Brownsville Independent School District

Egly Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: September 30, 2021

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.

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.

Value Statement

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 nationaland 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.

Value Statement:

1. We will provide our students with a safe, creative, and challenging learning environment that consists of curricular and extra curricular opportunities.

2. We will inspire our students to become lifelong learners who can function as independent learners.

3. We will utilize multi-sensory teaching styles and strategies that will connect with students and will teach relevant content that is derived from adopted state and national standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Egly Elementary as of PEIMS Snapshot (October 31, 2019) was 694, serving Prekinder 3 through Fifth Grade students. The demographic data is monitored daily from the beginning of the school year to the end. We are particularly concerned with the At Risk population, student academic status, migrant students, and student daily attendance rates. From our data review of our campus demographics as per the fall PEIMS submission report, our student population includes: Hispanic 98%, White 1.44%, African American .14%, Economically disadvantaged 91%, Limited English Proficient (LEP) 43%, At-Risk 79%, Migrant .58%, Gifted and Talented 7.8%, Special Education 14.6%, Dyslexia 5%, Homeless/Unaccompanied Youth 2.2%. Like most elementary schools in BISD we have had a significant decrease in enrollment over the last several years with fewer students enrolling in PreKinder and Kinder over the last three years. Egly has offered Extended Day for the last three years and supper for all students since January 2018 to provide a needed service to our population. At the beginning of the year the teachers and counselors help us identify our At-Risk students. Currently, 548 or 79% of our students are identified as At Risk with a majority of the students identified because of their LEP status. As per the 2019- 2020 Summer School recommendation lists, the retention rate is highest in 1st grade with 5.8%. Overall Summer School recommendation was .89% of our student population. We conduct continuous progress monitoring to ensure interventions and provide effective support. In addition, local, bilingual and At-Risk funds are earmarked for tutorials and supplemental instructional resources to ensure academic success for our At Risk students. We also focus on students that are academically struggling throughout the school year. Our RtI Committee monitors all students each six weeks by reviewing failure reports, mid/end point district assessments, TPRI and Tejas Lee reports. Teachers have conferences with parents as needed to determine possible reasons for low grades. Interventions are provided within the school day and tutorials after school to provide additional support to our students struggling academically. The attendance rate is 97.4% for all students and 97.3% for At-Risk students. To address attendance issues, absences are reported and entered into the teachers attendance log sheet and parents are immediately called. When absences become excessive, teachers and administration conference with parents. The home visitor also assists with attendance concerns via phone calls and home visits as needed to ensure we meet our attendance goals. Students with perfect attendance are recognized every six weeks and at the end of the year.

Demographics Strengths

Egly began offering PreK-3 half day classes for the 2017-2018 school year, serving 31 students this year.

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

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

Students qualifying for summer school 2020-2021 school year has decreased from 14% in first grade (2020-2021) to 6% this year and from 2.6% (1st-5th) to 2%.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase attendance rate to meet district goal of 97.5% **Data Analysis/Root Cause:** Attendance rate has not been met for the last 4 years.

Need Statement 2 (Prioritized): Maintain or increase enrollment at Egly Elementary. **Data Analysis/Root Cause:** Enrollment at Egly has continually dropped over the last four years. In 2018-2019 the enrollment was 729 and in 2019-2020 it was 694.

Need Statement 3 (Prioritized): Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations. **Data Analysis/Root Cause:** As per PEIMS student Data 2019-2020, 78.96% of the students at Egly are At, Risk, .58% are Migrant, and 2.16% are Homeless/Unaccompanied Youth.

Student Learning

Student Learning Summary

Data is reviewed and analyzed by the SBDM starting in August and is ongoing in an effort to determine the best instructional support. This data enables us to make decisions that will help us improve in meeting the demands set forth by the local and state assessment. Each six weeks throughout the year, various assessments including CPALLS, TPRI/Tejas Lee, End of Six Weeks District Assessments, Fluency Trackers, and benchmarks are used to identify students who need additional targeted instructional support and provide data about student weaknesses and strengths that will help us make better instructional decisions. Students identified as needing additional support (Tier II/III) are provided with interventions within the school day and before/after school tutorials until the RtI team determines they no longer need that support. Students identified as At-Risk, Bilingual, Migrant and Special Ed, are provided with the supports needed to ensure their success. Teachers and administration monitor student progress and make instructional adjustments to better meet the student needs and garner student academic success. The SBDM also reviews the TELPAS results, STAAR assessment, Supera, and Aprenda as well as student participation and success in UIL, Chess, and Science fair to determine campus strengths and weakness and make instructional decisions for the coming year. In addition, local, bilingual and At-Risk funds are earmarked for tutorials and supplemental instructional resources to ensure academic success for our all students including At Risk, Special Education, bilingual and migrant students.

Egly Elementary and Texas STAAR Data for 2017-2019 from TAPR Reports--no STAAR Data is available for Spring 2020 due to COVID 19 cancellation of State Assessments.

STAAR Performance Rates	Year	Egly Elem	Econ	EL	Special
All Grades All Subjects			Disadv	(Current & Mon.)	Ed
At Approaches Grade Level or Above	2019	88%	87%	86%	59%
	2018	81%	81%	81%	43%
	2017	83%	82%	79%	44%
At Meets Grade Level or Above	2019	58%	56%	52%	20%
	2018	50%	50%	43%	12%
	2017	50%	50%	45%	14%
At Masters Grade Level	2019	30%	29%	25%	7%
	2018	25%	25%	22%	3%
	2017	26%	26%	20%	5%

The trends of the last three years indicate a significant gap between All Students at Approaches, Meets, and Master and SPED students at Approaches, Meets, and Masters. The gap between SPED and All students is improving.

The 2018-2019 and 2017-2018 TAPR reports are in the Addendum.

Student Learning Strengths

Egly Elementary had gains in Reading, Math, Writing, and Science 3rd- 5th on the 2019 STAAR compared to 2018 STAAR results in the same areas.

Egly Elementary had gains in Reading, Math, Writing, and Science 3rd -5th on the 2019 STAAR for LEP and At-Risk students compared to the 2018 STAAR results.

Students qualifying for summer school 2019-2020 school year has decreased from 21% in first grade last year to 6% this year and from 10% (1st-5th) to 2.6%.

Egly Elementary earned an Accountability Rating "A" and Distinction Designations for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): To improve student success on state assessments for all students and close the gap with sub-populations (At risk, Special Education, Migrant, and Bilingual students). **Data Analysis/Root Cause:** The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019. The Meets on STAAR 2019 for SPED was 20% and 52% for Bilingual students.

Need Statement 2 (Prioritized): Extra time to assist students academically both during the school day and after school. (RtI Interventions, Tutorials, Extended Day Enrichment Program (EDEP) **Data Analysis/Root Cause:** The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 3 (Prioritized): Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause:** The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

Need Statement 4 (Prioritized): Teacher need training in topics such as Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, TELPAS, ESL/SIOP/Bilingual trainings, researched based best practices and strategies, Identification of At-Risk students. **Data Analysis/Root Cause:** As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.

Need Statement 5 (Prioritized): Students need to be motivated to want to come to school to fully engage in learning during the school day and with extra-curricular activities. **Data Analysis/Root Cause:** Overall 58% of 3rd-5th grade students are merely at Meets on the STAAR 2019. As per the Campus Needs Assessment Survey for Teachers and Parents, motivating students is a important. 48% of the staff believe maintaining student discipline is a problem. 71% of the students surveyed said they liked the different types of activities offered.

Need Statement 6: Need to provide supplemental instructional supplies and resources to address increased demands of the Texas Essential Knowledge and Skills, ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause:** The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough

School Processes & Programs

School Processes & Programs Summary

Instruction and Curriculum:

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

Technology is an integral part of our classroom instruction and day to day routines. Administration gathered information throughout the year from walk-throughs and observations regarding the extent teachers were embedding technology into instruction. The STaR Chart survey was conducted in Spring 2018. In May teacher and student surveys completed CNA surveys which included a technology section. The SBDM used these pieces of data along with the fixed asset report to determined the areas of weakness and strengths and to plan for improving the technology component in our school.

Personnel:

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

Organization:

Egly has an enrollment of 783 students as per PEIMS snapshot, October 27, 2017, 36 Classroom teachers, 10 Special Assignment Teachers, 18 Para Professionals, and 4 Custodians. We are a very large school. Administration, with input from the SBDM and teachers, work diligently to manage and monitor the infrastructure of our school. Schedules (lunch, PE, music, library, counselors, etc) are carefully reviewed and refined to ensure smooth instructional transitions and 120 uninterrupted language arts time. Safety for our students is always critical so duty schedules reflect appropriate duty assignments and times. Communication between our staff and administration and our school and parents is a vital to keeping the school mission and goals at the forefront. The Lead Teachers and the SBDM meet regularly with administration throughout the year. Lead teacher's debrief with their grade level or teams to share vital information. Feedback from teachers is equally important to administration. We try to always keep parents informed through newsletters, student progress folders, the marquee, and phone calls. At the end of the year the SBDM considers all these factors when searching for ways to improve our school context and organization.

School Processes & Programs Strengths

Instruction and Curriculum:

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

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

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

Personnel:

All instructional staff met the highly qualified standard.

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

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

Teacher retention rates are high.

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

Organization:

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

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

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

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

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause:** The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

Need Statement 2 (Prioritized): Teacher need training in topics such as Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, TELPAS, ESL/SIOP/Bilingual trainings, researched based best practices and strategies, Identification of At-Risk students. **Data Analysis/Root Cause:** As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.

Need Statement 3 (Prioritized): Administration, RtI Committee, SBDM, and Teachers need regular and intentionally structured time for to review, analyze, and plan targeted instruction. **Data Analysis/Root Cause:** The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 4 (Prioritized): Additional staff is needed to assist with addressing students who are struggling academically. **Data Analysis/Root Cause:** The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 5 (Prioritized): There is a need to work with staff, parents, and the community to ensure our school is operating safely, efficiently, and effectively. **Data Analysis/Root Cause:** 26% of the Teachers surveyed said they are not involved in the decision making process of important educational issues of our campus.

Need Statement 6 (Prioritized): Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations. **Data Analysis/Root Cause:** As per PEIMS student Data 2019-2020, 78.96% of the students at Egly are At, Risk, .58% are Migrant, and 2.16% are Homeless/Unaccompanied Youth.

Perceptions

Perceptions Summary

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

Perceptions Strengths

Teachers are involved in the decision making process.

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

The administration consistently supports teachers.

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Discipline concerns on our campus need to be addressed through implementation of comprehensive behavior management program which includes providing stakeholders the resources and training on bullying, classroom management, **Data Analysis/Root Cause:** 48% of the staff believe discipline is a problem at our campus.

Need Statement 2 (Prioritized): Students need to be motivated to want to come to school to fully engage in learning during the school day and with extra-curricular activities. **Data Analysis/Root Cause:** Overall 58% of 3rd-5th grade students are merely at Meets on the STAAR 2019. As per the Campus Needs Assessment Survey for Teachers and Parents, motivating students is a important. 48% of the staff believe maintaining student discipline is a problem. 71% of the students surveyed said they liked the different types of activities offered.

Priority Need Statements

Need Statement 7: Increase attendance rate to meet district goal of 97.5%

Data Analysis/Root Cause 7: Attendance rate has not been met for the last 4 years.

Need Statement 7 Areas: Demographics

Need Statement 1: To improve student success on state assessments for all students and close the gap with sub-populations (At risk, Special Education, Migrant, and Bilingual students).

Data Analysis/Root Cause 1: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019. The Meets on STAAR 2019 for SPED was 20% and 52% for Bilingual students.

Need Statement 1 Areas: Student Learning

Need Statement 3: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment.

Data Analysis/Root Cause 3: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 10: Discipline concerns on our campus need to be addressed through implementation of comprehensive behavior management program which includes providing stakeholders the resources and training on bullying, classroom management,

Data Analysis/Root Cause 10: 48% of the staff believe discipline is a problem at our campus.

Need Statement 10 Areas: Perceptions

Need Statement 6: Maintain or increase enrollment at Egly Elementary.

Data Analysis/Root Cause 6: Enrollment at Egly has continually dropped over the last four years. In 2018-2019 the enrollment was 729 and in 2019-2020 it was 694.

Need Statement 6 Areas: Demographics

Need Statement 9: Teacher need training in topics such as Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, TELPAS, ESL/SIOP/Bilingual trainings, researched based best practices and strategies, Identification of At-Risk students.

Data Analysis/Root Cause 9: As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.

Need Statement 9 Areas: Student Learning - School Processes & Programs

Need Statement 5: Students need to be motivated to want to come to school to fully engage in learning during the school day and with extra-curricular activities.

Data Analysis/Root Cause 5: Overall 58% of 3rd-5th grade students are merely at Meets on the STAAR 2019. As per the Campus Needs Assessment Survey for Teachers and

Parents, motivating students is a important. 48% of the staff believe maintaining student discipline is a problem. 71% of the students surveyed said they liked the different types of activities offered.

Need Statement 5 Areas: Student Learning - Perceptions

Need Statement 2: Extra time to assist students academically both during the school day and after school. (RtI Interventions, Tutorials, Extended Day Enrichment Program (EDEP)

Data Analysis/Root Cause 2: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 2 Areas: Student Learning

Need Statement 12: Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations.

Data Analysis/Root Cause 12: As per PEIMS student Data 2019-2020, 78.96% of the students at Egly are At, Risk, .58% are Migrant, and 2.16% are Homeless/Unaccompanied Youth.

Need Statement 12 Areas: Demographics - School Processes & Programs

Need Statement 4: Administration, RtI Committee, SBDM, and Teachers need regular and intentionally structured time for to review, analyze, and plan targeted instruction.

Data Analysis/Root Cause 4: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 4 Areas: School Processes & Programs

Need Statement 8: Additional staff is needed to assist with addressing students who are struggling academically.

Data Analysis/Root Cause 8: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 8 Areas: School Processes & Programs

Need Statement 11: There is a need to work with staff, parents, and the community to ensure our school is operating safely, efficiently, and effectively.

Data Analysis/Root Cause 11: 26% of the Teachers surveyed said they are not involved in the decision making process of important educational issues of our campus.

Need Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Por ejemplo, el rendimiento de todos los estudiantes en los grados 3 deg a 5 deg, en lectura, matematicas, escritura -4 deg, ciencias -5 deg, excedera el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matematicas y ciencias en un 5% puntos.

Performance Objective 1: Egly performance for all students in 3rd-5th grades, for Reading, Math, Writing -4th, Science -5th, will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, mathematics, and science by 3 percentage points.

Por ejemplo, el rendimiento para todos los estudiantes en los grados 3 deg a 5 deg, en lectura, matematicas, escritura -4 deg, ciencias -5 deg, excedera el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, matematicas y ciencias en un 3% puntos.

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance reports

Informes de rendimiento STAAR / EOC

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 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	Nov	Jan	Mar	June
	15%	65%	100%	

Con el fin de apoyar el rendimiento academico de los estudiantes en todas las evaluaciones estandarizadas (locales, estatales, nacionales), se implementaran recursos educativos basados en investigacion para abordar las habilidades de lectura, escritura, matematicas y ciencias. Se proporcionaran materiales de instruccion suplementarios para todos los maestros, consejeros, enfermeras y entrenadores de educacion fisica. El material suplementario para poblaciones especiales tambien se utilizara para apoyar el logro academico. Se proporcionara apoyo auxiliar desde la oficina y custodia / mantenimiento

Milestone's/Strategy's Expected Results/Impact: Formative:
CPALLS/TPRI/Tejas lee results, District Benchmark (Fall and Spring), and teacher walkthroughs

BOY, MOY, EOY District and State Assessments, Benchmark Scores
Summative Impact: STAAR 2021 Results, EOY CPALLS/mClass/TPRI/Tejas Lee Results
Egly Elementary will show a 3 point increase in the number of students meeting the 2021 from the 2019 passing standard on the District Developed Assessments and the State Assessments.

Staff Responsible for Monitoring: Principal
Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **Results Driven Accountability** - **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** July 1, 2021 - **End Date:** April 29, 2022

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

Funding Sources: Paper - 162 State Compensatory - 162-11-6396-00-123-Y-30-00-Y - $2,000, General Supplies - 163 State Bilingual - 163-11-6399 - $2,200, General Supplies - 263 Title III-A Bilingual - 263-11-6399 - $3,968, General Supplies - 162 State Compensatory - 162-11-6399-00-123-Y-30-000-Y - $15,000, General Supplies - 199 Local funds - 199-11-6399-51-123-Y-11-000-Y - $1,000, Reading Materials - 199 Local funds - 199-12-6329-123-Y-99-000-Y - $1,000, General Supplies-Office - 199 Local funds - 199-23-6399-00-123-Y-99-000-Y - $2,000, General Supplies-Counselors - 199 Local funds - 199-31-6399-65-123-Y-99-000-Y - $400, General Supplies-Nurse - 199 Local funds - 199-33-6399-00-123-Y-99-000-Y - $500, General Supplies-Custodial - 199 Local funds - 199-51-6315-00-123-Y-99-000-Y - $9,000, Copy Paper - 211 Title I-A - 211-11-6396-00-123-Y-30-0F2-Y - $2,000, Student Supplies - 211 Title I-A - 211-11-6399-00-123-Y-30-0F2 - $35,692, Toner - 166 State Special Ed. - 166-11-6399-62-123-Y-23-000-Y - $2,740, Supplies - 166 State Special Ed. - 166-11-6399-00-123-Y-23-0P0-Y - $1,800, Media Printing Services - 162 State Compensatory - 162-11-6399-16-123-Y-30-000-Y - $10,000, General Supplies - 162 State Compensatory - 162-23-6399-00-123-Y-30-000-Y - $6,350, GT General Supplies - 199 Local funds - 199-11-6399-00-123-Y-21-000-Y - $1,672

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: RtI: Response to Intervention Model will be implemented. The RtI Committee will meet every six weeks and as needed to review student data, determine students needing interventions. All classrooms will have 90 minutes of uninterrupted Reading instruction, 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.	**Nov**	**Jan**	**Mar**	**June**
	15%	50%	100%	

*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
 Tier I- a minimum of 90 minutes devoted to ELA/SLA instruction
 Tier II-30 minutes per day small group interventions in addition of core instruction
 Tier III-30 minutes per day individual or small group interventions in addition to the core curriculum.

* Documentacion de intervenciones y seguimiento del progreso.
* Use datos para identificar areas de necesidad
* Monitorear el progreso del estudiante con dificultades
* Ajustar instruccion / intervenciones
* Revisar los datos de resultados de los estudiantes para evaluar la instruccion.
 Nivel I: un minimo de 90 minutos dedicados a la instruccion ELA / SLA
 Nivel II-30 minutos por dia intervenciones en grupos pequenos ademas de instruccion basica
 Nivel III: 30 minutos por dia, intervenciones individuales o en grupos pequenos, ademas del plan de estudios principal.

Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: agendas, sign in sheets, ERO record of attendance

Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks

Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, Fluency Tracker.

Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results
Staff Responsible for Monitoring: Principal,
Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 1, 2021 - **End Date:** June 30, 2022

Strategy 3 Details	Reviews			
Strategy 3: Assessment Plan and Data Analysis: In grades PK CPALLS and OWL, Kinder mClass and 1st -2nd 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.	Formative			Summative
	Nov	Jan	Mar	June
In grades 3rd - 5th the progress monitoring assessments, Six Weeks Assessments, and the District Benchmarks will be administered throughout the year to identify students at risk and to monitor student progress in reading and provide timely support to struggling readers ensuring academic success on the STAAR and TELPAS. Plan de evaluacion y analisis de datos: En los grados PK CPALLS y OWL y en K mClass, 1st -2nd TPRI / Tejas Lee se administraran a todos los estudiantes al principio, medio y fin de ano para identificar a los estudiantes en riesgo de dificultades de lectura y monitorear el progreso del estudiante en leer y brindar apoyo oportuno a los lectores con dificultades y garantizar el exito academico en STAAR y TELPAS. En los grados tercero a quinto, las evaluaciones de monitoreo del progreso, las evaluaciones de seis semanas y los puntos de referencia del distrito se administraran durante todo el ano para identificar a los estudiantes en riesgo y para monitorear el progreso de los estudiantes en lectura y brindar apoyo oportuno a los lectores con dificultades para garantizar el exito academico en el STAAR y TELPAS. **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: agendas, sign in sheets, ERO record of attendance Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks Formative:classroom observations, CPALLS, mClass/TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests Summative:STAAR results, EOY CPALLS, mClass/TPRI/Tejas Lee results, and RDA/TELPAS results **Staff Responsible for Monitoring:** Principal, Dean of Instruction, **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** September 1, 2021 - **End Date:** June 3, 2022 **Need Statements:** School Processes & Programs 3	10%	50%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Library Assistant: Retain a library aide to assist the teachers to ensure that students can effectively locate, access, interpret, evaluate and communicate information under the supervision of the librarian which enable students to obtain and maintain	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Asistente de biblioteca: conserve un asistente de biblioteca para ayudar a los maestros a garantizar que los estudiantes puedan localizar, acceder, interpretar, evaluar y comunicar de manera efectiva la informacion bajo la supervision del bibliotecario que les permita obtener y mantener **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: position control and attendance record Evidence of Impact: Results of student, teacher, and parent surveys Formative: Observations, walk-throughs, attendance reports Summative: Title I-A Evaluation form, student, parent, teacher surveys **Staff Responsible for Monitoring:** Principal, Librarian **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Egly will retain a highly qualified CSR grant reduction teacher in fifth grade to meet student academic needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Egly retendra un maestro de reduccion de subsidios CSR altamente calificado en quinto grado para satisfacer las necesidades academicas de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Principal Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** 5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 2, 2021 - **End Date:** July 29, 2022	0%	0%	0%	

Strategy 6 Details	Reviews			
Strategy 6: Awards: Provide awards for Academic Achievements such as Honor Roll and Accelerated Reader Achievement which promotes academic success on the STAAR test on a six weeks basis and at the end of the year. Premios: otorgue premios por logros academicos como Honor Roll y Accelerated Reader Achievement que promueve el exito academico en el examen STAAR. **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: awards program Evidence of Impact: improvement from fall to spring benchmarks Formative: six weeks grades, benchmark and progress monitoring results Summative: STAAR and TELPAS results **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** K-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** September 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 5 - Perceptions 2 **Funding Sources:** Awards - 211 Title I-A - 211-11-6498-00-123-Y-30-0F2-Y - $7,360, Awards - 166 State Special Ed. - 166-11-6498-00-123-Y-23-0P0-Y - $2,000, Awards - 199 Local funds - 199-11-6498-00-123-Y-11-000-Y - $1,000, Incentives for AR - 199 Local funds - 199-11-6499-53-123-Y-11-000-Y - $6,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	35%	80%	

Strategy 7 Details	Reviews			
Strategy 7: 2nd-5th Grades will be departmentalized for second- fifth grade classes to provided specialized support for students thereby improving student academic success in reading, math, and science TEKS. Se implementara un equipo academico para las clases de tercer y quinto grado para brindar apoyo especializado a los estudiantes, mejorando asi el exito academico de los estudiantes en TEKS de lectura, matematicas y ciencias. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 2, 2021 - **End Date:** May 31, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 8 Details	Reviews			
Strategy 8: Certified teachers and para-professionals will supplement allotted positions at Egly so that the needs of low performing students may be met through individualized small group instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Los maestros y paraprofesionales certificados complementaran los puestos asignados en Egly para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada en grupos pequenos. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, mClass/TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results **Staff Responsible for Monitoring:** Principal, Deans of Instruction **Population:** PK-3 - 5th Grade Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Extra-Duty Pay//Overtime - 199 Local funds - 199-23-6121-08-123-Y-99-000-Y - $500	100%	100%	100%	

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers
Need Statement 5: Students need to be motivated to want to come to school to fully engage in learning during the school day and with extra-curricular activities. **Data Analysis/Root Cause**: Overall 58% of 3rd-5th grade students are merely at Meets on the STAAR 2019. As per the Campus Needs Assessment Survey for Teachers and Parents, motivating students is a important. 48% of the staff believe maintaining student discipline is a problem. 71% of the students surveyed said they liked the different types of activities offered.
School Processes & Programs
Need Statement 1: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

School Processes & Programs

Need Statement 3: Administration, RtI Committee, SBDM, and Teachers need regular and intentionally structured time for to review, analyze, and plan targeted instruction. **Data Analysis/Root Cause**: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Need Statement 4: Additional staff is needed to assist with addressing students who are struggling academically. **Data Analysis/Root Cause**: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Perceptions

Need Statement 2: Students need to be motivated to want to come to school to fully engage in learning during the school day and with extra-curricular activities. **Data Analysis/Root Cause**: Overall 58% of 3rd-5th grade students are merely at Meets on the STAAR 2019. As per the Campus Needs Assessment Survey for Teachers and Parents, motivating students is a important. 48% of the staff believe maintaining student discipline is a problem. 71% of the students surveyed said they liked the different types of activities offered.

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

Por ejemplo, el rendimiento de todos los estudiantes en los grados 3 deg a 5 deg, en lectura, matematicas, escritura -4 deg, ciencias -5 deg, excedera el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matematicas y ciencias en un 5% puntos.

Performance Objective 2: Egly Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

El rendimiento de la primera infancia de Egly Elementary aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2019.

    Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLS, LION and CIRCLE PM

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria Locally funded Full Day OR half-day sessions for ALL students for whom no other criteria applies *Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. (supports Board Goal #1 priority) Apoye la Educacion de la Primera Infancia para aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes. Se implementaran las siguientes opciones para programas de 3 anos de alta calidad: Titulo I Medio dia (AM o PM) O Sesiones de dia completo para estudiantes que califican bajo criterios SES bajos BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de almuerzo gratis Sesiones de dia completo o medio dia financiadas localmente para TODOS los estudiantes para quienes no se aplica ningun otro criterio * Titulo I-A personal y estudiante servicios de apoyo, suministros / equipos para campus y departamento sera financiado: Los maestros y paraprofesionales de PK-3 recibiran Desarrollo profesional basado en la investigacion, capacitacion CIRCLE, Actividades para estudiantes en transicion de preescolar a escuela publica; Marcos alineados a las Directrices PK; Comienzos positivos para la gestion del aula, etc. (admite la prioridad del objetivo n. deg 1 de la Junta) **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY CPALLS, Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY CPALLS and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% **Staff Responsible for Monitoring:** Principal Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** PK-3-year-old students as of Sept. 1st - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	**Nov** 100%	**Jan** 100%	**Mar** 100%	**June**

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Ensure teachers have access to and are utilizing instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and iniatives including professional development based on identified needs for early childhood.	**Nov**	**Jan**	**Mar**	**June**
Language Enrichment Hatch-Ignite Education Galaxy Starfall Balanced Literacy Model TLI Cognitive Routines/Strategies Asegurese de que los maestros tengan acceso y utilicen recursos de instruccion e instruccion asistida por computadora que refuerce la implementacion del plan de estudios y las iniciativas de BISD, incluido el desarrollo profesional basado en las necesidades identificadas para la primera infancia. Enriquecimiento del lenguaje Escotilla Consigue 3000 hormigas inteligentes Modelo de alfabetizacion equilibrada TLI Rutinas / Estrategias Cognitivas	35%	50%	90%	

Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark Data, SOY, BOY, MOY, and EOY CPALLS, TPRI/Tejas Lee, Fluency Tracker, LION assessment

Summative Impact:
TPRI/Tejas Lee/ CPALLS Data, Telpas and TERRA NOVA/Supera
Staff Responsible for Monitoring: Principal
Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** PreK-2nd : LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 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	**Nov**	**Jan**	**Mar**	**June**
El programa de Pre-K se proporcionara todo el dia para preparar mejor a los estudiantes academicamente. El siguiente personal sera retenido: Maestros y paraprofesionales altamente calificados **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: position control and attendance record Evidence of Impact: EOY CPALLS results Formative: Teacher Observations, Lesson Plans, Classroom grades CPALLS results at BOY and MOY Summative: EOY CPALLS results, T-TESS Evaluations and PreK Paraprofessional Appraisels **Staff Responsible for Monitoring:** Principal **Population:** PreK: LEP, MI, SE, GT, SYS, AR T1 - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Egly will ensure identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning.	**Nov**	**Jan**	**Mar**	**June**
Egly se asegurara de que los ninos migrantes identificados de tres anos tengan la oportunidad de inscribirse en el Titulo I, Parte A, Programa de tres anos (PK-3) para que puedan recibir la misma experiencia educativa que los estudiantes no migrantes. * Los estudiantes migrantes de tres y cuatro anos que no asistan a la escuela seran invitados a participar en el programa de migrantes en el hogar, A Bright Beginning. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Enrollment reports Summative Impact: End of Year Enrollment report **Staff Responsible for Monitoring:** Principal Data Entry Clerk **Population:** 3-4 year old Migrant Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	40%	75%	85%	

Strategy 5 Details	Reviews			
Strategy 5: Egly will support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student: teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority) Egly apoyara la Educacion de la Primera Infancia para aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes con una proporcion de 22: 1 estudiante: maestro con un paraprofesional para aulas PK3-4 con maestros de apoyo para la instruccion en grupos pequenos segun sea necesario. (admite la prioridad del objetivo n. deg 1 de la Junta)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative:
Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PDS Evaluations,
Position control Walk-Throughs,
Lesson Plans
Summative:
T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results
+Improvement on CIRCLE-PM BOY to EOY
improvement by 10%
Note: CLI Engage state platform will track the C-PM data

Staff Responsible for Monitoring: Principal
Deans of Instruction

Population: PK-3-year-old students as of Sept. 1st - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022

Strategy 6 Details	Reviews			
Strategy 6: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.	Formative			Summative
	Nov	Jan	Mar	June
Complemente el Programa de Pre-K para proporcionar experiencias de aprendizaje basicas para preparar mejor academicamente a los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, CPALLS(BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** Elementary PK-K students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021	20%	55%	80%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Por ejemplo, el rendimiento de todos los estudiantes en los grados 3 deg a 5 deg, en lectura, matematicas, escritura -4 deg, ciencias -5 deg, excedera el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matematicas y ciencias en un 5% puntos.

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

El 80% de los estudiantes migrantes de la Primaria Egly estaran en el nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado de enfoques para todas las evaluaciones STAAR.

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

Informe PBMAS, Evaluaciones STAAR / EOC para estudiantes migrantes, Informes de participacion en el Programa Migrante

Strategy 1 Details	Reviews			
Strategy 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. Todos los estudiantes migrantes recibiran utiles escolares adecuados para el grado suministros de higiene y / o suministros de ropa segun sea necesario con el fin de proporcionarles las herramientas necesarias para completar sus tareas de clase y tarea: lo que les facilita la misma oportunidad de cumplir con el desafios academicos de todos los estudiantes. Los estudiantes de PFS recibiran servicios de apoyo suplementario antes otros estudiantes migrantes	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%	0%	

Milestone's/Strategy's Expected Results/Impact: 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
    Staff Responsible for Monitoring: Campus Administrator
 	
    Population: PFS/ Migrant students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022				

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

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

Por ejemplo, el rendimiento de todos los estudiantes en los grados 3 deg a 5 deg, en lectura, matematicas, escritura -4 deg, ciencias -5 deg, excedera el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matematicas y ciencias en un 5% puntos.

Performance Objective 4: Increase number of Egly Elementary students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2021-2022 participation.
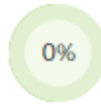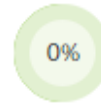
Aumentar en un 5% el numero de estudiantes de Egly Elementary en el avance co-curricular y extracurricular en programas de Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE durante la participacion 2021-2022.

Evaluation Data Sources: Regional and state competition participation numbers

Numeros de participacion en competencias regionales y estatales

Strategy 1 Details	Reviews			
Strategy 1: Campus will promote the participation in Brownsville Kids Voting activities.	**Formative**			**Summative**
El campus promovera la participacion en las actividades de votacion para ninos de Brownsville.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas for grade level meetings, flyers and other forms of announcements promoting Kids Voting Summative Impact: Participation in Brownsville Kids Voting **Staff Responsible for Monitoring:** Dean of Instruction **Population:** Grades K-5th Grade students - **Start Date:** September 1, 2021 - **End Date:** May 31, 2022	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Campus will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. El campus participara en oportunidades dentro de la escuela y clubes despues de la escuela para aprender codificacion para estudiantes de cuarto a quinto grado. El enfoque de esta iniciativa estara en los beneficios duraderos de construir los siguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion.	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
1. Club rosters
2. Payroll forms
3. Classroom projects
4. Student competitions
5. Test scores
Summative Impact:
+EOY data for student competition participation and performance
Staff Responsible for Monitoring: Coding Teacher
Principal

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** all grade 4-5 students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 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. Los estudiantes de 5to grado tendran la oportunidad de participar en bailes de salon y mostrar sus talentos para sus padres y la comunidad al final del ano, lo que promovera el exito academico de los estudiantes.	**Nov**	**Jan**	**Mar**	**June**
	0%	0%	0%	

Milestone's/Strategy's Expected Results/Impact: 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
Staff Responsible for Monitoring: Principal

Population: 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, T1M - **Start Date:** September 1, 2021 - **End Date:** June 30, 2022

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Egly Students will have the opportunity to participate in various after school activities to develop well rounded students such as: Science Fair Chess, Brainsville, Minitropolis, Drill Team, and Book Club.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Permission slips and rosters, competitions, parades, events Summative: End of Year Awards for participation **Staff Responsible for Monitoring:** Principal **Population:** All Egly Students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022	0%	0%	0%	

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

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

La Administracion, el personal, los padres y la comunidad de Egly Elementary garantizaran la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y con eficiencia energetica para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo de la Junta 2)

Performance Objective 1: Egly Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Egly Elementary implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para proporcionar un ambiente de aprendizaje saludable y positivo al programar la renovacion / actualizacion / mejora de al menos el 20% de las instalaciones de instruccion anualmente durante los proximos 5 anos. (Objetivo de la Junta 2)

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

Nuevo plan de energia adoptado por el distrito, actualizado plan quinquenal de renovacion de instalaciones

Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Egly Elementary promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration **Population:** Egly Elementary - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	40%	45%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Egly Elementary will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.	Formative			Summative
	Nov	Jan	Mar	June
Egly Elementary creara e implementara un enfoque sistematico para la renovacion / actualizacion / mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del campus. **Milestone's/Strategy's Expected Results/Impact:** Survey results from Egly Elementary will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** Administration **Population:** Administration - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	35%	65%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.	Formative			Summative
	Nov	Jan	Mar	June
El personal del campus y del programa desarrollara areas verdes / areas ajardinadas para ayudar a embellecer las instalaciones con el apoyo de la comunidad, los padres y los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilitie **Staff Responsible for Monitoring:** Campus Administration **Population:** all students and staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	15%	25%	70%	

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

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

Egly Elementary garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta del tablero 3) (TEA Ch. 4, Obj. 6)

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

Egly Elementary garantizara el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

Evaluation Data Sources: Fiscal reports for Egly Elementary, internal and external audit reports and FIRST ratings.

Informes fiscales para Egly Elementary, informes de auditoria interna y externa y PRIMERAS calificaciones.

Strategy 1 Details	Reviews			
Strategy 1: In order to ensure effective and efficient use of 100% of available budgeted funds to meet the needs of all students, Egly SBDM will meet an minimum of once per six weeks to review the budget.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para garantizar el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes, Egly SBDM se reunira un minimo de una vez cada seis semanas para revisar el presupuesto. **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: Budget Reports Evidence of Impact: Funding Reports indicationg all funds were expended based on prioritized needs Formative: Monthly Expenditure Reports Summative: End of Year Expenditure Reports **Staff Responsible for Monitoring:** Principal **Population:** Egly Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	10%	35%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Egly Elementary garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta del tablero 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Egly Elementary will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

Egly Elementary asegurara el uso efectivo y eficiente de todos los fondos disponibles para ayudar a implementar un presupuesto equilibrado, que incluye una mejor compensacion para los maestros.

Evaluation Data Sources: Compensation plan including improved funding for teachers

Plan de compensacion que incluye fondos mejorados para maestros

Strategy 1 Details		Reviews			
Strategy 1: Egly will support BISD Initiative to give priority to teachers from high poverty/ high minority/ low performing to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Egly apoyara la Iniciativa BISD para dar prioridad a los maestros de alta pobreza / alta minoria / bajo rendimiento para participar en las cohortes de Maestria en Educacion, establecer Lideres de Maestros Maestros y explorar incentivos financieros. **Milestone's/Strategy's Expected Results/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** High poverty/ high minority/ low performing campuses' students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022		25%	30%	100%	
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

Egly Elementary garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta del tablero 3) (TEA Ch. 4, Obj. 6)

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

Egly Elementary creara y proporcionara reconocimientos y actividades de la facultad y el personal para mejorar la moral / clima del campus y apoyar la retencion de maestros y directores.

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

Encuestas de evaluacion de necesidades del campus, encuestas de clima del distrito / campus

Strategy 1 Details	Reviews			
Strategy 1: Campus SBDM committee will create and participate in employee incentives and recognitions to improve employee/campus morale and climate such as Teacher of the Week (Assigned Parking Spot for the Week), End of Six Weeks surprise	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
El comite SBDM del campus creara y participara en incentivos y reconocimientos a los empleados para mejorar la moral y el clima de los empleados / campus.	10%	20%	70%	
Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals - **Population:** All BISD faculty and staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022				
Funding Sources: Employee Awards and Incentives - 199 Local funds - 199-23-6498-00-123-Y-99-000-Y - $7,804				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: Media records with Public Information, website, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will promote the history and origins along with current accomplishments of our campus weekly through the campus and/or district website and media venues.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Weekly news articles Formative: Schedule of Weekly Entries Summative: Listing of entries **Staff Responsible for Monitoring:** Administration **Population:** Egly Stakeholders - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	30%	50%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** Principal **Population:** Egly Stakeholders - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Egly will update websites at least monthly including showcasing student and community activities.	Formative			Summative
Milestone's/Strategy's Expected Results/Impact: Egly Website will be updated monthly. Formative: Schedule and list of monthly updates.	Nov	Jan	Mar	June

Summative: End of Year list and schedule of updates.
Staff Responsible for Monitoring: Egly Administration

Population: Egly Stakeholders - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022

40%   50%   80%

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

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

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

    Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: The Campus will vote on one of Calendar options the DEIC Calendar committee provides to be considered by the Administration to submit to the BISD Board of Trustees for approval.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: draft Academic Calendars Summative: Adopted Academic Calendar	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Population:** Egly Stakeholders - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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

Performance Objective 1: Discipline referrals at Egly Elementary for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.
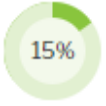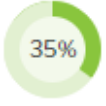
Evaluation Data Sources: BAC placement data for 2018-2019 and 2019-2020, 2021-2022, PEIMS discipline report data, PowerSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** Parents, Teachers, community members and PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP **Staff Responsible for Monitoring:** Adminstration **Population:** All Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	0%	40%	80%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) at Egly Elementary will decrease by 5% for 2020-2021 and will not be disproportionate for any population

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

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Campus RtI Administrator **Population:** Egly Teachers - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	15%	50%	85%	

Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers in discipline management and safe environments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	35%	55%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2019) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** RTI Administrator, Campus Administration **Population:** All Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	15%	35%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Adminstration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All Students and parents/guardians - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	60%	75%	90%	

Strategy 5 Details	Reviews			
Strategy 5: Egly Elementary Administration and Staff will create a Campus Discipline Management Plan to ensure consistent, safe and fair school/classroom environment. **Milestone's/Strategy's Expected Results/Impact:** Formative: Discipline referrals Formative: End of Year Discipline Referrals **Staff Responsible for Monitoring:** Principal **Population:** Egly Staff and students - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Nov	Jan	Mar	June
	90%	95%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

Evaluation Data Sources: Updated safety plan checklist, Safety Plan on file with district, Unsafe Schools PEIMS report

Strategy 1 Details	Reviews			
Strategy 1: Egly will develop and maintain an Emergency Operations Plan.	**Formative**			**Summative**
Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee.	**Nov**	**Jan**	**Mar**	**June**

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.
 	
    Milestone's/Strategy's Expected Results/Impact: 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
 	
    Staff Responsible for Monitoring: Principal, Assistants Principal
 	
    Population: Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022
	60%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: A Security Officer will be placed throughout the year at Egly Elem.	**Formative**			**Summative**
Timeline: August 2019-June 2020 Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M	**Nov**	**Jan**	**Mar**	**June**

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    Milestone's/Strategy's Expected Results/Impact: 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
 	
    Staff Responsible for Monitoring: Principal
 	
    Start Date: August 2, 2021 - **End Date:** June 30, 2022
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety throughout the year Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures	Formative			Summative
	Nov	Jan	Mar	June
	60%	80%	100%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
Staff Responsible for Monitoring: Campus Administration				
Population: All Students and parents/guardians - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Egly will conduct Active Shooter or other hazardous lock down drills at least twice per semester.	Formative			Summative
Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.	Nov	Jan	Mar	June
	35%	60%	95%	
Staff Responsible for Monitoring: Campus Administration				
Population: All students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022				

Strategy 5 Details	Reviews			
Strategy 5: Egly will implement TOT trainings for faculty and staff on appropriate procedures for all hazards (including active shooter procedures) The turn around of training within occur within one month of TOT during 2021-2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT **Staff Responsible for Monitoring:** Campus Administration **Population:** Campus Faculty and Staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	100%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

La Administracion Elemental de Egly en colaboracion con el personal, los padres y la comunidad proporcionara el apoyo y los recursos necesarios para alcanzar la excelencia y la equidad educativas. Los padres seran socios completos con los educadores en la educacion de sus hijos. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 5% increase of parents involved in campus parental involvement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de los padres involucrados en las actividades de participacion de los padres en el campus de 2020-2021 a 2021-2022.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Egly will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.	**Nov**	**Jan**	**Mar**	**June**

Strategy 1: Egly will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.
* Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.
* Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.
* Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.

Egly continuara financiando un enlace de padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.
* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.
* Los enlaces de padres estableceran una estacion para padres con un toldo facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.
* Cargar y almacenar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.

Formative reviews: Nov 100%, Jan 100%, Mar 100%

> **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
> Summative: Increase % parent participation, Increase % student attendance, Increase student STAAR scores
>
> **Staff Responsible for Monitoring:** Principal
>
> **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022
> **Need Statements:** Demographics 3 - School Processes & Programs 6
> **Funding Sources:** Employee Travel-Mileage - 211 Title I-A - 211-61-6411-00-123-Y-30-0F2-Y - $900

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Egly Elementary will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Egly Elementary will conduct a parent/teacher conference to review the S-P-S Compact.	**Nov**	**Jan**	**Mar**	**June**
La Primaria Egly desarrollara y difundira la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol. La Primaria Egly llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase 10% parent participation Increase 2% student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents and Egly Stakeholders - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees.	Formative			Summative
	Nov	Jan	Mar	June
Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: * Politica de participacion de los padres y la familia * Acuerdo entre la escuela, los padres y los estudiantes * Plan de mejora del campus (meta 6) **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022	35%	60%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.	**Nov**	**Jan**	**Mar**	**June**
Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo solidas alianzas comunitarias. Cree asociaciones a traves de un programa de voluntarios del campus. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.	60%	60%	70%	

Milestone's/Strategy's Expected Results/Impact: Formative results:
Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes
Summative impact:
+Training Session Evaluations, Increased Parent and Community Attendance.
Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements: 3.2 - **Population:** Parents and Community - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2022
Need Statements: School Processes & Programs 5
Funding Sources: General Supplies-Parent Meetings - 211 Title I-A - 211-61-6399-00-123-Y-30-0F2-Y - $900
, Operating Cost-Food Parent Meetings - 211 Title I-A - 211-61-6499-53-123-Y-30-0F2 - $900

Strategy 5 Details	Reviews			
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:
* Building Capacity through training using appropriate equipment and materials for parent and community access to resources
* College Readiness * Community agencies and organizations resources
* Drop-out and Violence Prevention
 * Early Childhood Literacy Strategies
 * Effective teaching strategies in content areas
* Health and Wellness Education
 * Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life
 * Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc.

Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes, pero no se limitan a las siguientes areas:
* Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales apropiados para el acceso de los padres y la comunidad a los recursos.
* Preparacion para la universidad * Recursos de agencias y organizaciones comunitarias
* Prevencion de la desercion y la violencia
 * Estrategias de alfabetizacion en la primera infancia
 * Estrategias de ensenanza efectivas en areas de contenido.
* Educacion sobre salud y bienestar
 * Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
 * Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc.

> **Milestone's/Strategy's Expected Results/Impact:** Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation
> Summative impact: End of Year Parent Survey
>
> **Staff Responsible for Monitoring:** Prinicpal
>
> **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Campus Parents - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022

Formative reviews: Nov 25%, Jan 65%, Mar 90%

Strategy 6 Details	Reviews			
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El enlace con los padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las ultimas practicas cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un apoyo complementario a estudiantes y familias.	Formative			Summative
	Nov	Jan	Mar	June
	0%	55%	75%	
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Leaves Summative: EOY Transcripts and or Certificates **Staff Responsible for Monitoring:** Prinicipal **Population:** Campus Parents and Parent Liaison - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. *Migrant parents will be provided with strategies and means to access reading and math resources to support their children. Los padres de estudiantes migrantes de PK-2do grado recibiran sesiones mensuales sobre como acceder a recursos para apoyar academicamente a sus hijos de manera mas efectiva, especialmente para la alfabetizacion. * Los padres migrantes recibiran estrategias y medios para acceder a recursos de lectura y matematicas para apoyar a sus hijos.	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%	0%	
Milestone's/Strategy's Expected Results/Impact: Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate **Staff Responsible for Monitoring:** Principal **Population:** PFS and Migrant Student and Parents - **Start Date:** August 18, 2021 - **End Date:** June 2, 2022				

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations. **Data Analysis/Root Cause**: As per PEIMS student Data 2019-2020, 78.96% of the students at Egly are At, Risk, .58% are Migrant, and 2.16% are Homeless/Unaccompanied Youth.

School Processes & Programs
Need Statement 5: There is a need to work with staff, parents, and the community to ensure our school is operating safely, efficiently, and effectively. **Data Analysis/Root Cause**: 26% of the Teachers surveyed said they are not involved in the decision making process of important educational issues of our campus.
Need Statement 6: Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations. **Data Analysis/Root Cause**: As per PEIMS student Data 2019-2020, 78.96% of the students at Egly are At, Risk, .58% are Migrant, and 2.16% are Homeless/Unaccompanied Youth.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS. 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. *Customer Service Training *TELPAS *ELPS *District Adopted Curr. *Sheltered Instruction *Esperanza (K-2nd) *Preparacion para la lectura *Language Enrichment *Ensenando la lectura PK *Vocabulary Development *Writing Across the Curriculum *Comprehension Strategies *Effective Researched Based teaching practices *Classroom Management *District Curriculum *ELAR/SLAR TEKS *PreK Guidelines/Early Childhood Guidelines	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	45%	75%	85%	
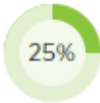
*(Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
*Texas Reading Academies(K-4)
*Response to Intervention(RtI) process and SBR practices and strategies and differentiated instuction
*CCRS (College and Career Readiness Standards)
*State of Texas Assessment of Academic Readiness (STAAR)Gr 3-5
*Academic Vocabulary
*Comprehension Strategies
*Depth of Knowledge/Blooms Taxonomy
*STAAR Blueprints, formatting, reporting categories and Tested Standards
*Technology
*Differentiated InstructionPearson Envision
*ESL Strategies in all content areas
*Substitutes for TELPAS (SSI) and LPAC

Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: agendas, sign in sheets, ERO record of attendance

Evidence of Impact: improvement with each district and campus progress monitoring assessment and benchmarks

Formative: classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, K12 Summit, and Ellevation reports

Summative: STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and RDA/TELPAS results
Staff Responsible for Monitoring: Dean of Instruction

TEA Priorities: Improve low-performing schools - **Results Driven Accountability** - **Population:** Egly Staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022
Need Statements: Student Learning 4 - School Processes & Programs 2
Funding Sources: Employee Travel-In District - 199 Local funds - 199-2364-11-00-123-Y-99-000-Y - $200, Employee Travel-Out of District - 199 Local funds - 199-2364-1123-123-Y-99-000-Y - $300, Substitutes - 211 Title I-A - 211-11-6112-18-123-Y-30-AYP-Y - $11,640, Professional Development Sessions - 163 State Bilingual - 163-11-6112 - $4,000

Strategy 2 Details	Reviews			
Strategy 2: Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success. * Revisit CIP plan every six weeks to discuss progress *Peer Review Feedback *Identify DOK levels on weekly tests *STAAR Blueprints *Data Analysis *Professional development *Technology in classroom **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: agendas, sign in sheets, ERO record of attendance Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, K12 Summit, and Ellevation reports Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and RDA/TELPAS results **Staff Responsible for Monitoring:** Principal Dean of Instruction, **Population:** Egly Staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	60%	75%	

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 4: Teacher need training in topics such as Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, TELPAS, ESL/SIOP/Bilingual trainings, researched based best practices and strategies, Identification of At-Risk students. **Data Analysis/Root Cause**: As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.

School Processes & Programs
Need Statement 2: Teacher need training in topics such as Technology, Readiness/Supporting Standards, ELAR questioning, differentiated instruction, data analysis, TELPAS, ESL/SIOP/Bilingual trainings, researched based best practices and strategies, Identification of At-Risk students. **Data Analysis/Root Cause**: As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.

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

Performance Objective 2: 100% of teachers assigned to instruct students identified for Bilingual services will become Bilingual/ESL certified this school year.

    Evaluation Data Sources: Professional Development records and SBEC Certification records

Strategy 1 Details	Reviews			

Strategy 1: Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include:
*Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements.
*Coaching for teacher of ELs,
*funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and
*other allowable support for attaining BIL/ESL certification.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports,
Summative Impact:
Documented teacher certifications for all teachers assigned EL students.
Completion of activities in BIL/ESL required compliance plans.
    Staff Responsible for Monitoring: Dean of Instruction and Principal
 	
    Population: Teachers serving EL students - **Start Date:** July 5, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	75%	85%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: Egly Elementary campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for district and campus staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: All teachers, administration and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Principal and Dean of Instruction **Population:** All faculty and staff - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Egly will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Assistant Principal **Population:** All School Staff - **Start Date:** August 2, 2021 - **End Date:** June 10, 2022	45%	75%	95%	

Strategy 3 Details		Reviews			
Strategy 3: Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Principal **Population:** All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021		100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

    Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will increase the accessibility for all students and staff in technology based instruction across all subject areas by providing new software, hardware, and platforms including Microsoft, Google and Apple, and hardware for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement **Staff Responsible for Monitoring:** Principal **Population:** All students and staff - **Start Date:** July 26, 2021 - **End Date:** June 17, 2022 **Need Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** Equipment Under 5000-Admin Hardware - 199 Local funds - 199-23-6398-65-123-Y-99-000-Y - $2,250, Webcams (10) and Ink for Printers - 162 State Compensatory - 162-11-6399-62-123-Y-30-000-Y - $6,670, Touch Panels (10) and PC Modules (10) - 162 State Compensatory - 162-11-6398-62-123-Y-30-000-Y - $38,000, Computers and Printer - 282 ESSER III Grant Funds - 282-11-6398-62-123-Y-23-0P5 - $7,157.37, Ipads - 496 Elon Musk Grant Funds - 496-11-6398-62-123-Y-11-000-Y - $22,542, Software to Run Ipads - Jamz - 496 Elon Musk Grant Funds - 496-11-6395-62-123-Y-11-000-Y - $1,015, Dell Computer-Dyslexia - 281 ESSER II Grant Funds - 281-11-6398-62-123-Y-37-0CG-Y - $7,476.58, Keyboard and Web Camera - Dyslexia - 281 ESSER II Grant Funds - 281-11-6399-00-123-Y-37-0CG-Y - $1,171.65, - 281 ESSER II Grant Funds - 281-11-6299-62-123-Y-37-0CG-Y - $831.28	80%	95%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with technology training in all aspects that include internet skills, online safety, using various online tools such as Google Slides, Clever, Class Kick Flipgrid, Seesaw, online testing tools to prepare students for future online testing.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, walk throughs, schedule dedicated to this training Summative: STAAR results **Staff Responsible for Monitoring:** Dean of Instruction **Population:** PreK-5th Grade students - **Start Date:** August 3, 2021 - **End Date:** June 3, 2022	50%	90%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers
School Processes & Programs
Need Statement 1: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments
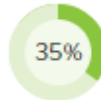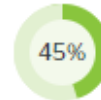
Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations	**Nov**	**Jan**	**Mar**	**June**
Progress Monitoring reports	100%	100%	100%	
Summative Impact:				
Decreased gaps on benchmarks and state assessments				
LMS participation data **Staff Responsible for Monitoring:** Principal				
Population: All Students - **Start Date:** July 26, 2021 - **End Date:** June 17, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction including assisting with the distribution of technology tools for remote learning due to COVID 19.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report **Staff Responsible for Monitoring:** Principal **Population:** Campus faculty - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021	85%	90%	90%	

Strategy 2 Details	Reviews			
Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted on our campus in the early fall, mid-year and spring.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** TST and Principal **Population:** Egly Staff with Devices - **Start Date:** August 2, 2021 - **End Date:** May 27, 2022	15%	35%	45%	

	0% No Progress	100% Accomplished	⮕ Continue/Modify	❌ Discontinue

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey reports Summative Results: Revised Security Procedures **Staff Responsible for Monitoring:** Principal **Population:** All Egly Students, Parents, and Staff - **Start Date:** July 26, 2021 - **End Date:** June 17, 2022	20%	55%	70%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details			Reviews			
Strategy 1: Egly Elementary will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** Principal **Population:** Egly Parents - **Start Date:** July 26, 2021 - **End Date:** June 17, 2022			0%	50%	65%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue						

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will participate in a minimum of 12 hours of technology sessions in order to meet and improve student achievement and lesson presentation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Dean of Instruction **Population:** Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021	25%	100%	100%	

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

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: The campus will purchase technology and STEAM resources to support accessibility for all teachers and students in technology based instruction across all subject areas by providing, tablets, iPads, Robotics, software, headphones, toner for printer and hardware available for students in pre-kindergarten through fifth grade to use as a tool for developing reading, math, and science skills and gathering/learning information through instructional support for academic success on the STAAR test and TELPAS.	Formative			Summative
	Nov	Jan	Mar	June
	45%	70%	95%	
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal, Dean of Instruction **TEA Priorities:** Improve low-performing schools - **Results Driven Accountability** - **Population:** PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** Miscellaneous Contracted Services - 162 State Compensatory - 162-11-6299-00-123-Y-30-000-Y - $4,000, Software - 211 Title I-A - 211-11-6299-62-123-Y-30-0F2-Y - $10,000, Toner - 211 Title I-A - 211-11-6399--62-123-Y-30-0F2-Y - $6,000, Software-Matica - 162 State Compensatory - 162-11-6299-62-123-Y-30-000-Y - $5,000				

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

Performance Objective 7 Need Statements:

Student Learning
Need Statement 3: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

School Processes & Programs

Need Statement 1: Teachers and all students need to have access to the most current technology and supplemental materials to teach the Texas Essential Knowledge and Skills and ELPS at the rigor of the STAAR Assessment. **Data Analysis/Root Cause**: The District Adopted Materials need to be supplemented. 100% of TEKS are not covered or not thoroughly covered enough. Many classroom computers, laptops, other technology devices, etc. are not up to date or not working. 22% of the Teachers surveyed said they didn't have adequate access to technology. Due to the Results of COVID-19, students had to learn remotely from their teachers

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details		Reviews			
Strategy 1: Identify who individuals at Egly who are agents of change to assist in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders **Staff Responsible for Monitoring:** Principal **Population:** Egly Staff - **Start Date:** July 26, 2021 - **End Date:** June 17, 2022		0%	65%	90%	
0% No Progress	100% Accomplished	➡ Continue/Modify		✕ Discontinue	

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion del abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)

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

Aumentar la tasa de asistencia general del campus al 96.8% con un objetivo del 97.5% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% sobre la asistencia del ano anterior.

> **Evaluation Data Sources:** Campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
Strategy 1: Egly Elementary will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Egly Elementary abordara las metas de la tasa de asistencia del distrito en el Plan de Mejoramiento del Campus al proporcionar un plan que incluya procedimientos, roles y responsabilidades del personal involucrado en el trabajo con la asistencia al campus y garantizara actualizaciones diarias de asistencia. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans Summative Impact: +PEIMS Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Campus Administration **Population:** All students - **Start Date:** August 2, 2021 - **End Date:** June 2, 2022	70%	80%	95%	

Strategy 2 Details	Reviews			
Strategy 2: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, los enlaces de padres de la escuela seran proactivos al monitorear la asistencia de los estudiantes mediante informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y / o notificaciones judiciales segun sea necesario. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, Attendance Monitoring forms, Truancy Court Sworn Affidavits filed Summative Impact: +PEIMS Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Assistant Principal **Population:** All students PK to 5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	90%	95%	

Strategy 3 Details	Reviews			
Strategy 3: To reduce student absenteeism, campus staff will be actively monitor students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Para reducir el ausentismo estudiantil, el personal del campus supervisara activamente la asistencia de los estudiantes y, despues de la ausencia del 3er estudiante, comenzara las Medidas preventivas de absentismo escolar (TPM), que incluyen la emision de un "Plan de asistencia estudiantil" a los padres y estudiantes durante las conferencias de padres celebradas en la escuela para evitar Ausencias adicionales de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase **Staff Responsible for Monitoring:** Campus Administration **Population:** All Student with absenteeism - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	90%	90%	

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

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion del abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)

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

Egly Elementary desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento estudiantil en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Accelerated Afterschool and Saturday Tutorials: Intense strategic small group after school and Saturday tutorials will be implemented to assist at risk students including 5th Grade SSI in the language arts, math, science areas in order to accelerate instruction and support for academic success on the STAAR through teacher guided instruction, Summit K12 software for ELs.	**Nov**	**Jan**	**Mar**	**June**
	50%	90%	95%	

Tutoriales acelerados despues del horario escolar y los sabados: Se implementaran tutoriales estrategicos intensos para grupos pequeños despues del horario escolar y los sabados para ayudar a los estudiantes en riesgo, incluyendo SSI de 5to grado en las areas de artes del lenguaje, matematicas y ciencias para acelerar la instruccion y el apoyo para el exito academico en el STAAR.

Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: tutorial schedule, lesson plans, and attendance reports
Evidence of Impact: iincreased student achievement results on the STAAR and TELPAS assessments
Formative:weekly tests, unit tests, Fluency Tracker, progress monitoring and benchmark results, Student progress reports, tutorial classroom observations, Summit K12
Summative: Retention rate and STAAR

Staff Responsible for Monitoring: Principal,
Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **TEA Priorities:** Improve low-performing schools
- **Results Driven Accountability - Population:** 3rd - 5th grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Student Learning 2
Funding Sources: Professional Extra Duty Pay Tutorials - 162 State Compensatory - 162-11-6118-00-123-Y-30-000 - $50,000, Transportation - 199 Local funds - 199-11-6494-00-123-Y-11-000-Y - $2,000, Tutorials Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-123-Y-30-ASP-Y - $55,735, Professional Extra Duty Pay SSI - 162 State Compensatory - 162-11-6118-00-123-Y-24-SSI - $7,378,
Professional Extra Duty Pay-Social Security/Medicare - 211 Title I-A - 211-11-6141-00-123-Y-30-ASP-Y - $808, Professional Extra Duty Pay-Unemployment Compensation - 211 Title I-A - 211-11-6145-00-123-Y-30-ASP-Y - $24, Professional Extra Duty Pay-Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-123-Y-3-ASP-Y - $5,295, Professional Extra Duty Pay-Employee Benefits-Local - 211 Title I-A - 211-11-6148-00-123-Y-30-ASP-Y - $4, Professional Extra Duty Pay-Employee Benefits - 211 Title I-A - 211-11-6149-00-123-Y-30-ASP-Y - $892, Transportation Tutorial and Extended Day - 281 ESSER II Grant Funds - 281-11-6494-00-123-Y-24-0CG-Y - $27,351

Strategy 2 Details	Reviews			
Strategy 2: Retain a highly qualified Dean of Instruction to support teachers through researched based professional development, classroom demonstrations with students identified at-risk in order to close the at-risk gap.	Formative			Summative
	Nov	Jan	Mar	June
Retener a un Decano de Instruccion altamente calificado para apoyar a los maestros a traves del desarrollo profesional basado en investigaciones, demostraciones en el aula con estudiantes identificados en riesgo para cerrar la brecha de riesgo. **Milestone's/Strategy's Expected Results/Impact:** 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, Fluency Tracker, ERO Session Evaluation Report, ERO Session Attendance Report, Student Progress Reports Summative: STAAR test and TELPAS results **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** PreK-5th grade At Risk Students - **Start Date:** July 22, 2021 - **End Date:** June 17, 2022	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 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	**Nov**	**Jan**	**Mar**	**June**

Strategy 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

Nov: 100% Jan: 100% Mar: 100%

Dislexia: Un maestro de dislexia altamente calificado brindara servicios de dislexia a estudiantes identificados para satisfacer las necesidades academicas de los estudiantes. El proceso de identificacion seguira las pautas de RtI y dislexia. La evaluacion para identificar a los estudiantes seguira las reglas de la Agencia de Educacion de Texas, The Dyslexia Handbook. Se implementaran planes de alojamiento individualizados en las aulas.
Se proporcionaran servicios de laboratorio de dislexia para los estudiantes identificados a partir de las evaluaciones. Los estudiantes recibiran instruccion explicita, individualizada y multisensorial en un grupo pequeno

Milestone's/Strategy's Expected Results/Impact: 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 test, Fluency Tracker, progress monitoring and benchmark results, Student Progress reports, and classroom observations
Summative: STAAR

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **Population:** DYS 1st- 5th Grade - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Nov**	**Jan**	**Mar**	**June**
	85%	95%	95%	

Proporcionar instruccion basada en computadora en el curriculo basico y dispositivos adaptados asistidos para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports
Summative Impact:
+Improved STAAR/EOC, TELPAS and other state assessments,
Attendance Rate, Retention Rate,
Dropout Rate, Graduation Rate, and
Completion Rate

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** K-5 At-risk Students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.	**Nov**	**Jan**	**Mar**	**June**
	0%	0%	0%	

El progreso academico de 1er.
los estudiantes migrantes de grado seran
monitoreado para asegurar una calificacion exitosa
nivel de finalizacion y, en ultima instancia
ascenso seguro a 2do grado.

> **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: list of students performing below grade level and RtI documentation
> Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report
> Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report
> Summative: EOY TPRI and Tejas Lee results and end of year report card grades.
>
> **Staff Responsible for Monitoring:** Campus Principal
> Dean of Instruction
>
> **Population:** 1st grade Migrant/PFS students - **Start Date:** August 17, 2021 - **End Date:** June 17, 2022

Strategy 6 Details				Reviews			

Strategy 6 Details	Reviews			
Strategy 6: Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed:or, to participate in the enrichment migrant summer.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: signed permission slips and summer school attendance Evidence of Impact: Increased summer school promotion rate Formative: Summer school weekly assessments Summative: End of summer school documentation **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** PreK-5th grade Migrant/PFS students - **Start Date:** August 17, 2021 - **End Date:** June 22, 2022	0%	0%	0%	

Strategy 7 Details	Reviews			
Strategy 7: In order to increase awareness of migrant student needs, Egly campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	Formative			Summative
	Nov	Jan	Mar	June
Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, los docentes y el personal del campus de Egly recibiran informacion migratoria adecuada para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Principal **Population:** Faculty and Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022	0%	0%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Beginning the 2nd day of school Egly will offer Extended Day Enrichment Program in order to assist parents with quality enrichment programs for students in grades Prekinder-5th Grade offering homework assistance, academic activities, recreation, art, and dance. Comenzando el segundo dia de clases, Egly ofrecera un Programa de Enriquecimiento de Dia Extendido para ayudar a los padres con programas de enriquecimiento de calidad para estudiantes en grados Prekinder-5to Grado que ofrecen asistencia con tareas, actividades academicas, recreacion, arte y danza. **Milestone's/Strategy's Expected Results/Impact:** Evidence of Implementation: Teacher/Student Attendance Sheets Formative: Six Weeks Assessments, Report Card Grades Summative: End of the Year Report Card grades **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Population:** PreK-5th: LEP, MI, SE, GT, SYS, AR, TI, - **Start Date:** August 18, 2021 - **End Date:** June 2, 2021 **Need Statements:** Student Learning 2	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 9 Details	Reviews			
Strategy 9: Egly Elementary will meet HB 1886 requirements which states that all students in 1st grade and Kinder will be screened for Dyslexia and/or related disorders at the MOY for 1st grade and the EOY for Kinder. Parent letters will be given to those students who are at-risk for Dyslexia and/or related disorders. **Milestone's/Strategy's Expected Results/Impact:** 100% of 1st and Kinder students will be screened found in the reports. **Staff Responsible for Monitoring:** Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** All Kinder and 1st Grade Students - **Start Date:** January 5, 2022 - **End Date:** May 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	40%	50%	

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Extra time to assist students academically both during the school day and after school. (RtI Interventions, Tutorials, Extended Day Enrichment Program (EDEP) **Data Analysis/Root Cause**: The overall, 58% of 3rd-5th students are at Meets on the STAAR 2019.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion del abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia y el exito del alumno en su conjunto.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, Egly Elementary will utilize the -CATCH (Coordinated Approach to Child Health) program, and	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para promover estudiantes saludables fisica y emocionalmente, Egly Elementary utilizara el -CATCH (Enfoque coordinado para la salud infantil), y	0%	0%	0%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Staff Responsible for Monitoring: Principal, Dean,				
Population: All Students in PreK-5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 1, 2021 - **Revision Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Egly will retain a highly qualified nurse to assist in the planning and execution of the health program for the school district in an effort to improve overall student health which increases student attendance and academic performance,	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Egly contratara a una enfermera altamente calificada para ayudar en la planificacion y ejecucion del programa de salud para el distrito escolar en un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes, **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Principal **Population:** Campus Nurses (licensed medical professional RN and LVN). - **Start Date:** August 9, 2021 - **End Date:** June 3, 2022	100%	100%	100%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

State Compensatory

Budget for Egly Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 3.5
Brief Description of SCE Services and/or Programs

Personnel for Egly Elementary

Name	Position	FTE
Baltazar Alaverz	PreK-4	0.5
Gila Cortina	Dyslexia Teacher	1
Lucilla P. Perez	Dean of Instruction	1
Patricia Rivera	PreK-4	0.5
Yolanda Sierra	PreK-4	0.5

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee at Egly Elementary conducted a comprehensive needs assessment (CNA) 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. The SBDM meet on May 21, 2021 and May 26, 2021. The results of the CNA are documented under the Need Section of the CIP and the SBDM committee members and their role is in the Addendum. The data reviewed during the year included failure reports, six weeks assessment, CPALLs, TPRI, Tejas Lee, District Benchmarks, attendance reports, six weeks fluency tracker. Based on the CNA, the SBDM 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 2019-2020 and to increase the masters performance level in all content areas with the understanding that as we received more data, we would make adjustments as needed. The SBDM Committee also decided to address the following areas as well:

- Improve attendance rates through six weeks perfect attendance awards, daily teacher/parent liaison monitoring and follow up of attendance.
- Increase academic achievement in Reading, Math, Writing, and Science, by providing after school and Saturday tutorials, Extended Day Enrichment Program, purchase supplemental materials/software, purchase awards/motivational items.
- Increase classroom rigor through targeted professional development, classroom walk throughs with feedback, implementing a data analysis plan to review and use data results to effectively target gaps.
- Increase parental participation through home to school connections such as the newsletter, school messenger, facebook, inviting parents to weekly meetings, Fiesta de los Ninos, Christmas Program, Mother Day Presentation, Six Weeks/End of Year Awards Ceremonies.
- Increase the number of devices students have access to in their classroom. One to one device per child.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Egly Campus Improvement Plan was developed with SBDM committee which includes parents, community and business representatives, two thirds classroom teachers, prinicpal, and other special assignment staff. (Please see the list and roles of the SBDM members at the end of the CIP.) The SBDM used the Campus Comprehensive Needs Assessment to determine the campus's greatest needs in order to revise the Campus Improvement Plan with appropriate strategies to address our schools needs. The Egly Campus Improvement Plan was also revised this year to match District Goals and Objectives and required District Initiatives.

2.2: Regular monitoring and revision

The SBDM meets throughout the school year to monitor and update the campus improvement plan strategies based on data sources (Failure reports, Benchmarks, Six Weeks Assessments, attendance reports, parent meetings, usage reports, to name a few.)

The following is a schedule of planned meeting dates: August 26, 2021, October 21, 2021, January 20, 2022, and March 24, 2022, May 12, 2022.

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

The 2021-2022 Campus Improvement Plan is posted in English (Spanish upon request on paper) on the Egly website. The Goals, Objectives and strategies have been translated to Spanish. It will updated as needed throughout the year.

2.4: Opportunities for all children to meet State standards

Egly Elementary will implement activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis (CIP Act. 1.1.2-RtI Model) and to provide sufficient information on which to base effective assistance.(CIP Act. 1.1.3-Assessment Plan) Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance.(CIP Act. 1.1.2-RtI Interventions, 9.2.1-Tutorial) 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. (CIP Act. 9.2.1-Tutorial)

2.5: Increased learning time and well-rounded education

Egly Elementary will offer Extended Day Enrichment Program for PreK-5th Grade starting the second day of school and through May 30, 2022 along with tutorial after school twice a week for 3rd-5th grade starting in October 2021. In addition students in third through fifth grade may sign up for various extracurricular activities such as chess, Club Coding, UIL, Brainsville, and Desitination Imagination. (CIP Act. 1.4.2, 1.4.4, 9.2.8)

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

To address the needs of all students, particularly at-risk, 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 (CIP Act. 9.2.1), supplemental materials (CIP Act. 1.1.1), and a PreKinder Program (CIP Act. 1.2.1, 1.2.3). 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 (CIP Act. 1.1.3-Data Analysis, Act. 7.1.1-Professional Development) 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. (2) increase the amount and quality of learning time, including the funding of an after-school tutorial (CIP Act. 9.2.1)/ summer school/enrichment program (CIP Act 9.2.8), for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. Egly Elementary School will provide the state mandated State Complensatory Education Program through funded iniatives including after school tutorials starting October, 2021 for 3rd-5th grade. Tutorials for 4th and 5th grade students will be for students who are identified as needing extra support. Students will be provided with accelerated instruction by providing them with additional reading and math strategies in a small group setting (CIP Act. 1.1.2).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

As per CIP Activity 6.1.2, Egly Elementary Administration and the Parent Liaison are scheduled to meet with parents and community members from September 14th-16th, 2021 from 8:30a.m.-10:00 a.m. and September 20-22, 2020 at 5:30p.m.-7:00p.m. to fulfill the annual Title I-A required activity: Develop and disseminate a Parent and Family Engagement Policy both in English and in Spanish languages that details how parents will be actively involved at the campus level. Parents were asked to offer their suggestions for any revisions to the policy on both dates and times. An Advisory Committee was formed consisting of campus parents, teachers, principals, and community members to assist with developing and reviewing the Family Engagement Policy. Parents will have a choice of multiple meetings throughout the year to attend to ensure all parents have the opportunity to understand how they will be actively involved at the campus level. Meetings are scheduled on Wednesdays from 9:00 a.m. - 10:30 a.m. and 4:00 p.m.-5:30 p.m.

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

Name	Position	Program	FTE
Dyslexia Aide	Aide	Title 1 Fund 211	1.0
Library Aide	School Library Aide	Title 1 Fund 211	1.0
Nurse	School Nurse	Title 1 Fund 211	.4
Parent Liaison	Egly Parent Liaison	Title 1 Fund 211	1.0
Vacancy	PreK3 Para Professional	Title 1 Fund 211	1.0

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Pedro Vidal	Principal
Meeting Facilitator	Lucilla Perez	Dean of Instruction
Classroom Teacher	Ani Tharpe Y2	Music Teacher
Classroom Teacher	Laura Helms Y2	1st Grade Teacher
Classroom Teacher	Jose Saldana Y2	BI Teacher
Business Representative	Otis Bouwsma	Dentist
Business Representative	Norman Esquivel	Business Owner
District-level Professional	Joanna Villarreal	Evaluator
Parent	Leslie Segura	Stay at Home Mom
Community Representative	Griselda Rodriguez	Retired Teacher
Classroom Teacher	Anna Gonzalez Y2	2nd Grade Teacher
Classroom Teacher	Victor Villarreal Y2	2nd Grade Teacher
Classroom Teacher	Betty Ybarra Y1	1st Grade Teacher
Parent	Orisel Aldape	Parent
Community Representative	Christopher Laird	Staff Accountant Carr Riggs and Ingram
Classroom Teacher	Vicente Garcia Y1	PE Coach
Parent	Emma Solitaire	Parent Volunteer
Parent	Irene Vidal	parent
Classroom Teacher	Ingrid Santillana Y1	PreKinder Teacher
Classroom Teacher	Gila Cortina Y1	Dyslexia Teacher
Classroom Teacher	Margarita Goodrich Y1	SPED Teacher
Classroom Teacher	Dolores Zuniga Y1	5th Grade Teacher
Classroom Teacher	Diana Galan Y1	4th Grade Teacher
Classroom Teacher	Erica Leal Y1	3rd Grade Teacher
Classroom Teacher	Paola Aldrete Y1	Kinder
Classroom Teacher	Nora Najera Y1	Librarian
Classroom Teacher	Liliana Herrera Y1	SPED Teacher

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	199-11-6399-51-123-Y-11-000-Y	$1,000.00
1	1	1	GT General Supplies	199-11-6399-00-123-Y-21-000-Y	$1,672.00
1	1	1	General Supplies-Office	199-23-6399-00-123-Y-99-000-Y	$2,000.00
1	1	1	General Supplies-Counselors	199-31-6399-65-123-Y-99-000-Y	$400.00
1	1	1	General Supplies-Custodial	199-51-6315-00-123-Y-99-000-Y	$9,000.00
1	1	1	Reading Materials	199-12-6329-123-Y-99-000-Y	$1,000.00
1	1	1	General Supplies-Nurse	199-33-6399-00-123-Y-99-000-Y	$500.00
1	1	6	Incentives for AR	199-11-6499-53-123-Y-11-000-Y	$6,000.00
1	1	6	Awards	199-11-6498-00-123-Y-11-000-Y	$1,000.00
1	1	8	Extra-Duty Pay//Overtime	199-23-6121-08-123-Y-99-000-Y	$500.00
3	3	1	Employee Awards and Incentives	199-23-6498-00-123-Y-99-000-Y	$7,804.00
7	1	1	Employee Travel-Out of District	199-2364-1123-123-Y-99-000-Y	$300.00
7	1	1	Employee Travel-In District	199-2364-11-00-123-Y-99-000-Y	$200.00
8	1	1	Equipment Under 5000-Admin Hardware	199-23-6398-65-123-Y-99-000-Y	$2,250.00
9	2	1	Transportation	199-11-6494-00-123-Y-11-000-Y	$2,000.00
				Sub-Total	$35,626.00
				Budgeted Fund Source Amount	$35,626.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	162-11-6399-00-123-Y-30-000-Y	$15,000.00
1	1	1	General Supplies	162-23-6399-00-123-Y-30-000-Y	$6,350.00
1	1	1	Media Printing Services	162-11-6399-16-123-Y-30-000-Y	$10,000.00
1	1	1	Paper	162-11-6396-00-123-Y-30-00-Y	$2,000.00
8	1	1	Touch Panels (10) and PC Modules (10)	162-11-6398-62-123-Y-30-000-Y	$38,000.00
8	1	1	Webcams (10) and Ink for Printers	162-11-6399-62-123-Y-30-000-Y	$6,670.00
8	7	1	Miscellaneous Contracted Services	162-11-6299-00-123-Y-30-000-Y	$4,000.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	7	1	Software-Matica	162-11-6299-62-123-Y-30-000-Y	$5,000.00
9	2	1	Professional Extra Duty Pay SSI	162-11-6118-00-123-Y-24-SSI	$7,378.00
9	2	1	Professional Extra Duty Pay Tutorials	162-11-6118-00-123-Y-30-000	$50,000.00
				Sub-Total	$144,398.00
				Budgeted Fund Source Amount	$144,398.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399	$2,200.00
7	1	1	Professional Development Sessions	163-11-6112	$4,000.00
				Sub-Total	$6,200.00
				Budgeted Fund Source Amount	$6,200.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Toner	166-11-6399-62-123-Y-23-000-Y	$2,740.00
1	1	1	Supplies	166-11-6399-00-123-Y-23-0P0-Y	$1,800.00
1	1	6	Awards	166-11-6498-00-123-Y-23-0P0-Y	$2,000.00
				Sub-Total	$6,540.00
				Budgeted Fund Source Amount	$6,540.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	211-11-6396-00-123-Y-30-0F2-Y	$2,000.00
1	1	1	Student Supplies	211-11-6399-00-123-Y-30-0F2	$35,692.00
1	1	6	Awards	211-11-6498-00-123-Y-30-0F2-Y	$7,360.00
6	1	1	Employee Travel-Mileage	211-61-6411-00-123-Y-30-0F2-Y	$900.00
6	1	4	Operating Cost-Food Parent Meetings	211-61-6499-53-123-Y-30-0F2	$900.00
6	1	4	General Supplies-Parent Meetings	211-61-6399-00-123-Y-30-0F2-Y	$900.00
7	1	1	Substitutes	211-11-6112-18-123-Y-30-AYP-Y	$11,640.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	7	1	Software	211-11-6299-62-123-Y-30-0F2-Y	$10,000.00
8	7	1	Toner	211-11-6399--62-123-Y-30-0F2-Y	$6,000.00
9	2	1	Professional Extra Duty Pay-Unemployment Compensation	211-11-6145-00-123-Y-30-ASP-Y	$24.00
9	2	1	Tutorials Professional Extra Duty Pay	211-11-6118-00-123-Y-30-ASP-Y	$55,735.00
9	2	1	Professional Extra Duty Pay-Social Security/Medicare	211-11-6141-00-123-Y-30-ASP-Y	$808.00
9	2	1	Professional Extra Duty Pay-Employee Benefits-Local	211-11-6148-00-123-Y-30-ASP-Y	$4.00
9	2	1	Professional Extra Duty Pay-Teacher Retirement/TRS Care	211-11-6146-00-123-Y-3-ASP-Y	$5,295.00
9	2	1	Professional Extra Duty Pay-Employee Benefits	211-11-6149-00-123-Y-30-ASP-Y	$892.00
				Sub-Total	$138,150.00
				Budgeted Fund Source Amount	$138,150.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399	$3,968.00
				Sub-Total	$3,968.00
				Budgeted Fund Source Amount	$3,968.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Dell Computer-Dyslexia	281-11-6398-62-123-Y-37-0CG-Y	$7,476.58
8	1	1		281-11-6299-62-123-Y-37-0CG-Y	$831.28
8	1	1	Keyboard and Web Camera - Dyslexia	281-11-6399-00-123-Y-37-0CG-Y	$1,171.65
9	2	1	Transportation Tutorial and Extended Day	281-11-6494-00-123-Y-24-0CG-Y	$27,351.00
				Sub-Total	$36,830.51
				Budgeted Fund Source Amount	$36,830.51
				+/- Difference	$0.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computers and Printer	282-11-6398-62-123-Y-23-0P5	$7,157.37
				Sub-Total	$7,157.37

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$7,157.37
				+/- Difference	$0.00
496 Elon Musk Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1	Ipads	496-11-6398-62-123-Y-11-000-Y	$22,542.00
8	1	1	Software to Run Ipads - Jamz	496-11-6395-62-123-Y-11-000-Y	$1,015.00
				Sub-Total	$23,557.00
				Budgeted Fund Source Amount	$23,557.00
				+/- Difference	$0.00
				Grand Total Budgeted	$402,426.88
				Grand Total Spent	$402,426.88
				+/- Difference	$0.00

Addendums

Definitions	"Bullying":
Bullying	1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

       a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

       b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

       c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

       d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

       a. Interferes with a student's educational opportunities; or

        b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **EGLY EL**

Campus Number: **031901123**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading
At Approaches Grade Level or

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Above	2019	76%	80%	**80%**	*	79%	*	-	-	-	-	43%	*	78%	100%	78%	77%
	2018	77%	80%	**82%**	-	82%	*	-	-	-	-	36%	*	83%	67%	81%	80%
At Meets Grade Level or Above	2019	45%	46%	**43%**	*	42%	*	-	-	-	-	10%	*	44%	29%	40%	35%
	2018	43%	42%	**44%**	-	45%	*	-	-	-	-	7%	*	43%	56%	44%	30%
At Masters Grade Level	2019	27%	26%	**25%**	*	25%	*	-	-	-	-	5%	*	25%	29%	23%	18%
	2018	25%	22%	**28%**	-	29%	*	-	-	-	-	0%	*	30%	11%	28%	17%
Grade 3 Mathematics
At Approaches Grade Level or
Above	2019	79%	85%	**81%**	*	81%	*	-	-	-	-	48%	*	82%	71%	81%	82%
	2018	78%	86%	**86%**	-	86%	*	-	-	-	-	50%	*	87%	67%	86%	80%
At Meets Grade Level or Above	2019	49%	56%	**48%**	*	47%	*	-	-	-	-	5%	*	50%	29%	45%	48%
	2018	47%	54%	**54%**	-	54%	*	-	-	-	-	14%	*	56%	33%	54%	41%
At Masters Grade Level	2019	25%	27%	**20%**	*	19%	*	-	-	-	-	0%	*	21%	14%	18%	23%
	2018	23%	27%	**31%**	-	31%	*	-	-	-	-	7%	*	31%	33%	30%	20%
Grade 4 Reading
At Approaches Grade Level or
Above	2019	75%	83%	**90%**	-	90%	*	-	-	-	-	64%	-	90%	86%	89%	82%
	2018	73%	79%	**76%**	-	76%	-	-	-	-	-	50%	*	77%	75%	76%	75%
At Meets Grade Level or Above	2019	44%	51%	**68%**	-	68%	*	-	-	-	-	21%	-	69%	57%	66%	54%
	2018	46%	49%	**42%**	-	42%	-	-	-	-	-	17%	*	42%	42%	40%	32%
At Masters Grade Level	2019	22%	23%	**33%**	-	33%	*	-	-	-	-	7%	-	33%	29%	30%	28%
	2018	24%	23%	**22%**	-	22%	-	-	-	-	-	13%	*	21%	33%	21%	15%
Grade 4 Mathematics
At Approaches Grade Level or
Above	2019	75%	82%	**90%**	-	90%	*	-	-	-	-	50%	-	90%	86%	89%	87%
	2018	78%	86%	**77%**	-	77%	-	-	-	-	-	46%	*	77%	83%	77%	78%
At Meets Grade Level or Above	2019	48%	53%	**68%**	-	68%	*	-	-	-	-	14%	-	69%	57%	66%	67%
	2018	49%	56%	**35%**	-	35%	-	-	-	-	-	4%	*	36%	33%	32%	27%
At Masters Grade Level	2019	28%	30%	**41%**	-	40%	*	-	-	-	-	7%	-	40%	43%	39%	36%
	2018	27%	30%	**19%**	-	19%	-	-	-	-	-	0%	*	21%	8%	19%	18%
Grade 4 Writing
At Approaches Grade Level or
Above	2019	67%	78%	**79%**	-	79%	*	-	-	-	-	29%	-	81%	57%	76%	72%
	2018	63%	74%	**58%**	-	58%	-	-	-	-	-	17%	*	57%	67%	58%	53%
At Meets Grade Level or Above	2019	35%	44%	**47%**	-	46%	*	-	-	-	-	0%	-	48%	29%	45%	38%
	2018	39%	48%	**33%**	-	33%	-	-	-	-	-	4%	*	32%	42%	31%	25%
At Masters Grade Level	2019	11%	14%	**20%**	-	20%	*	-	-	-	-	0%	-	20%	14%	18%	15%
	2018	11%	14%	**8%**	-	8%	-	-	-	-	-	0%	*	7%	17%	6%	7%

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**91%**	-	91%	*	-	-	*	-	62%	*	89%	100%	91%	89%
	2018	84%	90%	**90%**	-	90%	-	-	-	-	-	39%	*	91%	88%	90%	90%
At Meets Grade Level or Above	2019	54%	56%	**53%**	-	54%	*	-	-	*	-	24%	*	51%	67%	53%	49%
	2018	54%	59%	**57%**	-	57%	-	-	-	-	-	17%	*	55%	65%	58%	52%
At Masters Grade Level	2019	29%	28%	**22%**	-	23%	*	-	-	*	-	3%	*	21%	33%	23%	21%
	2018	26%	28%	**28%**	-	28%	-	-	-	-	-	0%	*	25%	47%	29%	27%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**95%**	-	95%	*	-	-	*	-	76%	*	94%	100%	95%	97%
	2018	91%	97%	**93%**	-	93%	-	-	-	-	-	67%	*	94%	88%	93%	95%
At Meets Grade Level or Above	2019	58%	70%	**60%**	-	61%	*	-	-	*	-	31%	*	59%	72%	61%	60%
	2018	58%	74%	**67%**	-	67%	-	-	-	-	-	33%	*	66%	76%	68%	68%
At Masters Grade Level	2019	36%	46%	**39%**	-	39%	*	-	-	*	-	10%	*	37%	50%	39%	32%
	2018	30%	43%	**32%**	-	32%	-	-	-	-	-	6%	*	30%	41%	32%	37%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**94%**	-	94%	*	-	-	*	-	76%	*	94%	94%	94%	94%
	2018	76%	85%	**90%**	-	90%	-	-	-	-	-	44%	*	89%	94%	90%	90%
At Meets Grade Level or Above	2019	49%	60%	**71%**	-	71%	*	-	-	*	-	34%	*	68%	89%	70%	63%
	2018	41%	51%	**69%**	-	69%	-	-	-	-	-	6%	*	67%	76%	69%	66%
At Masters Grade Level	2019	24%	28%	**40%**	-	40%	*	-	-	*	-	17%	*	37%	56%	40%	30%
	2018	17%	20%	**30%**	-	30%	-	-	-	-	-	0%	*	27%	47%	30%	34%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**88%**	*	88%	100%	-	-	*	-	59%	100%	88%	91%	87%	86%
	2018	77%	78%	**81%**	-	81%	*	-	-	-	-	43%	85%	81%	81%	81%	81%
At Meets Grade Level or Above	2019	50%	52%	**58%**	*	57%	100%	-	-	*	-	20%	71%	57%	62%	56%	52%
	2018	48%	49%	**50%**	-	50%	*	-	-	-	-	12%	62%	49%	56%	50%	43%
At Masters Grade Level	2019	24%	23%	**30%**	*	30%	38%	-	-	*	-	7%	43%	29%	38%	29%	25%
	2018	22%	21%	**25%**	-	25%	*	-	-	-	-	3%	31%	24%	32%	25%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**87%**	*	87%	*	-	-	*	-	56%	*	86%	97%	86%	83%
	2018	74%	74%	**83%**	-	83%	*	-	-	-	-	43%	80%	83%	79%	82%	82%
At Meets Grade Level or Above	2019	48%	47%	**54%**	*	54%	*	-	-	*	-	19%	*	54%	56%	53%	45%
	2018	46%	44%	**47%**	-	48%	*	-	-	-	-	14%	40%	46%	55%	47%	39%
At Masters Grade Level	2019	21%	18%	**26%**	*	26%	*	-	-	*	-	5%	*	26%	31%	25%	21%
	2018	19%	17%	**26%**	-	26%	*	-	-	-	-	5%	40%	25%	34%	26%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**89%**	*	89%	*	-	-	*	-	61%	*	89%	91%	89%	89%
	2018	81%	85%	**85%**	-	85%	*	-	-	-	-	54%	80%	86%	82%	85%	85%
At Meets Grade Level or Above	2019	52%	57%	**59%**	*	59%	*	-	-	*	-	19%	*	59%	59%	57%	57%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Campus Name: EGLY EL

Total Students: 693

Campus Number: 031901123

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	55%	**52%**	-	52%	*	-	-	-	-	16%	60%	52%	53%	51%	46%
At Masters Grade Level	2019	26%	31%	**33%**	*	33%	*	-	-	*	-	6%	*	33%	41%	32%	29%
	2018	24%	28%	**27%**	-	27%	*	-	-	-	-	4%	20%	27%	29%	27%	26%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**79%**	-	79%	*	-	-	-	-	29%	-	81%	57%	76%	72%
	2018	66%	71%	**58%**	-	58%	-	-	-	-	-	17%	*	57%	67%	58%	53%
At Meets Grade Level or Above	2019	38%	44%	**47%**	-	46%	*	-	-	-	-	0%	-	48%	29%	45%	38%
	2018	41%	45%	**33%**	-	33%	-	-	-	-	-	4%	*	32%	42%	31%	25%
At Masters Grade Level	2019	14%	15%	**20%**	-	20%	*	-	-	-	-	0%	-	20%	14%	18%	15%
	2018	13%	13%	**8%**	-	8%	-	-	-	-	-	0%	*	7%	17%	6%	7%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**94%**	-	94%	*	-	-	*	-	76%	*	94%	94%	94%	94%
	2018	80%	82%	**90%**	-	90%	-	-	-	-	-	44%	*	89%	94%	90%	90%
At Meets Grade Level or Above	2019	54%	55%	**71%**	-	71%	*	-	-	*	-	34%	*	68%	89%	70%	63%
	2018	51%	51%	**69%**	-	69%	-	-	-	-	-	6%	*	67%	76%	69%	66%
At Masters Grade Level	2019	25%	21%	**40%**	-	40%	*	-	-	*	-	17%	*	37%	56%	40%	30%
	2018	23%	19%	**30%**	-	30%	-	-	-	-	-	0%	*	27%	47%	30%	34%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**76**	-	76	*	-	-	-	-	58	-	75	92	72	77
	2018	63	65	**70**	-	70	-	-	-	-	-	75	*	69	80	73	67
Grade 4 Mathematics	2019	65	64	**79**	-	79	*	-	-	-	-	65	-	78	86	80	87
	2018	65	66	**65**	-	65	-	-	-	-	-	67	*	67	54	65	66
Grade 5 ELA/Reading	2019	81	78	**79**	-	80	*	-	-	*	-	62	*	77	96	80	78
	2018	80	81	**86**	-	86	-	-	-	-	-	100	*	83	100	86	82
Grade 5 Mathematics	2019	83	88	**95**	-	95	*	-	-	*	-	97	*	95	90	96	97
	2018	81	87	**82**	-	82	-	-	-	-	-	84	*	79	94	82	80
All Grades Both Subjects	2019	69	69	**83**	-	83	*	-	-	*	-	74	*	82	92	83	85
	2018	69	71	**76**	-	76	-	-	-	-	-	80	83	74	85	77	74
All Grades ELA/Reading	2019	68	67	**78**	-	78	*	-	-	*	-	61	*	76	95	77	77
	2018	69	69	**78**	-	78	-	-	-	-	-	86	*	76	92	80	75
All Grades Mathematics	2019	70	71	**88**	-	88	*	-	-	*	-	87	*	88	89	89	93
	2018	70	72	**73**	-	73	-	-	-	-	-	74	*	73	78	74	73

District Name: BROWNSVILLE ISD

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Campus Name: EGLY EL

Campus Number: 031901123

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**67%**	-	67%	*	-	-	*	-	45%	66%	59%
	2018	38%	44%	**54%**	-	54%	-	-	-	-	-	30%	55%	57%
Mathematics	2019	45%	57%	**67%**	-	68%	-	-	-	*	-	50%	68%	68%
	2018	47%	57%	**50%**	-	50%	-	-	-	-	-	39%	51%	43%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**85%**	-	86%	*	-	-	*	-	55%	85%	78%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**15%**	-	14%	*	-	-	*	-	45%	15%	22%
STAAR Cumulative Met Standard														
	2019	86%	91%	**91%**	-	91%	*	-	-	*	-	62%	91%	85%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**87%**	-	87%	*	-	-	*	-	55%	87%	83%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**13%**	-	13%	*	-	-	*	-	45%	13%	17%
STAAR Cumulative Met Standard														
	2019	90%	96%	**95%**	-	95%	*	-	-	*	-	76%	95%	96%

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 693

Grade Span: PK - 05

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**88%**	84%	84%	-	-	-	69%	100%	56%	67%	83%	82%
	2018	77%	78%	**81%**	74%	74%	-	-	-	100%	100%	-	43%	75%	73%
At Meets Grade Level or Above	2019	50%	52%	**58%**	47%	47%	-	-	-	23%	38%	17%	29%	45%	44%
	2018	48%	49%	**50%**	36%	36%	-	-	-	25%	25%	-	0%	36%	34%
At Masters Grade Level	2019	24%	23%	**30%**	19%	19%	-	-	-	12%	25%	6%	10%	19%	18%
	2018	22%	21%	**25%**	16%	16%	-	-	-	13%	13%	-	0%	16%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**87%**	82%	82%	-	-	-	56%	*	33%	67%	80%	79%
	2018	74%	74%	**83%**	77%	77%	-	-	-	*	*	-	40%	78%	76%
At Meets Grade Level or Above	2019	48%	47%	**54%**	35%	35%	-	-	-	44%	*	17%	22%	36%	35%
	2018	46%	44%	**47%**	30%	30%	-	-	-	*	*	-	0%	30%	28%
At Masters Grade Level	2019	21%	18%	**26%**	13%	13%	-	-	-	22%	*	0%	11%	13%	13%
	2018	19%	17%	**26%**	14%	14%	-	-	-	*	*	-	0%	14%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**89%**	87%	87%	-	-	-	78%	*	67%	78%	87%	86%
	2018	81%	85%	**85%**	80%	80%	-	-	-	*	*	-	60%	81%	80%
At Meets Grade Level or Above	2019	52%	57%	**59%**	57%	57%	-	-	-	11%	*	17%	33%	53%	52%
	2018	50%	55%	**52%**	39%	39%	-	-	-	*	*	-	0%	39%	37%
At Masters Grade Level	2019	26%	31%	**33%**	26%	26%	-	-	-	11%	*	17%	11%	25%	24%
	2018	24%	28%	**27%**	19%	19%	-	-	-	*	*	-	0%	19%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**79%**	68%	68%	-	-	-	*	*	*	*	66%	63%
	2018	66%	71%	**58%**	37%	37%	-	-	-	*	*	-	*	38%	37%
At Meets Grade Level or Above	2019	38%	44%	**47%**	32%	32%	-	-	-	*	*	*	*	28%	27%
	2018	41%	45%	**33%**	16%	16%	-	-	-	*	*	-	*	15%	15%
At Masters Grade Level	2019	14%	15%	**20%**	4%	4%	-	-	-	*	*	*	*	3%	3%
	2018	13%	13%	**8%**	3%	3%	-	-	-	*	*	-	*	3%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**94%**	93%	93%	-	-	-	*	*	*	*	93%	91%
	2018	80%	82%	**90%**	88%	88%	-	-	-	*	*	-	*	88%	86%
At Meets Grade Level or Above	2019	54%	55%	**71%**	60%	60%	-	-	-	*	*	*	*	57%	57%
	2018	51%	51%	**69%**	70%	70%	-	-	-	*	*	-	*	68%	64%
At Masters Grade Level	2019	25%	21%	**40%**	28%	28%	-	-	-	*	*	*	*	25%	24%
	2018	23%	19%	**30%**	30%	30%	-	-	-	*	*	-	*	29%	28%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**83%**	88%	88%	-	-	-	61%	*	50%	67%	85%	84%
	2018	69%	71%	**76%**	75%	75%	-	-	-	*	*	-	94%	75%	76%
All Grades ELA/Reading	2019	68%	67%	**78%**	80%	80%	-	-	-	43%	*	20%	*	76%	75%
	2018	69%	69%	**78%**	78%	78%	-	-	-	*	*	-	*	77%	79%
All Grades Mathematics	2019	70%	71%	**88%**	96%	96%	-	-	-	79%	*	80%	*	94%	93%
	2018	70%	72%	**73%**	72%	72%	-	-	-	*	*	-	*	73%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**67%**	72%	72%	-	-	-	*	-	*	*	65%	59%
	2018	38%	44%	**54%**	61%	61%	-	-	-	-	-	-	*	61%	57%
Mathematics	2019	45%	57%	**67%**	79%	79%	-	-	-	*	-	*	*	76%	68%
	2018	47%	57%	**50%**	42%	42%	-	-	-	-	-	-	*	42%	43%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 729

Campus Name: EGLY EL

2019-20 Campus STAAR Participation

Grade Span: PK - 05

Campus Number: 031901123

School Type: Elementary

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	*	-	100%	100%	100%
Included in Accountability	94%	95%	**94%**	*	94%	100%	-	-	*	-	91%	93%	92%
Not Included in Accountability													
Mobile	4%	2%	**6%**	*	6%	0%	-	-	*	-	9%	7%	8%
Other Exclusions	1%	2%	**0%**	*	0%	0%	-	-	*	-	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	*	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	*	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	*	-	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	*	-	100%	100%	100%
Included in Accountability	94%	95%	**93%**	-	93%	*	-	-	*	-	91%	93%	90%
Not Included in Accountability													
Mobile	4%	3%	**6%**	-	5%	*	-	-	*	-	9%	5%	5%
Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	*	-	0%	2%	5%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	*	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	*	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	*	-	0%	0%	0%

Texas Education Agency

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**96.9%**	*	96.9%	96.3%	-	-	*	-	96.4%	96.7%	96.5%
2017-18	95.4%	95.4%	**97.2%**	*	97.3%	96.0%	-	-	*	-	96.4%	97.2%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 693

Campus Name: EGLY EL
2019-20 Campus Graduation Profile
Grade Span: PK - 05

Campus Number: 031901123
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 693

Campus Name: EGLY EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: PK - 05

Campus Number: 031901123

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD

Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Campus Name: EGLY EL

Campus Number: 031901123

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 693

Campus Name: EGLY EL

2019-20 Campus Student Information

Grade Span: PK - 05

Campus Number: 031901123

School Type: Elementary

Student Information	------------------------ Membership ------------------------				------------------------ Enrollment ------------------------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	693	100.0%	42,989	5,479,173	694	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.1%	0.2%	0.5%
Pre-Kindergarten	99	14.3%	8.3%	4.5%	99	14.3%	8.3%	4.5%
Kindergarten	83	12.0%	5.9%	7.0%	83	12.0%	5.9%	7.0%
Grade 1	90	13.0%	6.5%	7.1%	90	13.0%	6.5%	7.1%
Grade 2	89	12.8%	6.5%	7.1%	89	12.8%	6.4%	7.1%
Grade 3	101	14.6%	6.7%	7.1%	101	14.6%	6.7%	7.1%
Grade 4	118	17.0%	6.6%	7.3%	118	17.0%	6.6%	7.3%
Grade 5	113	16.3%	7.1%	7.6%	113	16.3%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.1%	0.1%	12.6%	1	0.1%	0.1%	12.6%
Hispanic	680	98.1%	98.3%	52.8%	681	98.1%	98.3%	52.8%
White	10	1.4%	1.3%	27.0%	10	1.4%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	2	0.3%	0.2%	4.6%	2	0.3%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	325	46.9%	49.1%	48.8%	325	46.8%	49.1%	48.8%
Male	368	53.1%	50.9%	51.2%	369	53.2%	50.9%	51.2%
Economically Disadvantaged	631	91.1%	89.5%	60.3%	632	91.1%	89.5%	60.2%
Non-Educationally Disadvantaged	62	8.9%	10.5%	39.7%	62	8.9%	10.5%	39.8%
Section 504 Students	54	7.8%	8.6%	6.9%	54	7.8%	8.6%	6.9%
English Learners (EL)	299	43.1%	36.1%	20.3%	299	43.1%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	35	5.1%	5.9%	4.1%	35	5.0%	5.9%	4.1%
Foster Care	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Homeless	15	2.2%	3.4%	1.4%	15	2.2%	3.4%	1.4%
Immigrant	4	0.6%	1.1%	2.3%	4	0.6%	1.1%	2.3%
Migrant	4	0.6%	1.4%	0.3%	4	0.6%	1.4%	0.3%
Title I	687	99.1%	98.5%	65.1%	688	99.1%	98.5%	65.1%
Military Connected	2	0.3%	0.5%	1.9%	2	0.3%	0.5%	1.9%
At-Risk	548	79.1%	67.8%	50.6%	548	79.0%	67.7%	50.5%

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	289	41.7%	35.6%	20.6%	289	41.6%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	54	7.8%	11.6%	8.1%	54	7.8%	11.6%	8.1%
Special Education	100	14.4%	13.3%	10.5%	101	14.6%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	100							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	36.0%	54.6%	42.4%				
Students with Physical Disabilities	19	19.0%	11.7%	21.4%				
Students with Autism	7	7.0%	12.1%	13.8%				
Students with Behavioral Disabilities	38	38.0%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	78	13.0%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	75	12.5%						
White	3	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	98	16.4%						

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.2%	1.2%	1.6%	33.3%	3.3%	5.5%
Grade 1	8.5%	7.6%	2.9%	8.0%	15.7%	4.9%
Grade 2	0.0%	4.1%	1.6%	4.8%	4.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: EGLY EL
Campus Number: 031901123

Total Students: 693
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.8	19.0	19.0
Grade 1	21.2	16.9	18.9
Grade 2	18.2	17.9	18.8
Grade 3	19.9	22.2	19.0
Grade 4	21.5	23.3	19.2
Grade 5	22.5	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	69.2	100.0%	100.0%	100.0%
Professional Staff:	52.6	76.1%	56.7%	63.7%
Teachers	43.5	62.9%	44.1%	49.4%
Professional Support	6.1	8.9%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	4.3%	2.8%	3.0%
Educational Aides:	16.5	23.9%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	66.6	96.3%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	42.2	97.1%	89.8%	28.1%
White	1.3	2.9%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.2	18.9%	31.5%	23.8%
Females	35.3	81.1%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	39.2	90.2%	79.4%	73.4%
Masters	4.3	9.8%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	2.3%	7.4%
1-5 Years Experience	1.0	2.3%	13.3%	27.9%
6-10 Years Experience	7.9	18.2%	17.3%	19.4%
11-20 Years Experience	21.5	49.3%	40.1%	29.4%
Over 20 Years Experience	12.1	27.9%	27.1%	15.9%
Number of Students per Teacher	15.9	n/a	15.0	15.1

Texas Education Agency

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Texas Academic Performance Report

2019-20 Campus Staff Information

Total Students: 693

Grade Span: PK - 05

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	9.6	6.2
Average Years Experience of Principals with District	8.0	9.1	5.3
Average Years Experience of Assistant Principals	9.0	9.1	5.3
Average Years Experience of Assistant Principals with District	9.0	8.9	4.7
Average Years Experience of Teachers:	17.5	15.4	11.1
Average Years Experience of Teachers with District:	17.1	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,025	$50,807	$49,868
1-5 Years Experience	$48,938	$51,636	$52,823
6-10 Years Experience	$58,026	$53,468	$55,756
11-20 Years Experience	$58,977	$58,689	$59,308
Over 20 Years Experience	$64,711	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$59,853	$58,957	$57,091
Professional Support	$66,549	$73,071	$67,352
Campus Administration (School Leadership)	$94,090	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	253.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 693

Campus Name: EGLY EL

2019-20 Campus Staff Information

Grade Span: PK - 05

Campus Number: 031901123

School Type: Elementary

| | --------------- Campus --------------- | | | |
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	3.9%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	34.7	79.7%	78.7%	70.9%
Special Education	7.1	16.3%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report