Plan) Timeline: August 2016-May 2017 Population: Community and Parent representatives PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 17</p>	1, 6	Principals and Parent Liaison	<p>Formative: Sign in sheets and evaluations Summative: Positive results from teacher and parent surveys</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>10) Egly will ensure that a written Parental Involvement Policy is developed jointly with, agreed upon by and distributed to parents of participating students to promote academic success for students. Timeline: December 2016 Population: Parents CNA p. 17</p>	1, 6	Principal, PreK-5th Grade Teachers, Parent Liaison	<p>Formative: Flyers, newsletters, distribution of Parental Involvement Policy, and Teacher/parent conference logs Summative: Positive results from teacher and parent surveys and End of Year Survey Title 1A Parental Involvement Compliance checklist</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>11) Egly will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the campus level with the intention to increase participation. Timeline: September-November, 2016 Population: Parents CNA p. 17</p>	1, 6	Principal and Parent Liaison	<p>Formative: Flyers, newsletters, distribution of Parental Involvement Policy and Teacher/parent conference logs Summative: Positive results from teacher and parent surveys, End of Year Survey Title 1A Parental Involvement Compliance checklist, and increased parental involvement</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>12) Egly will provide an orientation for preschool children and their parents from Head Start to assist with the transition to Egly Elementary to ensure academic success. Timeline: spring 2017 Population: Incoming PreK Parents and students CNA p. 17</p>	1, 6, 7	Principal and Parent Liaison	<p>Formative: Egly Newsletter, announcements, sign in sheets and agendas Summative: Positive results from teacher and parent surveys, End of Year Survey Title 1A Parental Involvement Compliance checklist, and increased parental involvement.</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>13) Egly will continue to fund a Parent Liaison to serve as a liaison between school and home, coordinate parental involvement activities, monitor attendance records, address attendance concerns through home visits which enables students to obtain and maintain optimal educational opportunities. Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 14</p>	1, 6	Principal and Parent Liaison	<p>Formative: Position control, sign in sheets, agendas, attendance records, monthly Parental Liaison's report Summative: Positive results from teacher and parent surveys, End of Year Parent Liaison's report, and increased parental involvement.</p>				
Funding Sources: Title I-A - \$21859.00							
<p>14) MS Orientation : To assist in the transition from fifth grade to middle school, fifth grade students will have an orientation with parental consent of both Oliveira MS and Perkins MS. Students will go to Oliveira for the orientation and Perkins MS sends a counselor to provide an orientation for our 5th grade students so that students will have a smooth transition to middle school. Timeline: May 2017 Population: 5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>	1	Principal and Counselors	<p>Formative: Flyers and newsletter, announcements, and sign in sheets, agendas, attendance records Summative: Positive results from survey results and increased parental involvement.</p>				
Funding Sources: No Funds Required							
<p>15) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e. home visits and parental involvement meetings and trainings. Timeline: August 2016-May 2017 Population: Parent Liaison to address issues with students in grades PreK-5th, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 17</p>		Principal Parent Liaison	<p>Formative: Monthly contact log Composite Report Summative: Monthly mileage log and cash payments.</p>				
Funding Sources: Title I-A - \$400.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.






Performance Objective 1: BISD Annual Performance Objective: 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP). Campus Objective: 90% of Egly migrant students will participate in the supplemental instructional activities and support services as required by the Title 1, Part C Migrant Education Program (MEP).
Campus Performance Objective:

Summative Evaluation: PBMAS Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) All migrant students will receive grade appropriate school supplies hygiene supplies, and/or clothing supplies on an as needed basis in order to provide them with the necessary tools to complete Their classroom and homework assignments: thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Timeline: September 2016-June 2017 Population: PFS/ Migrant students CNA p.8</p>	1	Campus Administrator	<p>Evidence of Implementation: NGS Campus reports, request forms, parent signature Evidence of Impact: Positive parent survey results and completed request for supplemental support form Formative: NGS Campus reports Summative: completed request for supplemental support form with NGS student number and parent's/student's signature</p>				
Funding Sources: Title I-C (Migrant) - \$875.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Migrant students identified as performing below grade level will receive additional 30 minutes support during the day (RtI) and offered tutorial services before school in grades 1-2 by Migrant Teacher. Timeline: September 2016-June 2017 Population: 1st - 2nd grade PFS/ Migrant student CNA p.8</p>	1, 9	Campus Principal, Teachers, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: Teacher schedule, list of students performing below grade level and tutorial attendance Evidence of Impact: Positive results of progress monitoring assessments and benchmarks Formative: Results of TPRI/Tejas Lee progress monitoring assessments and benchmarks Summative: EOY TPRI and Tejas Lee results, Aprenda, and SAT10</p>				
Funding Sources: No Funds Required							

<p>3) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Timeline: September 2016-June 2017 Population: 1st grade Migrant/PFS students CNA p. 8</p>	1	Campus Principal, Teachers, and Migrant Teacher	<p>Evidence of Implementation: list of students performing below grade level and RtI documentation</p> <p>Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report</p> <p>Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report</p> <p>Summative: EOY TPRI and Tejas Lee results and end of year report card grades.</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed:or, to participate in the enrichment migrant summer.</p> <p>Timeline: June 2017 Population: PreK-5th grade Migrant/PFS students CNA p.8</p>	1, 2	Campus Principals, Migrant Teacher, Homeroom Teachers	<p>Evidence of Implementation: signed permission slips and summer school attendance</p> <p>Evidence of Impact: Increased summer school promotion rate</p> <p>Formative: Summer school weekly assessments</p> <p>Summative: End of summer school documentation</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>5) Migrant students 3rd - 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Timeline: October 2016- June 2017 Population: 3rd-5th grade Migrant/PFS students CNA p.8</p>	1, 2	Campus Principals, Counselors, and Core Subject Teachers	<p>Evidence of Implementation: sign in, agenda, tutorial attendance, and Rti's</p> <p>Evidence of Impact: Positive results on progress monitoring/benchmark assessments and STAAR test</p> <p>Formative: progress monitoring/benchmark assessments</p> <p>Summative: STAAR assessment</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>6) PFS migrant students will receive supplemental support services before other migrant students as per NCLB Section 1304(d) Timeline: August 2016-July 2017 Population: PFS Migrant students CNA p. 8</p>	1	Campus Administrators and Teachers	<p>Evidence of Implementation: NGS campus reports delivery page with signature</p> <p>Evidence of Impact: completed PFS monitoring tool and results on STAAR assessment</p> <p>Formative: NGS campus reports delivery page with signature</p> <p>Summative: completed PFS monitoring tool, Increased promotions rates</p>				
	Funding Sources: No Funds Required						
<p>7) Retain a highly qualified Migrant Teacher to support migrant students and monitor the academic progress of migrant students to ensure successful grade level completion and success on State Assessment. Timeline: August 2016-June 2017 daily Population: PFS/Migrant students CNA p. 13-14</p>	1, 2, 3, 9	Campus Administrators and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: list of students performing below grade level and RtI documentation</p> <p>Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report</p> <p>Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report</p> <p>Summative: EOY TPRI and Tejas Lee results and end of year report card grades.</p>				
	Funding Sources: Title I-C (Migrant) - \$17231.00						
<p>8) Egly Teachers and administrators will use migrant students pre-test and post test results to identify the migrant students performing below grade level, in order to accommodate placement into appropriate supplemental instructional opportunities. The migrant teacher will provide additional supplemental opportunities and ensure participation. Timeline: August 25, 2016-June 5, 2017 Population: Migrant students CNA p. 8</p>	9	Dean of Instruction, Teachers, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: Daily schedules from teachers and Migrant Teacher, Tutorial attendance sheets</p> <p>Evidence of Impact: Positive results on progress monitoring/benchmark assessments and STAAR test</p> <p>Formative: progress monitoring/benchmark assessments</p> <p>Summative: STAAR assessment</p>				
	Funding Sources: No Funds Required						
<p>9) Parents of migrant PK, Kinder, and 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Timeline: August 25, 2016-June 30, 2017 Population: Parents of Migrant students CNA p. 19</p>	6	Campus Administrator, Dean of Instruction, Teachers, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: sign in sheets, agenda</p> <p>Evidence of Impact: Positive results on progress monitoring/benchmark assessments and positive results on parent surveys</p> <p>Formative: progress monitoring/benchmark assessments</p> <p>Summative: Parent Surveys results, EOY TPRI/Tejas Lee results</p>				
	Funding Sources: No Funds Required						

<p>10) In order to increase awareness of migrant student needs, Egly campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Timeline: August 25, 2016-June 5, 2017 Population: Faculty and Staff CNA p. 21</p>	1	Principal, Teachers, Campus Clerks, and Migrant Teacher (.25 FTE)	<p>Evidence of Implementation: list of migrant students, teacher list of students receiving interventions. Evidence of Impact: Positive results on progress monitoring/benchmark assessments Formative: progress monitoring/benchmark assessments Summative: STAAR results and EOY TPRI/Tejas Lee results</p>				
Funding Sources: No Funds Required							
<p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Timeline: April 2017 Population: Migrant Students CNA p. 21</p>	1	Principal	<p>Evidence of Implementation: Survey Evidence of Impact: Positive results from Survey Formative: Peer Review Summative: Results of Survey</p>				
Funding Sources: No Funds Required							
<p>12) Egly will support the Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment. Timeline: March 21, 2017 Population: PFS Migrant Students CNA p. 8</p>	9	Principal and Migrant Teacher	<p>Evidence of Implementation: list of migrant students that attended Evidence of Impact: Positive results on progress monitoring/benchmark assessments Formative: progress monitoring/benchmark assessments Summative: STAAR results and EOY TPRI/Tejas Lee results</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: BISD Annual Performance Objective: 100% of schools will be a Advance Tech level 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

Campus Performance Objective: Increase the by 20% the number of Advanced Tech level in all four key areas of the Star Chart.

Summative Evaluation: 1. EOY Student grades, Rubric Electronic portfolios, Presentations, gradebooks/-Tech. Application TEKS STAR Chart 2. STaRchart Survey Results, PDAS, ERO Summary Report 3. ERO Summary Report, PDAS STAR Chart Survey 4. Texas STaR Chart Survey Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Classroom computers, laptops, printers, projectors, document cameras, light bulbs, and software will be available for students in pre-kindergarten through fifth grade to use as a tool for developing reading, math, and science skills and gathering/learning information through instructional support for academic success on the STAAR test and TELPAS.</p> <p>Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	<p>Evidence of Implementation: Technology Inventory</p> <p>Evidence of Impact: Software usage reports, positive results on progress monitoring/benchmark assessments, and STAAR test results</p> <p>Formative: Classroom observations and progress monitoring/benchmark results</p> <p>Summative: STAAR and TELPAS assessment results</p>				
				Funding Sources: State Compensatory - \$9954.00, State Compensatory - \$8200.25, State Compensatory - \$34210.75			
<p>Critical Success Factors CSF 1</p> <p>2) The Accelerated Reading Program, with computers for testing, will be an instructional component of the campus reading activities in first through fifth grade with students earning 100 and more point in the AR Program being able to participate in the end of the year BISD Encampment field trip to increase wide reading providing support for academic success on the STAAR test and TELPAS.</p> <p>Timeline: August 2016-June 2017 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1	Principal, Assistant Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher, Librarian	<p>Evidence of Implementation: AR reports</p> <p>Evidence of Impact: number of students reaching at least 100 pts on AR program</p> <p>Formative: AR reports each six weeks</p> <p>Summative: end of year AR reports, STAAR and TELPAS assessment results</p>				
				Funding Sources: No Funds Required			

<p align="center">Critical Success Factors CSF 1</p> <p>3) The campus will ensure accessibility to instructional multimedia devices in order to meet and improve student achievement and lesson presentation utilizing providing support for academic success on the STAAR test and TELPAS. (ELMOS, Laptops, Televisions, Computers,iTouches, COW, MOBI, SmartBoards, Science Lab,Computer Lab, iPads) Timeline: August 2016-June 2017 Population: PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1	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: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Classroom teachers will participate in a minimum of 9 hours of technology sessions in order to meet and improve student achievement and lesson presentation. Timeline: August 2016-June 2017 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 21</p>	1, 4	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				
Funding Sources: No Funds Required							
<p>5) Teachers will have access to Thinkcentral, Texas Success, Pearson realize, and other online resources made available through district curriculum department in order to meet and improve student achievement. Timeline: August 2016-June 2017 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1	Dean of Instruction, Principal, Assistant Principals, Curriculum Department Specialist	Evidence of Implementation: Agenda/sign in sheets for teacher training on online resources, emails with links to sites and username and password information, teacher observations and walk throughs Evidence of Impact: advanced technology levels on the Star Chart survey Formative: classroom observations and technology session teacher evaluations Summative: Results of Star Chart survey				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Students will work at computer lab, classroom computer, laptop, or classroom iPad a minimum of two times per week for 45 minutes on programs that will increase their reading, math and science skills through individual pathways to help increase their level of academic performance. Software/online programs will be TEKS correlated. (Istation, Think Through Math (TTM) Mindplay, Living with Science, Stemscoptes) Timeline: August 2016-June 2017 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1, 9	Principal, Dean of Instruction, Computer Lab manager, Technology Support Teacher	Evidence of Implementation: computer schedule and usage reports Evidence of Impact: positive results of class and student reports for istation, TTM, Mindplay, and Stemscoptes Formative: six weeks computer program class summary reports Summative: end of year computer program class summary reports				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>7) Dyslexia Learning Ally: Students will have access to Learning Ally, a computer program, that provides audiobooks for dyslexic and blind students to test on AR, improving academic success and growth on the STAAR assessment. Timeline: August 2016-June 2017 Population: 1st-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1, 9	Principal, Assistant Principal, Dean of Instruction	<p>Evidence of Implementation: computer schedule and usage reports Evidence of Impact: positive results of class and student reports for Learning Ally Formative: six weeks Computer Ally reports Summative: end of year Computer Ally reports and results of STAAR assessment</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>8) MindPlay and RAPS360: Bilingual Students in grades K-5th grade will receive one or both of the following: MVRC (My Virtual Reading Coach) and RAPS 360 (Diagnostic assessment/ monitoring tool) to inform and monitor teacher's instructional decisions and improve student performance on the TELPAS Timeline: August 2016-June 2017 Population:K-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p. 7, 8, 10</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Teacher Specialist, Lead Teachers, Teachers	<p>Evidence of Implementation: computer schedule and usage reports Evidence of Impact: positive results of class and student reports Mindplay Formative: six weeks computer program class summary reports Summative: end of year computer program class summary reports and TELPAS results</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Utilize AWARE data and Tango Data from district benchmarks and state assessments to target instruction for subgroups and individual students in K-5th Grade and to plan future professional development to improve the delivery of instruction and increase student achievement on TPRI, Tejas Lee, TELPAS and STAAR assessment Timeline: August 2016-June 2017 Population: Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M CNA p.7, 8, 16</p>	1, 8, 9	Classroom teachers, Principals, Dean of Instruction	<p>Evidence of Implementation: agenda and sign in for data analysis meetings and professional development sessions assisting teachers with AWARE and Tango Evidence of Impact: targeted classroom instruction observed in lesson plans and through classroom observations, positive results from progress monitoring/benchmark assessments and STAAR test Formative: progress monitoring and benchmark assessments Summative: STAAR assessment results</p>				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>In order to support student academic achievement on all standardized assessments (local, state, national) researched-based instructional resources will be implemented to address reading, writing, math, and science skills. Supplemental instructional materials will be provided for all teachers, counselors, nurse, and PE Coaches. Supplemental material for special populations will also be used to support academic achievement. Ancillary support will be provided from the office and custodial/maintenance Timeline: July 2016-April 2017, monthly Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p. 7, 8, 10, 15</p>
1	1	4	<p>Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS. In addition the professional development should include opportunities to develop questioning strategies to enhance student's reflective reasoning and conceptual knowledge, STAAR specifications, format, item analysis and categories, and teacher understanding of second language acquisition. Dyslexia Training: Ensure Dyslexia teacher has the opportunity to attend professional development targeting: intensive, multi-sensory, phonetic methods, as well as writing and spelling components in order to implement a complete Dyslexia Program that will support student academic success. *Orton-Gillingham approaches and current trends *Provide professional development for general education teachers and dyslexia teacher in areas of Dyslexia Characteristics, Dyslexia identification and implementation of accommodations. *TELPAS *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-TLI Grant *ELAR/SLAR TEKS-TLI Grant *PreK Guidelines/Early Childhood Guidelines-TLI Grant *(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 *Texas Reading Institute Training and Turn around training *6+1 Trait Writing *Comprehension Strategies *Effective Research based teaching practices *Depth of Knowledge/Blooms Taxonomy *STAAR Blueprints, formatting, reporting categories and Tested Standards *Technology *Empowering Writers-Expository Workshop *Differentiated Instruction *Pearson Envision *CCRS *Depth of Knowledge *ESL Strategies in all content areas *Gayle Fuller Math/Reading Training *Substitutes for TELPAS (SSI) and LPAC Timeline: August 2016-June 2017, weekly/monthly as needed Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7,8,10,13, 15, 20</p>

Goal	Objective	Strategy	Description
1	1	5	Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success. *Peer Review Feedback *Identify DOK levels on weekly tests *STAAR Blueprints *Data Analysis *Professional development *Technology in classroom Timeline: August 2016-June 2017, Weekly Population: Classroom Teachers (PreK-5th) and Special Assignment Staff, Dyslexia Teacher, and Administrators, PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 15
1	1	7	Assessment Plan-Data Analysis: Provide opportunities (3 x a year) BOY, MOY, EOY to review data from progress monitoring assessments to provide students with optimal targeted instruction and interventions and academic success and support for academic success on the STAAR test and TELPAS *TPRI / Tejas Lee results *CPALLS *Unit tests from HMH and STAAR 1 *District/Campus/Six Weeks STAAR Progress Monitoring Assessments *PBMAS/TELPAS results and Progress monitoring - MindPlay Timeline: September 2016-April 2017, Sept/Oct-BOY, January- MOY, April-EOY Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA pp. 7, 10, 15
1	1	11	Implementation of State Adopted Standards (TEKS) and District Scope and Sequence through state adopted materials: Ensure that teachers are implementing curriculum outlined in the district scope and sequence, an integrated challenging, standards-based, language arts curriculum, math, and science (K-5th) so students will increase their math, reading skills, science and cognitive strategies at their grade level supporting academic success on the STAAR math, reading writing and science. Timeline: August 2016-June 2017, Daily Population: PreK-5th: LEP, MI, SE, GT, SYS, AR T1 CNA p.7, 8, 10
3	1	2	Afterschool and Saturday Tutorials: Intense after school and Saturday tutorials will be implemented to assist at risk students in the language arts, math, science areas in order to accelerate instruction and support for academic success on the STAAR. Timeline: September 2016- April 2017 Two-Three times a week Population: 3rd - 5th grade *T1, LEP, AR, DYS, TIM CNA p. 10
4	1	1	Ensure teachers understand the supporting and readiness standards for their grade levels and those above and below through Professional Development to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p.10, 15
4	1	2	Ensure teachers are using the ELAR Questioning for College Readiness: Focusing on Elementary Readiness and Supporting Standards to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p.15
4	1	3	Provide sessions on Depth of Knowledge to support academic success on the STAAR and TELPAS. Timeline: August 2016-June 2017 Population: Classroom teachers of PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM CNA p. 10, 15

State Compensatory

Budget for Egly Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-123-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-123-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,592.00
162-11-6118-00-123-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$2,366.00
162-11-6119-00-123-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,683.00
162-11-6119-00-123-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$134,164.00
162-11-6119-31-123-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,855.00
6100 Subtotal:		\$296,772.00
6200 Professional and Contracted Services		
162-11-6249-00-123-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$6,240.00
6200 Subtotal:		\$6,240.00
6300 Supplies and Services		
162-11-6396-00-123-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$2,500.00
162-11-6399-00-123-Y-30-0K2-Y	6399 General Supplies	\$2,894.00
6300 Subtotal:		\$5,394.00

Personnel for Egly Elementary:

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

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Egly Elementary will ensure a comprehensive needs assessment of the entire school(including taking into account the needs of migratory children (CNA p. 8) as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1) is carried out.(CNA pp. 6-22) The Site-Based Decision-Making (SBDM) Committee at Egly Elementary conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the advanced performance level in all content areas.

2: Schoolwide Reform Strategies

To accomplish these objectives, Egly Elementary will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide tutorials, supplemental materials, and a PreKinder Program. The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.(Act. 1.1, 1.14, 4.1.2, 4.1.3) (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. Egly Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials

starting October 20, 2015 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. 3.3, 7.5, 7.6) (3) include strategies for meeting the educational needs of historically underserved populations;(Act. 1.10, 3.6, 7.11) (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, 4.2.13) (5) address how the school will determine if such needs have been met;(Act. 1.8, 1.9) (6) are consistent with and are designed to implement the State and local improvements plans.

3: Instruction by highly qualified professional teachers

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

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

In accordance with section 1119 and subsection (a)(4), Egly Elementary administration will provide and ensure opportunities to high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. The professional development will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Training will include the following: STAAR-Blueprints, Depth of Knowledge, Readiness and Supporting Standards, Language Enrichment, Esperanza, Reading Readiness. (Act. 1.5, 3.6, 1.6, 4.1.4, 4.2.2, 4.2.4, 8.4)

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

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

discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting . (Act. 1.37, 4.2.1, 6.5, 6.7, 7.7, 7.8) Furthermore, Egly will invite parents to school events like Meet the Teacher Night, Open House, Parent informative meetings, Fall Festival and Fiesta de Los Ninos, end of the year programs showcasing student talent, and HEB Read 3. (Act. 2.2, 6.1, 6.2, 6.3, 6.4, 6.12, 6.14)

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

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

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

Egly Elementary administration will ensure that measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program take place throughout the year. Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (Act. 1.6, 1.8, 1.9, 4.1.5, 8.8, 8.9)

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

Egly Elementary will implement activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis (Act. 1.8, 1.9, 3.1, 3.6, 7.11) 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, 1.19, 1.22, 3.4, 3.13, 7.3, 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. 3.3)

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

Egly Elementary administration will execute coordination and integration of Federal, State, and local services and programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I Funds along with Local, State Compensatory Education, State Bilingual, State Special Education are being used to provide supplemental materials, PreKindergarten Program, and Tutorials. Title I Funds along with Local, State Comp, and State Bilingual funds are used to purchase supplemental instructional materials, media, and library resources, personnel used to improve and enhance the overall instructional program. In addition school fundraisers such as the Boxtops for Education, Fall Festival, Chocolate

fundraiser, will provide resources for the student motivational funds.(Act. 1.1, 1.10) Furthermore, Egly Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting October 20, 2015 for 3rd -5th grade. Tutorials for 4th and 5th grade students will be for students who did not pass the STAAR assessment. Third graders who are Tier II (struggling in math or reading) will be provided with tutorial as well. Students will be provided with accelerated instruction by providing them with additional reading and math strategies in a small group setting. Egly will also use State Compensatory Funds to provide science software for our fifth grade students, supplies, and paper. (Act. 3.3, 7.5, 7.6)

Title I Personnel

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

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies-Copy Paper 2016-17	199-11-6396-00-123-Y-11-0-00-Y	\$4,000.00
1	1	1	General Supplies-Workbook 2016-17	199-11-6399-00-123-Y-11-0-00-Y	\$3,500.00
1	1	1	General Supplies-PE 2016-17	199-11-6399-51-123-Y-11-000-Y	\$1,500.00
1	1	1	General Supplies-Toner 2016-17	199-11-6399-62-123-Y-11-000-Y	\$2,000.00
1	1	1	Reading Materials-Library 2016-17	199-12-6329-00-123-Y-99-000-Y	\$500.00
1	1	1	General Supplies -Office - Radios 2016-17	199-23-6399-00-123-Y-99-000-Y	\$1,000.00
1	1	1	General Supplies-Counselors 2016-17	199-31-6399-00-123-Y-99-000-Y	\$1,000.00
1	1	1	General Supplies-Nurse 2016-17	199-33-6399-00-123-Y-99-000-Y	\$500.00
1	1	1	Supplies for Maintenance/Operations Custodial 2016-2017	199-5163-15-00-123-Y-99-000-Y	\$6,865.00
1	1	3	PreK Teachers - 2.0 FTEs	199-11-6119-00-123-Y-11-087-Y	\$171,170.00
1	1	4	Employee Travel In district-Teachers 2016-17	199-13-6411-00-123-Y-11-000-Y	\$500.00
1	1	4	Employee Travel Out of District-Teachers 2016-2017	199-13-6411-23-123-Y-11-000-Y	\$500.00
1	1	4	Employee Travel In district-Admin 2016-2017	199-23-6411-00-123-Y-99-000-Y	\$250.00
1	1	4	Employee Travel Out of District-Admin 2016-17	199-23-6411-23-123-Y-99-000-Y	\$500.00
1	1	19	Awards and trophies (Student Motivations Funds)		\$500.00
1	1	37	Nurse FTE=.60	199-33-6119-00-123-Y-99-033-Y	\$42,027.00
1	1	41	Extra Duty Pay-Overtime for Paraprofessionals 2016-2017	199-23-6121-08-123-Y-99-000-Y	\$200.00
1	1	41	Extra Duty Pay-Overtime for Custodians 2016-2017	199-51-6121-47-123-Y-99-000-Y	\$200.00
3	1	2	Transportation Tutorial and Field Trips 2016-2017	199-11-6494-00-123-Y-11-000-Y	\$14,000.00
3	1	4	stipend for Chess Coaches	199-36-6117-00-123-Y-99-020-Y	\$2,000.00
3	1	4	Transportation and Meals	199-36-6412-24-123-Y-99-021-Y	\$2,250.00
3	1	4	Fees and Dues	199-36-6497-24-123-Y-99-021-Y	\$2,250.00
Sub-Total					\$257,212.00
Title I-A					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Library Assistant - 1 FTE	211-12-6129-06-123-Y-3000F2	\$25,708.00
1	1	3	PreK Teachers - 2.0 FTEs	162-11-6119-123-Y-34-PKK-Y	\$171,170.00
1	1	3	PreK Aides - 5 FTEs	211-11-6129-00-123-Y320F2-Y	\$138,872.00
1	1	37	Nurse FTE=.40	211-33-6119-00-123-Y-3000F2	\$27,718.00
1	1	39	K Aides - 2 FTEs	211-11-6129-06-123-Y240f2	\$54,770.00
1	1	40	Extra Duty Pay	211-11-6118-00-123-Y24-ASP-Y	\$31,330.00
3	1	10	Dyslexia aide	211-11-6129-06-123-Y-240054	\$27,650.00
6	1	13	Parent Liaison	211-61-6129-00-123-Y-30-0F2-Y	\$21,859.00
6	1	15	Travel reimbursements	211-61-6411-00-123-Y-30-0F2-Y	\$400.00
Sub-Total					\$499,477.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Living With Science	162-11-6249-62-123-Y-30LWS	\$1,400.00
1	1	14	Teachers, classroom libraries, and school library	162-11-6329-00-123-4-30-TLX-Y	\$5,000.00
1	1	40	Extra Duty Pay	162-11-6118-00-123-Y-30-ASP-Y	\$31,433.00
3	1	1	1 FTE	162-13-6119-31-123-Y-30-000-Y	\$62,855.00
3	1	2	Tutorials 2016-2017 1st-4th Grade	162-11-6118-00-123-Y-30-000-Y	\$27,293.00
3	1	2	Tutorials 2016-2017 5th Grade SSI	162-11-6118-00-123-Y-24-SSI-Y	\$8,007.00
3	1	3	1 FTE	162-11-6119-00-123-Y-30-054-Y	\$68,683.00
8	1	1	Projectors	162-11-6398-62-123-Y30-000-Y	\$9,954.00
8	1	1	Ink and Printers	162-116399-00-123-Y30-000-Y	\$8,200.25
8	1	1	Computers and Document Cameras	162-11-6649-62-123-Y30-000-Y	\$34,210.75
Sub-Total					\$257,036.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper 2016-2017	163-11-6396-00-123-Y25-000-Y	\$2,000.00
1	1	1	General Supplies 2016-2017	163-11-6399-00-123-Y25-000-Y	\$4,300.00

1	1	4	Substitutes/TELPAS-SSI 2016-2017	163-11-6112-00-123-Y25-000-Y	\$1,000.00
1	1	4	Substitutes/LPAC 2016-2017	163-13-6117-00-123-Y25-000-Y	\$1,000.00
Sub-Total					\$8,300.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper 2016-2017	263-11-6396-00-123-Y25-000-Y	\$2,000.00
1	1	1	General Supplies 2016-2017	263-11-6399-00-123-Y25-000-Y	\$2,000.00
1	1	38		255-11-6119-01-123-Y-24-0D0-Y	\$56,844.00
3	1	2	Tutorials 2016-2017	263-11-6118-00-123-Y25-000-Y	\$4,300.00
Sub-Total					\$65,144.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Supplies	212-11-6399-00-123-Y-24-0F2-Y	\$875.00
7	1	7	Migrant Teacher - 1 FTE	212-11-6119-00-123-Y-24-0F1-Y	\$17,231.00
Sub-Total					\$18,106.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Dean of Instruction, TLI Specialists, and Curriculum Specialists		\$0.00
1	1	6	TPRI/Tejas Lee kits, ipods, TLI Specialists, Dean of Instruction, Computers, headphones		\$0.00
1	1	7	Dean of Instruction, TLI Specialists, and Lead Teacher		\$0.00
1	1	8	Principal, Assistant Principal, and Dean of Instruction		\$0.00
1	1	9	Principal, Assistant Principal, and Dean of Instruction		\$0.00
1	1	11	Principal, Assistant Principal, Dean of Instruction		\$0.00
1	1	12	Principal, Dean of Instruction, and Teachers		\$0.00
1	1	13	Librarian and Principal		\$0.00
1	1	15	Fundraisers and donations		\$0.00

1	1	16	Teachers, Bilingual Lead Teachers, Principal, and Dean of Instruction		\$0.00
1	1	17	Computer lab		\$0.00
1	1	18	Dean of Instruction		\$0.00
1	1	20	Dean of Instruction, Principal, Teachers., REACH materials		\$0.00
1	1	21	PreK-2nd Grade Teachers, 100th Day Schedule		\$0.00
1	1	22	Principal, Deans of Instruction, Teachers		\$0.00
1	1	23	Science teachers, show boards		\$0.00
1	1	24	Journals, Teachers, Dean of Instruction		\$0.00
1	1	25	Teachers, Administration, Dean of Instruction		\$0.00
1	1	26	Teachers, lesson plans, Dean of Instruction		\$0.00
1	1	27	PE staff and Administration		\$0.00
1	1	28	PE Coaches and Administration		\$0.00
1	1	29	PE Staff, School Health Index Assessment Tool		\$0.00
1	1	30	Administration, PE Staff		\$0.00
1	1	31	CATCH team		\$0.00
1	1	32	Flyers, Newsletters, CATCH Team leader, Cafeteria Manager		\$0.00
1	1	33	Plan of Action, Administration		\$0.00
1	1	34	Informational literature, counselors		\$0.00
1	1	35	CPS, counselors, informational literature		\$0.00
1	1	36	Counselors, newsletter, flyers, informational literature		\$0.00
2	1	1	Music teacher and schedule		\$0.00
2	1	2	Music Teacher, newsletter, flyers		\$0.00
2	1	3	Designated dance room and Trained ballroom teachers		\$0.00
3	1	5	Administration		\$0.00
3	1	6	Office Staff, Administration		\$0.00
3	1	7	Administration, Informational literature		\$0.00
3	1	8	Donations		\$0.00

3	1	9	Administration and Office Staff		\$0.00
4	1	1	Dean of Instruction and Teachers		\$0.00
4	1	2	Dean of Instruction and Teachers		\$0.00
4	1	3	Dean of Instruction and Teachers		\$0.00
4	1	4	Interview Committee		\$0.00
4	1	5	Dean of Instruction, Teachers, STAAR 1 Test Bank, Supplemental Assessment Resources		\$0.00
4	1	6	Lesson plan template, Teachers, Teacher Guides, District Scope and Sequence		\$0.00
4	1	7	Teacher Motivation Fund		\$0.00
4	2	1	Administration, Student Motivational Funds		\$0.00
4	2	2	Fundraisers and Student Motivational Fund		\$0.00
4	2	3	Parent Liaison		\$0.00
4	2	4	Administration		\$0.00
4	2	5	Attendance Reports and Review 360		\$0.00
4	2	6	Newsletter, Marquee, School Website		\$0.00
4	2	7	Office Staff		\$0.00
5	1	1	Student Code of Conduct, Newsletter, Flyers		\$0.00
5	1	2	Review 360		\$0.00
5	1	3	Administration, Attendance Records		\$0.00
5	1	4	Administration, CPS, Counselors		\$0.00
5	1	5	Safety Team, Emergency Operations Plan		\$0.00
5	1	6	Identification Cards, Sign in/out logs		\$0.00
5	1	7	Security Officer		\$0.00
5	1	8	Counselor's Schedule, Counselors, Administration		\$0.00
5	1	9	Teachers and Classroom Rules		\$0.00
5	1	10	Administration and Discipline Referrals		\$0.00
5	1	11	Administration		\$0.00

5	1	12	Counselors		\$0.00
5	1	13	Counselors, Dean of Instruction, At Risk Indicators		\$0.00
5	1	14	Student Motivations Funds, Tickets, Certificates, Pencils		\$0.00
6	1	1	Newsletter, Flyers, Teachers		\$0.00
6	1	2	Teachers, Flyers, Newsletters		\$0.00
6	1	3	Donations for Food Booth and Game Prizes, Teachers, Parents		\$0.00
6	1	4	Music and Dance Teachers		\$0.00
6	1	5	Newsletter, Flyers, Sign in sheets, Guest Speakers		\$0.00
6	1	6	Copy of School-Parent-Student Compact		\$0.00
6	1	7	Newsletter, Flyer, Informational Literature, Administration		\$0.00
6	1	8	Surveys		\$0.00
6	1	9	Community and Parent Representation		\$0.00
6	1	10	Administration		\$0.00
6	1	11	Administration		\$0.00
6	1	12	Administration, Newsletter, Flyer		\$0.00
6	1	14	Administration, Newsletter, Flyers, MS Partners		\$0.00
7	1	2	Migrant Teacher		\$0.00
7	1	3	Progress Reports, Report Card Grades, Benchmark Scores		\$0.00
7	1	4	Summer School Letter		\$0.00
7	1	5	Dean of Instruction, STAAR Results		\$0.00
7	1	6	Administration		\$0.00
7	1	8			\$0.00
7	1	9			\$0.00
7	1	10			\$0.00
7	1	11			\$0.00
7	1	12			\$0.00
8	1	2	AR Program, Computers, Reading Logs		\$0.00

8	1	3	ELMOS, Laptops, Televisions, iTouches, iPads, Computers, MOBI, COW		\$0.00
8	1	4	Dean of Instruction		\$0.00
8	1	5	Internet, Computers, Login Information		\$0.00
8	1	6	Computers, Schedules		\$0.00
8	1	7	Computers, Dyslexia Teacher		\$0.00
8	1	8	Computers, Computer Lab Assistant		\$0.00
8	1	9	Internet, Computers, Login Information		\$0.00
Sub-Total					\$0.00
Grand Total					\$1,105,275.00