

**Brownsville Independent School District**  
**Egly Elementary**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

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

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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

Revised/Approved: May 8, 2020

## Needs Assessment Overview

### Needs Assessment Overview Summary

Egly Elementary is a distinguished elementary school with the Brownsville Independent School District because of its academic achievements as well as its enrichment instructional programs. Egly Elementary earned an "A" rating for the 2018-2019 school year with Six Distinctions Designations.

Administrators, faculty and staff endorse and support the philosophy, "...that all children can learn and will achieve the success necessary to become productive citizens. We believe that a positive school climate, a strong instructional program, and parental involvement and support, are essential elements for student achievement."

The campus, one of four elementary schools in the Hanna High Early College High School Cluster, is located in Land O'Lakes Subdivision, directly across the street from Oliveira Middle School

Egly Elementary was named a STEAM Campus by the Brownsville ISD, emphasizes in the area of technology. At Egly Elementary School every second grade student is provided with an iPad to enable blended learning throughout the curriculum. Our second grade students also participate in coding utilizing basic coding application.

Students in fourth and fifth grade also have the opportunity to participate in the Coding Club. Ballroom dancing also serves our fifth graders as an enrichment extracurricular activity to foster fine arts philosophy.

Chess is a favorite and successful activity for Egly students from Kindergarten through Fifth Grade. This year the chess team placed in the different tournaments they participated in. Our students will continue to compete in local and state chess tournaments. Our Elementary Division

UIL is another area in which Egly students succeed.

The Accelerated Reading Program's main goal is to develop reading skills in At-Risk students while at the same time instilling a love of reading in all students. PreKindergarten students are using computers and Kindergarten students are developing their language arts skills and math concepts at an advanced rate. First Grade students are provided with best practices to strengthen their phonemic awareness, phonics and word study, vocabulary development, fluency and text comprehension (components of an effective reading program as per Texas Literacy Initiative). PK, Kinder, First and Second grade students will participate in Language Development through Music, a program that stimulates language development. Our Campus Plan includes Parental Involvement activities headed by Egly Parent Liaison, which focuses on home support for academic success and Interdisciplinary Instruction activities to foster cross-age activities, opportunities to enjoy dance, music and piano and to participate in community sponsored events such as art shows, city parades and

dance festivals.

Egly's foundation classroom teachers are supported by instructional paraprofessionals. There is one certified teacher and three paraprofessionals working with the students at Regional School for the Deaf. The campus principal and instructional leader is supported by one assistant principal and one dean of instruction. All have a common goal: the successful education of the 695 students enrolled at Egly.

The school's campus performance objective for the school year is to achieve a minimum of 90% as a campus on the STAAR.

# 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 PreK/Kindergarten 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 four years.

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

Students qualifying for summer school 2019-2020 school year has decreased from 14% in first grade (2018-2019) 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 Rtl 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% of our teachers have received 18 hours or more of Technology training over the past year.

100% of our Bilingual teachers have received 12 hours of SIOP training with an additional 6 hours of 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:**

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

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

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

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

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

### **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 elementary.

## Perceptions Strengths

Teachers are involved in the decision making process.

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

The administration consistently supports teachers.

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

## Need 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 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 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 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:

## 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

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

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

# Goals

**Revised/Approved: November 4, 2020**

**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, writing, 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, escritura, matematicas y ciencias en un 3% puntos.

## **HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC performance reports

Informes de rendimiento STAAR / EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to support student academic achievement on all standardized assessments (local, state, national) researched-based instructional resources will be implemented to address reading, writing, math, and science skills. Supplemental instructional materials will be provided for all teachers, counselors, nurse, and PE Coaches. Supplemental material for special populations will also be used to support academic achievement. Ancillary support will be provided from the office and custodial/maintenance</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: CPALLS/TPRI/Tejas lee results, District Benchmark (Fall and Spring), and teacher walkthroughs</p> <p>BOY, MOY, EOY District and State Assessments, Benchmark Scores Summative Impact: STAAR 2021 Results, EOY CPALLS/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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Improve low-performing schools - <b>Results Driven Accountability - Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> April 30, 2021</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Paper - 162 State Compensatory - 162-11-6396-00-123-Y-30-00-Y - \$2,000, General Supplies - 162 State Compensatory - 162-11-6399-62-123-Y-30-000-Y - \$14,797, General Supplies-paper - 211 Title I-A - 211-11-6396-00-123-Y-30-0F2-Y - \$2,827, Duplicating Paper - 199 Local funds - 199-11-6396-00-123-Y-11-000-Y - \$5,000, Supplies/Workbook - 199 Local funds - 199-11-6399-00-123-Y-11-000-Y - \$3,895, Library Reading Materials - 199 Local funds - 199-12-6329-00-123-Y-99-000-Y - \$700, Office Supplies - 199 Local funds - 199-23-63-99-00-123-Y-99-000-Y - \$3,000, 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, Custodial Supplies - 199 Local funds - 199-51-6315-00-123-Y-99-000-Y - \$9,000, General Supplies Instructional Materials to support achievement in grades K-5 - 163 State Bilingual - 163-11-6399-00-123-Y-25-000-Y - \$3,225, General Supplies-Ipad Covers - 211 Title I-A - 211-11-6399-00-123-Y-30-0F2 - \$7,820, General Supplies - 211 Title I-A - 211-13-6399-00-123-Y-30-0F2 - \$8,559, General Supplies - 263 Title III-A Bilingual - 263-11-6399 - \$4,624, General Supplies-Toner - 199 Local funds - 199-11-6399-62-123-Y-11-000-Y - \$2,000, General Supplies - 162 State Compensatory - 162-11-6399-00-123-Y-30-000-Y - \$6,323</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>*Universal Screening            *All interventions should be scientifically based            *Documentation of interventions and progress monitoring            *Use data to identify areas of need            *Monitor progress of struggling student            *Adjust instruction/interventions            *Review student outcome data to evaluate instruction            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.</p> <p>* 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests, Fluency Tracker.</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assessment Plan and Data Analysis: In grades PK CPALLS and OWL and in K-3rd TPRI/Tejas Lee will be administered to every student at the Beginning, Middle, End of Year to identify students at risk for reading difficulties and to monitor student progress in reading and provide timely support to struggling readers and ensuring academic success on the STAAR and TELPAS.</p> <p>In grades 3rd - 5th the progress monitoring assessments, Six Weeks Assessments, and the District Benchmarks will be administered throughout the year to identify students at risk and to monitor student progress in reading and provide timely support to struggling readers ensuring academic success on the STAAR and TELPAS.</p> <p>Plan de evaluacion y analisis de datos: En los grados PK CPALLS y OWL y en K-3er 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction,</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 4, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Library Assistant: Retain a library aide to assist the teachers to ensure that students can effectively locate, access, interpret, evaluate and communicate information under the supervision of the librarian which enable students to obtain and maintain</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: Results of student, teacher, and parent surveys</p> <p>Formative: Observations, walk-throughs, attendance reports</p> <p>Summative: Title I-A Evaluation form, student, parent, teacher surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Librarian</p> <p><b>Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	100%
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Egly will retain a highly qualified CSR grant reduction teacher in fifth grade to meet student academic needs.</p> <p>Egly retendra un maestro de reduccion de subsidios CSR altamente calificado en quinto grado para satisfacer las necesidades academicas de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: position control and attendance reports Evidence of Impact: evaluation and increased student achievement results on the STAAR and TELPAS assessments Formative: weekly tests, unit tests, progress monitoring and benchmark results. Summative: Evaluation, STAAR test and TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population:</b> 5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 1, 2020 - <b>End Date:</b> July 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	100%

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Awards: Provide awards for Academic Achievements such as Honor Roll and Accelerated Reader Achievement which promotes academic success on the STAAR test.</p> <p>Premios: otorgue premios por logros academicos como Honor Roll y Accelerated Reader Achievement que promueve el exito academico en el examen STAAR.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> K-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 5 - Perceptions 2 <b>Funding Sources:</b> EOY Awards - 199 Local funds - 199-11-6498-00-123-Y-11-000-Y - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Academic Teaming will be implemented for third- fifth grade classes to provided specialized support for students thereby improving student academic success in reading, math, and science TEKS.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: teacher schedules and walk throughs Evidence of Impact: improvement from fall to spring district science benchmark Formative: six weeks grades and fall/spring district benchmarks Summative: STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> May 31, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p>Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Deans of Instruction</p> <p><b>Population:</b> PK-3 - 5th Grade Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Extra Duty Pay/Para Overtime - 199 Local funds - 199-23-6121-08-123-Y-99-000-Y - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June

No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> 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</p>
<p><b>Need Statement 5:</b> 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. <b>Data Analysis/Root Cause:</b> 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.</p>
School Processes & Programs
<p><b>Need Statement 1:</b> 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. <b>Data Analysis/Root Cause:</b> 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</p>

### 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 de grado a 5 de grado, en lectura, matemáticas, escritura -4 de grado, ciencias -5 de grado, excederá el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matemáticas 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 aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año 2019.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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)</p> <p>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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Teacher Observations, BOY and MOY CPALLS, Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves,  Purchase Orders, Walk-Throughs,  Lesson Plans  Summative:  T-TESS, Job description and Evaluations, PDS Transcripts, EOY CPALLS and OWL results  +Improvement on CIRCLE-PM BOY to EOY improvement by 10%  Note: CLI Engage state platform will track the C-PM data  <b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population:</b> PK-3-year-old students as of Sept. 1st - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure teachers have access to and are utilizing instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including professional development based on identified needs for early childhood.</p> <p>Language Enrichment Hatch Achieve 3000 Smarty Ants Balanced Literacy Model TLI Cognitive Routines/Strategies</p> <p>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.</p> <p>Enriquecimiento del lenguaje Escotilla Consigue 3000 hormigas inteligentes Modelo de alfabetizacion equilibrada TLI Rutinas / Estrategias Cognitivas</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District Benchmark Data, SOY, BOY, MOY, and EOY CPALLS, TPRI/Tejas Lee, Fluency Tracker, LION assessment</p> <p>Summative Impact: TPRI/Tejas Lee/ CPALLS Data, Telpas and TERRA NOVA/Supera</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Curr. &amp; Inst. Spec.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population:</b> PreK-2nd : LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: position control and attendance record</p> <p>Evidence of Impact: EOY CPALLS results</p> <p>Formative: Teacher Observations, Lesson Plans, Classroom grades CPALLS results at BOY and MOY</p> <p>Summative: EOY CPALLS results, T-TESS Evaluations and PreK Paraprofessional Appraisels</p> <p><b>Staff Responsible for Monitoring:</b> Principal,</p> <p><b>Population:</b> PreK: LEP, MI, SE, GT, SYS, AR T1 - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Enrollment reports Summative Impact: End of Year Enrollment report</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Data Entry Clerk</p> <p><b>Population:</b> 3-4 year old Migrant Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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)</p> <p>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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PDS Evaluations, Position control Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Administrator, Principals, Deans of Instruction</p> <p><b>Population:</b> PK-3-year-old students as of Sept. 1st - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Complemente el Programa de Pre-K para proporcionar experiencias de aprendizaje basicas para preparar mejor academicamente a los estudiantes en riesgo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>Population:</b> Elementary PK-K students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 65%	 90%	 100%
 No Progress  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 de grado a 5 de grado, en lectura, matemáticas, escritura -4 de grado, ciencias -5 de grado, excederá el porcentaje STAAR de 2019 Se aproxima al nivel de grado y el rendimiento de nivel de grado STAAR Masters en lectura, escritura, matemáticas 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 estarán en el nivel de grado dentro de 2 años y el 70% estará 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 participación en el Programa Migrante

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Campus Administrator</p> <p><b>Population:</b> PFS/ Migrant students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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 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 2019-2020 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 2019-2020.

**Evaluation Data Sources:** Regional and state competition participation numbers

Numeros de participacion en competencias regionales y estatales

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will promote the participation in Brownsville Kids Voting activities.</p> <p>El campus promovera la participacion en las actividades de votacion para ninos de Brownsville.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Agendas for grade level meetings, flyers and other forms of announcements promoting Kids Voting</p> <p>Summative Impact: Participation in Brownsville Kids Voting</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> Grades K-5th Grade students - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> May 31, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:</p> <ol style="list-style-type: none"> <li>1. Club rosters</li> <li>2. Payroll forms</li> <li>3. Classroom projects</li> <li>4. Student competitions</li> <li>5. Test scores</li> </ol> <p>Summative Impact: +EOY data for student competition participation and performance</p> <p><b>Staff Responsible for Monitoring:</b> Coding Teacher Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population:</b> all grade 4-5 students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: dance schedule and walk throughs Evidence of Impact: report card grades Formative: observations and six weeks report card grades Summative: end of year report card grade and dance program</p> <p><b>Staff Responsible for Monitoring:</b> Ballroom Dance Instructors</p> <p><b>Population:</b> 5th grade students *T1, BIL, ESL, SE, AR, GT, DYS, T1M - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Egly Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Egly Elementary promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Egly Elementary - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from Egly Elementary will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Population:</b> Administration - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilitie <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff</p> <p><b>Population:</b> all students and staff - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

Egly Elementary garantizará el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensación 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 garantizará 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 auditoría interna y externa y PRIMERAS calificaciones.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 a minimum of once per six weeks to review the budget.	Formative			Summative
	Oct	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, 2020 - **End Date:** June 30, 2021



No Progress

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 garantizará el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensación 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 asegurará el uso efectivo y eficiente de todos los fondos disponibles para ayudar a implementar un presupuesto equilibrado, que incluye una mejor compensación para los maestros.

**Evaluation Data Sources:** Compensation plan including improved funding for teachers

Plan de compensación que incluye fondos mejorados para maestros

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Egly apoyará la Iniciativa BISD para dar prioridad a los maestros de alta pobreza / alta minoría / bajo rendimiento para participar en las cohortes de Maestría en Educación, establecer Líderes de Maestros Maestros y explorar incentivos financieros.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Dean of Instruction</p> <p><b>Population:</b> High poverty/ high minority/ low performing campuses' students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**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 garantizará el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensación 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 creará y proporcionará reconocimientos y actividades de la facultad y el personal para mejorar la moral / clima del campus y apoyar la retención de maestros y directores.

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus SBDM committee will create and participate in employee incentives and recognitions to improve employee/campus morale and climate.</p> <p>El comité SBDM del campus creará y participará en incentivos y reconocimientos a los empleados para mejorar la moral y el clima de los empleados / campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> All BISD faculty and staff - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly news articles Formative: Schedule of Weekly Entries Summative: Listing of entries</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Population:</b> Egly Stakeholders - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Egly Stakeholders - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Egly will update websites at least monthly including showcasing student and community activities.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Egly Website will be updated monthly.</p> <p>Formative: Schedule and list of monthly updates.</p> <p>Summative: End of Year list and schedule of updates.</p> <p><b>Staff Responsible for Monitoring:</b> Egly Administration</p> <p><b>Population:</b> Egly Stakeholders - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 40%	 70%	 100%
 No Progress  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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: draft Academic Calendars Summative: Adopted Academic Calendar</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Egly Stakeholders - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: student code of conduct (SCC) parent signature page Evidence of Impact: Decreased discipline referrals this from last year Formative: signed SCC acknowledgement forms Summative: Parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals</p> <p><b>Population:</b> Parents, Teachers, community members and PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus RtI Administrator</p> <p><b>Population:</b> Egly Teachers - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and support to classroom teachers in discipline management and safe environments.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level</p> <p>Summative Impact: PBMAS (now on DVM Discipline indicators for 2019) discipline indicator performance levels and staging will decrease</p> <p><b>Staff Responsible for Monitoring:</b> RTI Administrator, Campus Administration</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Population:</b> All Students and parents/guardians - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Egly will develop and maintain an Emergency Operations Plan.                      Plan must be multi-hazard in nature                      Must be reviewed and updated annually by the campus safety and security committee.                      The following drills must be practiced accordingly:                      Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: Emergency plan and scheduled drills and results of drills                      Evidence of Impact: Results of lockdowns and fire drills                      Formative: after action reviews                      Summative: end of year review of Emergency Operations Plan</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistants Principal</p> <p><b>Population:</b> Administrators, Campus staff and faculty, parents and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A Security Officer will be placed throughout the year at Egly Elem.                      Timeline: August 2019-June 2020                      Population: Administrators, Campus staff and faculty, and students in PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, TIM                      CNA p. 17 #4</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: position control and attendance reports                      Evidence of Impact: Positive results from student, parent, and teacher surveys                      Formative: Six weeks attendance report                      Summative: end of year results of student, parent, and teacher surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals, BISD Police Security Services</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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:</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All Students and parents/guardians - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Egly will conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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 2019-2020.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  PDS train the trainer session agendas, sign-in documentation, session evaluations  Summative impact:  PDS documentation of turn around of training at campuses within one month of TOT</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Campus Faculty and Staff - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**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 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.

Habra un aumento del 10% de los padres involucrados en las actividades de participacion de los padres en el campus de 2019-2020 a 2020-2021.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Egly will continue to fund a Parent Liaison to serve as a liaison between school and home, coordinate parental involvement activities, monitor attendance records, address attendance concerns through home visits which enables students to obtain and maintain optimal educational opportunities.</p> <p>Egly continuara financiando un Enlace para Padres para que sirva como enlace entre la escuela y el hogar, coordine las actividades de participacion de los padres, monitoree los registros de asistencia, aborde las preocupaciones de asistencia a traves de visitas al hogar, lo que permite a los estudiantes obtener y mantener oportunidades educativas optimas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Position control, sign in sheets, agendas, attendance records, monthly Parental Liaison's report Summative: Positive results from teacher and parent surveys, End of Year Parent Liaison's report, and increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Demographics 3 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Mileage - 211 Title I-A - 211-61-6411-00-123-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%	0%	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will Conduct the following annual Title I-A required activities on September 21-24, 2020 from 8:30 a.m. - 10:30 a.m. and on October 1st, 2020 from 5:30p.m. to 6:30p.m.:</p> <ul style="list-style-type: none"> <li>*Develop, Review, Revise, and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level</li> <li>*Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</li> <li>*Conduct Title I-A Meeting to inform parents of the services provided through Title I funds</li> <li>*Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program</li> </ul> <p>El campus llevara a cabo las siguientes actividades anuales requeridas del Titulo I-A:</p> <ul style="list-style-type: none"> <li>* Desarrollar y difundir una Politica de participacion de padres y familias que delinee como los padres participaran activamente a nivel de distrito / campus</li> <li>* Desarrollar y difundir un Compacto Escuela-Padre-Estudiante que indique la responsabilidad de cada grupo para asegurar el logro del estudiante, especificamente en las areas de contenido.</li> <li>* Lleve a cabo una reunion de Titulo I-A para informar a los padres de los servicios prestados a traves de fondos de Titulo I</li> <li>* Lleve a cabo una encuesta de padres Titulo I-A para evaluar la efectividad del programa de participacion de padres y familias del distrito</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  Completed Parental Involvement Policies, Campuses S-P-S Compacts  Campus Visitation Reports, Egly Websites, Fliers, Meeting Agendas  Summative Impact:  100% Completed Title I-A Parental Involvement Compliance Checklist  100% Signed S-P-S Compact  Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> Parents and Egly Stakeholders -  <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:            *Parent and Family Engagement Policy            School-Parent-Student Compact            District Improvement Plan</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para asegurar que se cumplan los requisitos del programa:            * Politica de participacion de padres y familiares            Compacto Escuela-Padre-Estudiante            Plan de mejora del distrito</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:            Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts,            DIP, Calendars, Meeting Agendas            Summative impact:            +Training Session Evaluations,            100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide ample Parent Education opportunities through parent conferences, and parent training sessions at the Egly Parent Center and Open House to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-Early Childhood Literacy Strategies</li> <li>-Effective teaching strategies</li> <li>-Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)</li> <li>College Readiness</li> <li>-Drop-out and Violence Prevention</li> <li>-Health and Wellness Education</li> <li>-Community agencies and organizations</li> </ul> <p>Building Capacity:</p> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life.</li> </ul> <p>Brinde amplias oportunidades de educación para padres a través de conferencias para padres y sesiones de capacitación para padres en Egly Parent Center y Open House para difundir información, servicios y / o referencias a agencias que aborden las necesidades y preocupaciones en las siguientes áreas:</p> <ul style="list-style-type: none"> <li>-Estrategias de alfabetización infantil temprana</li> <li>-Estrategias de enseñanza efectivas</li> <li>-Poblaciones especiales (bilingüe, dislexia, gt., Migrante, educación especial)</li> <li>Preparación para la universidad</li> <li>-Salida y prevención de violencia</li> <li>-Educación de salud y bienestar</li> <li>-Agencias y organizaciones comunitarias</li> </ul> <p>Capacidad para construir:</p> <ul style="list-style-type: none"> <li>-Tecnología</li> <li>-Procesos, procedimientos y servicios de educación especial, garantías procesales y transición a la vida postsecundaria.</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes  Summative impact:  +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns using the Family Center Screening Tool</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Food for Parent Meetings - 211 Title I-A - 211-61-6499-53-123-Y-30-0F2-Y - \$900,  Supplies for Parent Meetings - 211 Title I-A - 211-61-6399-00-123-y-30-0f2-y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>15%</p>	 <p>45%</p>	 <p>65%</p>	 <p>100%</p>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Egly will implement the BISD Early Childhood Family Engagement plan. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers.</p> <p>Egly implementara el plan de participacion familiar de la primera infancia de BISD. Se vinculara a la pagina web de BISD y se difundira entre los Padres de Enlace y los maestros de prejardin de infantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p> <p><b>Staff Responsible for Monitoring:</b> Prinicpal</p> <p><b>Population:</b> all Pre-kindergarten faculty, staff and parents - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p>*Migrant parents will be provided with strategies and means to access reading and math resources to support their children.</p> <p>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.</p> <p>* Los padres migrantes recibiran estrategias y medios para acceder a recursos de lectura y matematicas para apoyar a sus hijos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate</p> <p><b>Staff Responsible for Monitoring:</b> Prinicpal</p> <p><b>Population:</b> PFS and Migrant Student and Parents - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 3:</b> Appropriate staff need to know the processes, procedures, and support services that need to be implemented for At Risk, Migrant, and Homeless Youth Populations. <b>Data Analysis/Root Cause:</b> 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.</p>

## 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development opportunities will be provided for new and existing General Ed, Teachers of English Language Learners, Special Education, Dyslexia Teachers and administrators in order to implement a comprehensive ELAR/SLAR, RtI, Math, Science, and Social Studies instructional program providing support for academic success on the STAAR test and TELPAS.</p> <p>In addition the professional development should include opportunities to develop questioning strategies to enhance student's reflective reasoning and conceptual knowledge, STAAR specifications, format, item analysis and categories, and teacher understanding of second language acquisition.</p> <p>Dyslexia Training: Ensure Dyslexia teacher has the opportunity to attend professional development targeting: intensive, multi-sensory, phonetic methods, as well as writing and spelling components in order to implement a complete Dyslexia Program that will support student academic success.                      *Orton-Gillingham approaches and current trends                      *Provide professional development for general education teachers and dyslexia teacher in areas of Dyslexia Characteristics, Dyslexia identification and implementation of accommodations.</p> <p>*TELPAS                      *Dr. K. Wijekumar's Text Structure                      *ELPS                      *District Adopted Curr. REACH                      *Sheltered Instruction                      *Esperanza (K-2nd)                      *Preparacion para la lectura                      *Language Enrichment                      *Ensenando la lectura PK                      *Vocabulary Development                      *Fluency and Accuracy                      *Sequencing and Pacing                      *Writing Across the Curriculum                      *Comprehension Strategies                      *Effective Researched Based teaching practices</p>	Formative			Summative
	Oct	Jan	Mar	June
				

- \*Classroom Management-Review 360
- \*District Curriculum
- \*ELAR/SLAR TEKS
- \*PreK Guidelines/Early Childhood Guidelines
- \*(Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
- \*Texas Reading Academies(K-4)
- \*Math and Science Textbook adoption (Proclamation 2013)
- \*English Language Arts(ELA) and Spanish Language Arts(SLA) Textbook adoption(Proclamation 2011)
- \*English as a Second Language (ESL) Textbook Adoption (Proclamation 2011)
- \*Pre-Kindergarten Systems Adoption (Proclamation 2011)
- \*Response to Intervention(RtI) process and SBR practices and strategies and differentiated instruction
- \*CCRS (College and Career Readiness Standards)
- \*State of Texas Assessment of Academic Readiness (STAAR)Gr 3-5
- \*TLI Strategies and Routines
- \*Academic Vocabulary
- \*Comprehension Strategies
- \*Effective Research based teaching practices
- \*Depth of Knowledge/Blooms Taxonomy
- \*STAAR Blueprints, formatting, reporting categories and Tested Standards
- \*Technology
- \*Empowering Writers-Editing/Revising and Expository Workshop
- \*Differentiated Instruction
- \*Pearson Envision
- \*CCRS
- \*Depth of Knowledge
- \*ESL Strategies in all content areas
- \*Substitutes for TELPAS (SSI) and LPAC

**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.

Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results

**Staff Responsible for Monitoring:** Dean of Instruction

**TEA Priorities:** Improve low-performing schools - **Results Driven Accountability - Population:** Egly Staff - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021

**Need Statements:** Student Learning 4 - School Processes & Programs 2

**Funding Sources:** Employee Travel - Staff - 199 Local funds - 199-23-6411-00-123-Y-99-000-Y - \$200, Employee Travel - Admin - 199 Local funds - 199-23-6411-23-123-Y-99-000-Y - \$500, Substitutes - 211 Title

I-A - 211-11-6112-18-123-Y-30-0F2 - \$6,435, Substitutes - 163 State Bilingual - 163-11-6112-00-123-Y-25-000-Y - \$4,000

**Strategy 1 Details**

**Reviews**

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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grade Level Weekly Meetings and Weekly CoPlanning: Teachers, Special Education Staff and Dean of Instruction/Curriculum Specialist will meet weekly to address students failing or at risk and strategies to help students improve academically and support STAAR and TELPAS success.</p> <ul style="list-style-type: none"> <li>* Revisit CIP plan every six weeks to discuss progress</li> <li>*Peer Review Feedback</li> <li>*Identify DOK levels on weekly tests</li> <li>*STAAR Blueprints</li> <li>*Data Analysis</li> <li>*Professional development</li> <li>*Technology in classroom</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: agendas, sign in sheets, ERO record of attendance</p> <p>Evidence of Impact:improvement with each district and campus progress monitoring assessment and benchmarks</p> <p>Formative:classroom observations, CPALLS, TPRI/Tejas Lee assessments, progress monitoring, weekly/six weeks unit tests.</p> <p>Summative:STAAR results, EOY CPALLS, TPRI/Tejas Lee results, and PBMAS/TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction,</p> <p><b>Population:</b> Egly Staff - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Need Statements:**

<b>Student Learning</b>
<p><b>Need Statement 4:</b> 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. <b>Data Analysis/Root Cause:</b> As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.</p>
<b>School Processes &amp; Programs</b>
<p><b>Need Statement 2:</b> 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. <b>Data Analysis/Root Cause:</b> As per the Campus Needs Assessment Survey, 68% of the teachers wanted Technology Training, followed by 35% for Reading, and 32% for Math.</p>

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction and Principal</p> <p><b>Population:</b> Teachers serving EL students - <b>Start Date:</b> July 6, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Dean of Instruction</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 16, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Population:</b> All School Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 16, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 16, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** At Egly Elementary, technology-based instruction using hardware and software to address the gaps in teachers' skills, through adaptive, personalized, flexible and supplemental learning will increase by 10% when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment) (DEIC approved 9-16-2019)

**Evaluation Data Sources:** EOY Student grades, electronic portfolios, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: Technology Inventory Evidence of Impact: Software usage reports, positive results on progress monitoring/benchmark assessments, and STAAR test results Formative: Classroom observations and progress monitoring/benchmark results Summative: STAAR and TELPAS assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Results Driven Accountability - Population:</b> PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplies and Materials-Software - 211 Title I-A - 211-11-6395-62-123-Y-30-0F2-Y - \$2,975 , STEM Scopes - 199 Local funds - 199-11-6249-00-123-Y-11-000-Y, Toner - 199 Local funds - 199-11-6399-62-123-Y-11-000-Y, Supplies and Materials-Software - 263 Title III-A Bilingual - 263-11-6395-00-123-Y-25-000-Y, iPad Carts - 211 Title I-A - 211-11-6398-00-123-Y--30-0F2-Y - \$8,500, Toner - 211 Title I-A - 211-11-6399-62-123-Y-30-0F2- - \$3,500, Instructional Software - 162 State Compensatory - 162-11-6299-62-123-Y-30-000-Y - \$15,180, 150 iPads and Printers - 211 Title I-A - 211-11-6398-62-123-Y-30-0F2-Y - \$42,271, Student iPads - 162 State Compensatory - 162-11-6398-62-123-Y-30-000-Y - \$62,300</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will participate in a minimum of 12 hours of technology sessions in order to meet and improve student achievement and lesson presentation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: agendas and sign ins  Evidence of Impact: advanced technology levels on the Star Chart survey  Formative: classroom observations and technology session teacher evaluations  Summative: Results of Star Chart survey</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> Classroom Teachers PreK-5th grade, TI, Bil, ESL, SE, AR, GT, DYS, T1M - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 95%	 95%	 95%	 100%
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:</p> <ol style="list-style-type: none"> <li>1. TST reported schedules</li> <li>2. Application Management reports</li> <li>3. Walk-throughs</li> <li>4. Software usage reports</li> </ol> <p>Summative Impact:</p> <ol style="list-style-type: none"> <li>1. +EOY TST reported schedules</li> <li>2. +EOY Application Management reports</li> <li>3. +Payroll report</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Campus faculty - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Extra Duty Pay to Distribute Technology Devices for Remote Learning-Certified - 211 Title I-A - 211-61-6118-00-123-Y-30-0F2-Y - \$1,345, Extra Duty Pay to Distribute Technology Devices for Remote Learning-Classified - 211 Title I-A - 211-61-6126-00-123-Y-30-0F2-Y - \$538</p>	Formative			Summative
	Oct	Jan	Mar	June
	 60%	 75%	 85%	 100%

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:</p> <ol style="list-style-type: none"> <li>1. Classroom Projects</li> <li>2. Completed homework assignments</li> <li>3. Increased six weeks grades</li> <li>4. Increased benchmark test scores</li> </ol> <p>Summative Impact: +Improved State assessment(s) scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> All Egly 5th grade students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> 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</p>
School Processes & Programs
<p><b>Need Statement 1:</b> 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. <b>Data Analysis/Root Cause:</b> 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</p>

**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 través de esfuerzos mejorados de prevención del abandono escolar, todos los estudiantes permanecerán 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 año anterior.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Egly Elementary will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summative Impact: +PEIMS Campus Attendance Percentage Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, Attendance Monitoring forms, Truancy Court Sworn Affidavits filed</p> <p>Summative Impact: +PEIMS Campus Attendance Percentage Rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Population:</b> All students PK to 5th Grade - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To reduce student absenteeism, campus staff will be actively monitor students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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)</p> <p>Summative Impact: +PEIMS attendance data shows increase</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> All Student with absenteeism - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Tutoriales acelerados despues del horario escolar y los sabados: Se implementaran tutoriales estrategicos intensos para grupos pequenos 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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.  Summative: Retention rate and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal,  Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools  - <b>Results Driven Accountability - Population:</b> 3rd - 5th grade - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> May 28, 2021</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Professional Extra Duty Pay Tutorials - 162 State Compensatory - 162-11-6118-00-123-Y-30-000 - \$65,000, Professional Extra Duty Pay 5th Grade Tutorial - 162 State Compensatory - 162-11-6118-00-123-Y-24-SSI - \$7,728, Transpotation - 199 Local funds - 199-11-6494-00-123-Y-11-000-Y - \$5,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>Population:</b> PreK-5th grade At Risk Students -  <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> July 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3: Dyslexia:</b> 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</p> <p>Dyslexia lab services will be provided for students identified from evaluations. Students will receive explicit, individualized, and multi-sensory instruction in a small group setting</p> <p>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.</p> <p>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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population:</b> DYS 1st- 5th Grade - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 18, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>Population:</b> K-5 At-risk Students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: list of students performing below grade level and RtI documentation  Evidence of Impact: Positive results of progress monitoring assessments, benchmarks, and three week progress report  Formative: Results of TPRI/Tejas Lee progress monitoring assessments, benchmarks and three week progress report  Summative: EOY TPRI and Tejas Lee results and end of year report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal  Dean of Instruction</p> <p><b>Population:</b> 1st grade Migrant/PFS students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed:or, to participate in the enrichment migrant summer.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population:</b> PreK-5th grade Migrant/PFS students - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 4, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> In order to increase awareness of migrant student needs, Egly campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, los docentes y el personal del campus de Egly recibirán información migratoria adecuada para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: list of migrant students, teacher list of students receiving interventions. Evidence of Impact: Positive results on progress monitoring/benchmark assessments Formative: progress monitoring/benchmark assessments Summative: STAAR results and EOY TPRI/Tejas Lee results</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation: Teacher/Student Attendance Sheets</p> <p>Formative: Six Weeks Assessments, Report Card Grades</p> <p>Summative: End of the Year Report Card grades</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Population:</b> PreK-5th: LEP, MI, SE, GT, SYS, AR, TI, - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 3, 2020</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Extended Day Extra Duty Pay - 211 Title I-A - 211-11-6118-00-123-Y-30-ASP-Y - \$45,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%	0%	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**

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

**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.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To promote physically and emotionally healthy students, Egly Elementary will utilize the -CATCH (Coordinated Approach to Child Health) program, and</p> <p>Para promover estudiantes saludables fisica y emocionalmente, Egly Elementary utilizara el -CATCH (Enfoque coordinado para la salud infantil), y</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean,</p> <p><b>Population:</b> All Students in PreK-5th Grade - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> PE Supplies - 199 Local funds - 199-11-6399-51-123-Y-11-000-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Egly will retain a highly qualified nurse to assist in the planning and execution of the health program for the school district in an effort to improve overall student health which increases student attendance and academic performance,</p> <p>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,</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> Campus Nurses (licensed medical professional RN and LVN). - <b>Start Date:</b> August 3, 2020 - <b>End Date:</b> June 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Performance Objective 3 Need Statements:**

Demographics
<p><b>Need Statement 1:</b> Increase attendance rate to meet district goal of 97.5% <b>Data Analysis/Root Cause:</b> Attendance rate has not been met for the last 4 years.</p>

# State Compensatory

## Personnel for Egly Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean of Instruction	Dean of Instruction	SCE	1
Gila Cortina	Dyslexia Teacher	SCE	1
PreKinder Teachers 4	PreKinder Teacher	SCE	2

# 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 8, 2020. 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, principal, 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 29, 2020, November 3, 2020, April 21, 2021, and May 20, 2021.

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

The 2020-2021 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 be updated as needed throughout the year.

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

Egly Elementary will implement activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis (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, 2021 along with tutorial after school twice a week for 3rd-5th grade starting in October 2020. 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 Compensatory Education Program through funded initiatives including after school tutorials starting October, 2019 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 on from September 21st-24th, 2020 from 8:30a.m.-10:00 a.m. and October 1, 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.

### **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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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

# 2020-2021 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Pedro Vidal	Principal
Meeting Facilitator	Lucilla Perez	Dean of Instruction
Classroom Teacher	Oscar Michi Y2	PE Coach
Classroom Teacher	Maribel Martinez Y2	Special Education Teacher
Classroom Teacher	Ani Tharpe Y1	Music Teacher
Classroom Teacher	Laura Helms Y1	1st Grade Teacher
Classroom Teacher	Jose Saldana Y1	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 Patricia Gonzalez Y1	4th Grade Teacher
Classroom Teacher	Victor Villarreal Y1	2nd Grade Teacher
Classroom Teacher	Betty Ybarra Y2	3rd Grade Teacher
Parent	Orisel Aldape	Parent
Community Representative	Christopher Laird	Staff Accountant Carr Riggs and Ingram
Classroom Teacher	Yolanda Sierra Y2	PreK4 Teacher
Classroom Teacher	Mayra Gonzalez Y2	Kinder Teacher
Classroom Teacher	Alma Guerra Y2	Kinder Teacher
Classroom Teacher	Laura Sanchez Y2	Kinder Teacher
Classroom Teacher	Carmen Leal Y2	Kinder Teacher
Classroom Teacher	Alejandro Alaniz Y2	Resource and Inclusion Teacher
Classroom Teacher	Vicente Garcia Y2	PE Coach
Non-classroom Professional	Sandra Ruiz Y2	Counselor
Parent	Emma Solitaire	Parent Volunteer
Parent	Irene Vidal	parent

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies-Toner	199-11-6399-62-123-Y-11-000-Y	\$2,000.00
1	1	1	Duplicating Paper	199-11-6396-00-123-Y-11-000-Y	\$5,000.00
1	1	1	Supplies/Workbook	199-11-6399-00-123-Y-11-000-Y	\$3,895.00
1	1	1	Library Reading Materials	199-12-6329-00-123-Y-99-000-Y	\$700.00
1	1	1	Office Supplies	199-23-63-99-00-123-Y-99-000-Y	\$3,000.00
1	1	1	General Supplies-Counselors	199-31-6399-65-123-Y-99-000-Y	\$400.00
1	1	1	General Supplies- Nurse	199-33-6399-00-123-Y-99-000-Y	\$500.00
1	1	1	Custodial Supplies	199-51-6315-00-123-Y-99-000-Y	\$9,000.00
1	1	6	EOY Awards	199-11-6498-00-123-Y-11-000-Y	\$3,500.00
1	1	8	Extra Duty Pay/Para Overtime	199-23-6121-08-123-Y-99-000-Y	\$300.00
7	1	1	Employee Travel - Staff	199-23-6411-00-123-Y-99-000-Y	\$200.00
7	1	1	Employee Travel - Admin	199-23-6411-23-123-Y-99-000-Y	\$500.00
8	1	1	STEM Scopes	199-11-6249-00-123-Y-11-000-Y	\$0.00
8	1	1	Toner	199-11-6399-62-123-Y-11-000-Y	\$0.00
9	2	1	Transportation	199-11-6494-00-123-Y-11-000-Y	\$5,500.00
9	3	1	PE Supplies	199-11-6399-51-123-Y-11-000-Y	\$1,500.00
<b>Sub-Total</b>					\$35,995.00
<b>Budgeted Fund Source Amount</b>					\$35,995.00
<b>+/- Difference</b>					\$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	\$6,323.00
1	1	1	Paper	162-11-6396-00-123-Y-30-00-Y	\$2,000.00
1	1	1	General Supplies	162-11-6399-62-123-Y-30-000-Y	\$14,797.00
8	1	1	Student iPads	162-11-6398-62-123-Y-30-000-Y	\$62,300.00
8	1	1	Instructional Software	162-11-6299-62-123-Y-30-000-Y	\$15,180.00
9	2	1	Professional Extra Duty Pay Tutorials	162-11-6118-00-123-Y-30-000	\$65,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Professional Extra Duty Pay 5th Grade Tutorial	162-11-6118-00-123-Y-24-SSI	\$7,728.00
<b>Sub-Total</b>					\$173,328.00
<b>Budgeted Fund Source Amount</b>					\$173,328.00
<b>+/- Difference</b>					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies Instructional Materials to support achievement in grades K-5	163-11-6399-00-123-Y-25-000-Y	\$3,225.00
7	1	1	Substitutes	163-11-6112-00-123-Y-25-000-Y	\$4,000.00
<b>Sub-Total</b>					\$7,225.00
<b>Budgeted Fund Source Amount</b>					\$7,225.00
<b>+/- Difference</b>					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-13-6399-00-123-Y-30-0F2	\$8,559.00
1	1	1	General Supplies-paper	211-11-6396-00-123-Y-30-0F2-Y	\$2,827.00
1	1	1	General Supplies-Ipad Covers	211-11-6399-00-123-Y-30-0F2	\$7,820.00
6	1	1	Mileage	211-61-6411-00-123-Y-30-0F2-Y	\$900.00
6	1	4	Supplies for Parent Meetings	211-61-6399-00-123-y-30-0f2-y	\$900.00
6	1	4	Food for Parent Meetings	211-61-6499-53-123-Y-30-0F2-Y	\$900.00
7	1	1	Substitutes	211-11-6112-18-123-Y-30-0F2	\$6,435.00
8	1	1	150 iPads and Printers	211-11-6398-62-123-Y-30-0F2-Y	\$42,271.00
8	1	1	Supplies and Materials-Software	211-11-6395-62-123-Y-30-0F2-Y	\$2,975.00
8	1	1	iPad Carts	211-11-6398-00-123-Y--30-0F2-Y	\$8,500.00
8	1	1	Toner	211-11-6399-62-123-Y-30-0F2-	\$3,500.00
8	1	3	Extra Duty Pay to Distribute Technology Devices for Remote Learning-Classified	211-61-6126-00-123-Y-30-0F2-Y	\$538.00
8	1	3	Extra Duty Pay to Distribute Technology Devices for Remote Learning-Certified	211-61-6118-00-123-Y-30-0F2-Y	\$1,345.00
9	2	8	Extended Day Extra Duty Pay	211-11-6118-00-123-Y-30-ASP-Y	\$45,000.00
<b>Sub-Total</b>					\$132,470.00

211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					<b>Budgeted Fund Source Amount</b>	\$132,470.00
					<b>+/- Difference</b>	\$0.00
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	General Supplies	263-11-6399	\$4,624.00	
8	1	1	Supplies and Materials-Software	263-11-6395-00-123-Y-25-000-Y	\$0.00	
					<b>Sub-Total</b>	\$4,624.00
					<b>Budgeted Fund Source Amount</b>	\$4,624.00
					<b>+/- Difference</b>	\$0.00
					<b>Grand Total Budgeted</b>	\$353,642.00
					<b>Grand Total Spent</b>	\$353,642.00
					<b>+/- Difference</b>	\$0.00

# Addendums

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **EGLY EL**

Campus Number: **031901123**

2019 Accountability Rating: **A**

Distinction Designations:

**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**

**Postsecondary Readiness**

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**

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

Total Students: 729  
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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**STAAR Performance Rates by Tested Grade, Subject, and Performance Level**

**Grade 3 Reading**

At Approaches Grade Level or Above	2019	76%	80%	<b>80%</b>	*	79%	*	-	-	-	43%	*	78%	100%	78%	77%
	2018	77%	80%	<b>82%</b>	-	82%	*	-	-	-	36%	*	83%	67%	81%	80%
At Meets Grade Level or Above	2019	45%	46%	<b>43%</b>	*	42%	*	-	-	-	10%	*	44%	29%	40%	35%
	2018	43%	42%	<b>44%</b>	-	45%	*	-	-	-	7%	*	43%	56%	44%	30%
At Masters Grade Level	2019	27%	26%	<b>25%</b>	*	25%	*	-	-	-	5%	*	25%	29%	23%	18%
	2018	25%	22%	<b>28%</b>	-	29%	*	-	-	-	0%	*	30%	11%	28%	17%

**Grade 3 Mathematics**

At Approaches Grade Level or Above	2019	79%	85%	<b>81%</b>	*	81%	*	-	-	-	48%	*	82%	71%	81%	82%
	2018	78%	86%	<b>86%</b>	-	86%	*	-	-	-	50%	*	87%	67%	86%	80%
At Meets Grade Level or Above	2019	49%	56%	<b>48%</b>	*	47%	*	-	-	-	5%	*	50%	29%	45%	48%
	2018	47%	54%	<b>54%</b>	-	54%	*	-	-	-	14%	*	56%	33%	54%	41%
At Masters Grade Level	2019	25%	27%	<b>20%</b>	*	19%	*	-	-	-	0%	*	21%	14%	18%	23%
	2018	23%	27%	<b>31%</b>	-	31%	*	-	-	-	7%	*	31%	33%	30%	20%

**Grade 4 Reading**

At Approaches Grade Level or Above	2019	75%	83%	<b>90%</b>	-	90%	*	-	-	-	64%	-	90%	86%	89%	82%
	2018	73%	79%	<b>76%</b>	-	76%	-	-	-	-	50%	*	77%	75%	76%	75%
At Meets Grade Level or Above	2019	44%	51%	<b>68%</b>	-	68%	*	-	-	-	21%	-	69%	57%	66%	54%
	2018	46%	49%	<b>42%</b>	-	42%	-	-	-	-	17%	*	42%	42%	40%	32%
At Masters Grade Level	2019	22%	23%	<b>33%</b>	-	33%	*	-	-	-	7%	-	33%	29%	30%	28%
	2018	24%	23%	<b>22%</b>	-	22%	-	-	-	-	13%	*	21%	33%	21%	15%

**Grade 4 Mathematics**

At Approaches Grade Level or Above	2019	75%	82%	<b>90%</b>	-	90%	*	-	-	-	50%	-	90%	86%	89%	87%
	2018	78%	86%	<b>77%</b>	-	77%	-	-	-	-	46%	*	77%	83%	77%	78%
At Meets Grade Level or Above	2019	48%	53%	<b>68%</b>	-	68%	*	-	-	-	14%	-	69%	57%	66%	67%
	2018	49%	56%	<b>35%</b>	-	35%	-	-	-	-	4%	*	36%	33%	32%	27%
At Masters Grade Level	2019	28%	30%	<b>41%</b>	-	40%	*	-	-	-	7%	-	40%	43%	39%	36%
	2018	27%	30%	<b>19%</b>	-	19%	-	-	-	-	0%	*	21%	8%	19%	18%

**Grade 4 Writing**

At Approaches Grade Level or Above	2019	67%	78%	<b>79%</b>	-	79%	*	-	-	-	29%	-	81%	57%	76%	72%
	2018	63%	74%	<b>58%</b>	-	58%	-	-	-	-	17%	*	57%	67%	58%	53%
At Meets Grade Level or Above	2019	35%	44%	<b>47%</b>	-	46%	*	-	-	-	0%	-	48%	29%	45%	38%
	2018	39%	48%	<b>33%</b>	-	33%	-	-	-	-	4%	*	32%	42%	31%	25%
At Masters Grade Level	2019	11%	14%	<b>20%</b>	-	20%	*	-	-	-	0%	-	20%	14%	18%	15%
	2018	11%	14%	<b>8%</b>	-	8%	-	-	-	-	0%	*	7%	17%	6%	7%

**Grade 5 Reading^**

At Approaches Grade Level or Above	2019	86%	91%	<b>91%</b>	-	91%	*	-	-	*	62%	*	89%	100%	91%	89%
	2018	84%	90%	<b>90%</b>	-	90%	-	-	-	*	39%	*	91%	88%	90%	90%
At Meets Grade Level or Above	2019	54%	56%	<b>53%</b>	-	54%	*	-	*	-	24%	*	51%	67%	53%	49%
	2018	54%	59%	<b>57%</b>	-	57%	-	-	-	-	17%	*	55%	65%	58%	52%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**

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

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 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	<b>22%</b>	-	23%	*	-	-	*	-	3%	*	21%	33%	23%	21%
	2018	26%	28%	<b>28%</b>	-	28%	-	-	-	-	-	0%	*	25%	47%	29%	27%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	96%	<b>95%</b>	-	95%	*	-	-	*	-	76%	*	94%	100%	95%	97%
	2018	91%	97%	<b>93%</b>	-	93%	-	-	-	-	-	67%	*	94%	88%	93%	95%
At Meets Grade Level or Above	2019	58%	70%	<b>60%</b>	-	61%	*	-	-	*	-	31%	*	59%	72%	61%	60%
	2018	58%	74%	<b>67%</b>	-	67%	-	-	-	-	-	33%	*	66%	76%	68%	68%
At Masters Grade Level	2019	36%	46%	<b>39%</b>	-	39%	*	-	-	*	-	10%	*	37%	50%	39%	32%
	2018	30%	43%	<b>32%</b>	-	32%	-	-	-	-	-	6%	*	30%	41%	32%	37%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	84%	<b>94%</b>	-	94%	*	-	-	*	-	76%	*	94%	94%	94%	94%
	2018	76%	85%	<b>90%</b>	-	90%	-	-	-	-	-	44%	*	89%	94%	90%	90%
At Meets Grade Level or Above	2019	49%	60%	<b>71%</b>	-	71%	*	-	-	*	-	34%	*	68%	89%	70%	63%
	2018	41%	51%	<b>69%</b>	-	69%	-	-	-	-	-	6%	*	67%	76%	69%	66%
At Masters Grade Level	2019	24%	28%	<b>40%</b>	-	40%	*	-	-	*	-	17%	*	37%	56%	40%	30%
	2018	17%	20%	<b>30%</b>	-	30%	-	-	-	-	-	0%	*	27%	47%	30%	34%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2019	78%	81%	<b>88%</b>	*	88%	100%	-	-	*	-	59%	100%	88%	91%	87%	86%
	2018	77%	78%	<b>81%</b>	-	81%	*	-	-	-	-	43%	85%	81%	81%	81%	81%
At Meets Grade Level or Above	2019	50%	52%	<b>58%</b>	*	57%	100%	-	-	*	-	20%	71%	57%	62%	56%	52%
	2018	48%	49%	<b>50%</b>	-	50%	*	-	-	-	-	12%	62%	49%	56%	50%	43%
At Masters Grade Level	2019	24%	23%	<b>30%</b>	*	30%	38%	-	-	*	-	7%	43%	29%	38%	29%	25%
	2018	22%	21%	<b>25%</b>	-	25%	*	-	-	-	-	3%	31%	24%	32%	25%	22%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2019	75%	76%	<b>87%</b>	*	87%	*	-	-	*	-	56%	*	86%	97%	86%	83%
	2018	74%	74%	<b>83%</b>	-	83%	*	-	-	-	-	43%	80%	83%	79%	82%	82%
At Meets Grade Level or Above	2019	48%	47%	<b>54%</b>	*	54%	*	-	-	*	-	19%	*	54%	56%	53%	45%
	2018	46%	44%	<b>47%</b>	-	48%	*	-	-	-	-	14%	40%	46%	55%	47%	39%
At Masters Grade Level	2019	21%	18%	<b>26%</b>	*	26%	*	-	-	*	-	5%	*	26%	31%	25%	21%
	2018	19%	17%	<b>26%</b>	-	26%	*	-	-	-	-	5%	40%	25%	34%	26%	20%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2019	82%	86%	<b>89%</b>	*	89%	*	-	-	*	-	61%	*	89%	91%	89%	89%
	2018	81%	85%	<b>85%</b>	-	85%	*	-	-	-	-	54%	80%	86%	82%	85%	85%
At Meets Grade Level or Above	2019	52%	57%	<b>59%</b>	*	59%	*	-	-	*	-	19%	*	59%	59%	57%	57%
	2018	50%	55%	<b>52%</b>	-	52%	*	-	-	-	-	16%	60%	52%	53%	51%	46%
At Masters Grade Level	2019	26%	31%	<b>33%</b>	*	33%	*	-	-	*	-	6%	*	33%	41%	32%	29%
	2018	24%	28%	<b>27%</b>	-	27%	*	-	-	-	-	4%	20%	27%	29%	27%	26%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2019	68%	76%	<b>79%</b>	-	79%	*	-	-	-	-	29%	-	81%	57%	76%	72%
	2018	66%	71%	<b>58%</b>	-	58%	-	-	-	-	-	17%	*	57%	67%	58%	53%
At Meets Grade Level or Above	2019	38%	44%	<b>47%</b>	-	46%	*	-	-	-	-	0%	-	48%	29%	45%	38%
	2018	41%	45%	<b>33%</b>	-	33%	-	-	-	-	-	4%	*	32%	42%	31%	25%
At Masters Grade Level	2019	14%	15%	<b>20%</b>	-	20%	*	-	-	-	-	0%	-	20%	14%	18%	15%
	2018	13%	13%	<b>8%</b>	-	8%	-	-	-	-	-	0%	*	7%	17%	6%	7%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**

Total Students: 729  
 Grade Span: PK - 05  
 School Type: Elementary

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

	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)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>94%</b>	-	94%	*	-	-	*	-	76%	*	94%	94%	94%	94%
	2018	80%	82%	<b>90%</b>	-	90%	-	-	-	-	-	44%	*	89%	94%	90%	90%
At Meets Grade Level or Above	2019	54%	55%	<b>71%</b>	-	71%	*	-	-	*	-	34%	*	68%	89%	70%	63%
	2018	51%	51%	<b>69%</b>	-	69%	-	-	-	-	-	6%	*	67%	76%	69%	66%
At Masters Grade Level	2019	25%	21%	<b>40%</b>	-	40%	*	-	-	*	-	17%	*	37%	56%	40%	30%
	2018	23%	19%	<b>30%</b>	-	30%	-	-	-	-	-	0%	*	27%	47%	30%	34%

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Progress

Total Students: 729  
Grade Span: PK - 05  
School Type: Elementary

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

		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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>76</b>	-	76	*	-	-	-	-	58	-	75	92	72	77
	2018	63	65	<b>70</b>	-	70	-	-	-	-	-	75	*	69	80	73	67
Grade 4 Mathematics	2019	65	64	<b>79</b>	-	79	*	-	-	-	-	65	-	78	86	80	87
	2018	65	66	<b>65</b>	-	65	-	-	-	-	-	67	*	67	54	65	66
Grade 5 ELA/Reading	2019	81	78	<b>79</b>	-	80	*	-	-	*	-	62	*	77	96	80	78
	2018	80	81	<b>86</b>	-	86	-	-	-	-	-	100	*	83	100	86	82
Grade 5 Mathematics	2019	83	88	<b>95</b>	-	95	*	-	-	*	-	97	*	95	90	96	97
	2018	81	87	<b>82</b>	-	82	-	-	-	-	-	84	*	79	94	82	80
All Grades Both Subjects	2019	69	69	<b>83</b>	-	83	*	-	-	*	-	74	*	82	92	83	85
	2018	69	71	<b>76</b>	-	76	-	-	-	-	-	80	83	74	85	77	74
All Grades ELA/Reading	2019	68	67	<b>78</b>	-	78	*	-	-	*	-	61	*	76	95	77	77
	2018	69	69	<b>78</b>	-	78	-	-	-	-	-	86	*	76	92	80	75
All Grades Mathematics	2019	70	71	<b>88</b>	-	88	*	-	-	*	-	87	*	88	89	89	93
	2018	70	72	<b>73</b>	-	73	-	-	-	-	-	74	*	73	78	74	73

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 729  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>67%</b>	-	67%	*	-	-	*	-	45%	66%	59%
	2018	38%	44%	<b>54%</b>	-	54%	-	-	-	-	-	30%	55%	57%
Mathematics	2019	45%	57%	<b>67%</b>	-	68%	-	-	-	*	-	50%	68%	68%
	2018	47%	57%	<b>50%</b>	-	50%	-	-	-	-	-	39%	51%	43%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>85%</b>	-	86%	*	-	-	*	-	55%	85%	78%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>15%</b>	-	14%	*	-	-	*	-	45%	15%	22%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>91%</b>	-	91%	*	-	-	*	-	62%	91%	85%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>87%</b>	-	87%	*	-	-	*	-	55%	87%	83%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>13%</b>	-	13%	*	-	-	*	-	45%	13%	17%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>95%</b>	-	95%	*	-	-	*	-	76%	95%	96%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

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

Total Students: 729  
 Grade Span: PK - 05  
 (Current EL Students)

	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
<b>STAAR Performance Rate by Subject and Performance Level</b>														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	<b>88%</b>	84%	84%	-	-	69%	100%	56%	67%	83%	82%
	2018	77%	78%	<b>81%</b>	74%	74%	-	-	100%	100%	-	43%	75%	73%
At Meets Grade Level or Above	2019	50%	52%	<b>58%</b>	47%	47%	-	-	23%	38%	17%	29%	45%	44%
	2018	48%	49%	<b>50%</b>	36%	36%	-	-	25%	25%	-	0%	36%	34%
At Masters Grade Level	2019	24%	23%	<b>30%</b>	19%	19%	-	-	12%	25%	6%	10%	19%	18%
	2018	22%	21%	<b>25%</b>	16%	16%	-	-	13%	13%	-	0%	16%	16%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	<b>87%</b>	82%	82%	-	-	56%	*	33%	67%	80%	79%
	2018	74%	74%	<b>83%</b>	77%	77%	-	-	*	*	-	40%	78%	76%
At Meets Grade Level or Above	2019	48%	47%	<b>54%</b>	35%	35%	-	-	44%	*	17%	22%	36%	35%
	2018	46%	44%	<b>47%</b>	30%	30%	-	-	*	*	-	0%	30%	28%
At Masters Grade Level	2019	21%	18%	<b>26%</b>	13%	13%	-	-	22%	*	0%	11%	13%	13%
	2018	19%	17%	<b>26%</b>	14%	14%	-	-	*	*	-	0%	14%	13%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	<b>89%</b>	87%	87%	-	-	78%	*	67%	78%	87%	86%
	2018	81%	85%	<b>85%</b>	80%	80%	-	-	*	*	-	60%	81%	80%
At Meets Grade Level or Above	2019	52%	57%	<b>59%</b>	57%	57%	-	-	11%	*	17%	33%	53%	52%
	2018	50%	55%	<b>52%</b>	39%	39%	-	-	*	*	-	0%	39%	37%
At Masters Grade Level	2019	26%	31%	<b>33%</b>	26%	26%	-	-	11%	*	17%	11%	25%	24%
	2018	24%	28%	<b>27%</b>	19%	19%	-	-	*	*	-	0%	19%	19%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	<b>79%</b>	68%	68%	-	-	*	*	*	*	66%	63%
	2018	66%	71%	<b>58%</b>	37%	37%	-	-	*	*	-	*	38%	37%
At Meets Grade Level or Above	2019	38%	44%	<b>47%</b>	32%	32%	-	-	*	*	*	*	28%	27%
	2018	41%	45%	<b>33%</b>	16%	16%	-	-	*	*	-	*	15%	15%
At Masters Grade Level	2019	14%	15%	<b>20%</b>	4%	4%	-	-	*	*	*	*	3%	3%
	2018	13%	13%	<b>8%</b>	3%	3%	-	-	*	*	-	*	3%	2%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	<b>94%</b>	93%	93%	-	-	*	*	*	*	93%	91%
	2018	80%	82%	<b>90%</b>	88%	88%	-	-	*	*	-	*	88%	86%
At Meets Grade Level or Above	2019	54%	55%	<b>71%</b>	60%	60%	-	-	*	*	*	*	57%	57%
	2018	51%	51%	<b>69%</b>	70%	70%	-	-	*	*	-	*	68%	64%
At Masters Grade Level	2019	25%	21%	<b>40%</b>	28%	28%	-	-	*	*	*	*	25%	24%
	2018	23%	19%	<b>30%</b>	30%	30%	-	-	*	*	-	*	29%	28%
<b>School Progress Domain - Academic Growth Score</b>														
All Grades Both Subjects	2019	69%	69%	<b>83%</b>	88%	88%	-	-	61%	*	50%	67%	85%	84%
	2018	69%	71%	<b>76%</b>	75%	75%	-	-	*	*	-	94%	75%	76%
All Grades ELA/Reading	2019	68%	67%	<b>78%</b>	80%	80%	-	-	43%	*	20%	*	76%	75%
	2018	69%	69%	<b>78%</b>	78%	78%	-	-	*	*	-	*	77%	79%
All Grades Mathematics	2019	70%	71%	<b>88%</b>	96%	96%	-	-	79%	*	80%	*	94%	93%
	2018	70%	72%	<b>73%</b>	72%	72%	-	-	*	*	-	*	73%	73%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>														
Reading	2019	41%	48%	<b>67%</b>	72%	72%	-	-	*	-	*	*	65%	59%
	2018	38%	44%	<b>54%</b>	61%	61%	-	-	-	-	-	*	61%	57%
Mathematics	2019	45%	57%	<b>67%</b>	79%	79%	-	-	*	-	*	*	76%	68%
	2018	47%	57%	<b>50%</b>	42%	42%	-	-	-	-	-	*	42%	43%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Participation**

Total Students: 729  
Grade Span: PK - 05  
School Type: Elementary

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Total Students: 729

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)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	97.2%	*	97.3%	96.0%	-	-	*	-	96.4%	97.2%	97.0%
2016-17	95.7%	95.8%	97.8%	-	97.8%	97.7%	-	*	-	-	96.3%	97.8%	97.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

Total Students: 729

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	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2015</b>													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 729  
 Grade Span: PK - 05  
 School Type: Elementary

	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District Count</b>	<b>State Count</b>
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 729

Grade Span: PK - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: EGLY EL

Campus Number: 031901123

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 729  
 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus CCMR-Related Indicators**

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

Total Students: 729  
 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus CCMR-Related Indicators**

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

Total Students: 729  
 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)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 729  
Grade Span: PK - 05  
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Student Information**

Total Students: 729  
Grade Span: PK - 05  
School Type: Elementary

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

<b>Student Information</b>	----- Campus -----		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students	729	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	101	13.9%	8.0%	4.4%
Kindergarten	85	11.7%	5.9%	6.9%
Grade 1	97	13.3%	6.8%	7.1%
Grade 2	99	13.6%	6.6%	7.2%
Grade 3	112	15.4%	6.5%	7.3%
Grade 4	102	14.0%	6.9%	7.6%
Grade 5	133	18.2%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.1%	0.1%	12.6%
Hispanic	713	97.8%	98.3%	52.6%
White	12	1.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	2	0.3%	0.2%	4.5%
Pacific Islander	1	0.1%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	669	91.8%	88.5%	60.6%
Non-Educationally Disadvantaged	60	8.2%	11.5%	39.4%
Section 504 Students	56	7.7%	8.7%	6.5%
English Learners (EL)	306	42.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	38	5.2%	5.4%	3.6%
At-Risk	573	78.6%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	93			
By Type of Primary Disability				
Students with Intellectual Disabilities	39	41.9%	55.3%	42.4%
Students with Physical Disabilities	18	19.4%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	29	31.2%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	106	16.2%	15.0%	15.4%

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 729  
 Grade Span: PK - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	102	15.5%		
White	3	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.2%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	4.3%	10.7%	3.1%	6.7%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	0.0%	3.0%	1.1%	6.3%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.3	19.2	18.9
Grade 1	17.0	17.8	18.8
Grade 2	17.6	17.8	18.7
Grade 3	21.8	19.2	18.9
Grade 4	20.5	21.6	19.2
Grade 5	22.7	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Staff Information

Total Students: 729  
 Grade Span: PK - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.5	100.0%	100.0%	100.0%
Professional Staff:	53.0	75.2%	56.5%	64.1%
Teachers	43.6	61.8%	44.0%	49.8%
Professional Support	6.4	9.1%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	4.3%	2.9%	3.0%
Educational Aides:	17.5	24.8%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	67.6	95.9%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	42.3	97.1%	90.3%	27.7%
White	1.3	2.9%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.3	19.0%	32.0%	23.8%
Females	35.3	81.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	40.3	92.5%	79.4%	73.6%
Masters	3.3	7.5%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	5.9	13.6%	14.3%	28.9%
6-10 Years Experience	4.0	9.2%	17.6%	19.0%
11-20 Years Experience	21.5	49.4%	39.3%	29.3%
Over 20 Years Experience	12.1	27.9%	26.0%	15.7%
Number of Students per Teacher	16.7	n/a	15.2	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 729  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.8	6.3
Average Years Experience of Principals with District	7.0	8.4	5.4
Average Years Experience of Assistant Principals	8.0	8.4	5.3
Average Years Experience of Assistant Principals with District	8.0	8.2	4.7
Average Years Experience of Teachers:	16.9	15.1	11.1
Average Years Experience of Teachers with District:	16.6	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$46,969	\$49,170	\$50,408
6-10 Years Experience	\$48,174	\$50,423	\$52,786
11-20 Years Experience	\$53,490	\$55,575	\$56,041
Over 20 Years Experience	\$62,264	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$54,560	\$55,810	\$54,122
Professional Support	\$62,807	\$67,073	\$64,069
Campus Administration (School Leadership)	\$80,142	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	253.0	3,598.0	6,043.6

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	294	40.3%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	68	9.3%	12.0%	8.1%
Special Education	93	12.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	4.4%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	2.3%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	35.7	81.8%	78.8%	71.4%
Special Education	5.0	11.5%	11.4%	9.1%
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.
- '\*\*\*' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2017-18 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **EGLY EL**

Campus Number: **031901123**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus STAAR Performance

Total Students: 784  
 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 & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^</b>														
<b>Grade 3 Reading</b>														
At Approaches Grade Level or Above	2018	77%	80%	<b>82%</b>	-	82%	*	-	-	-	-	*	81%	80%
	2017	73%	76%	<b>73%</b>	-	73%	-	-	-	-	-	*	71%	62%
At Meets Grade Level or Above	2018	43%	42%	<b>44%</b>	-	45%	*	-	-	-	-	*	44%	30%
	2017	45%	46%	<b>40%</b>	-	40%	-	-	-	-	-	*	38%	31%
At Masters Grade Level	2018	25%	22%	<b>28%</b>	-	29%	*	-	-	-	-	*	28%	17%
	2017	29%	27%	<b>24%</b>	-	24%	-	-	-	-	-	*	21%	16%
<b>Grade 3 Mathematics</b>														
At Approaches Grade Level or Above	2018	78%	86%	<b>86%</b>	-	86%	*	-	-	-	-	*	86%	80%
	2017	77%	83%	<b>78%</b>	-	78%	-	-	-	-	-	*	77%	69%
At Meets Grade Level or Above	2018	47%	54%	<b>54%</b>	-	54%	*	-	-	-	-	*	54%	41%
	2017	49%	56%	<b>42%</b>	-	42%	-	-	-	-	-	*	40%	31%
At Masters Grade Level	2018	23%	27%	<b>31%</b>	-	31%	*	-	-	-	-	*	30%	20%
	2017	26%	31%	<b>20%</b>	-	20%	-	-	-	-	-	*	20%	14%
<b>Grade 4 Reading</b>														
At Approaches Grade Level or Above	2018	73%	79%	<b>76%</b>	-	76%	-	-	-	-	-	*	76%	75%
	2017	70%	76%	<b>72%</b>	-	72%	-	-	-	-	-	*	71%	77%
At Meets Grade Level or Above	2018	46%	49%	<b>42%</b>	-	42%	-	-	-	-	-	*	40%	32%
	2017	44%	47%	<b>39%</b>	-	39%	-	-	-	-	-	*	38%	38%
At Masters Grade Level	2018	24%	23%	<b>22%</b>	-	22%	-	-	-	-	-	*	21%	15%
	2017	24%	22%	<b>19%</b>	-	19%	-	-	-	-	-	*	20%	16%
<b>Grade 4 Mathematics</b>														
At Approaches Grade Level or Above	2018	78%	86%	<b>77%</b>	-	77%	-	-	-	-	-	*	77%	78%
	2017	76%	81%	<b>75%</b>	-	75%	-	-	-	-	-	*	75%	75%
At Meets Grade Level or Above	2018	49%	56%	<b>35%</b>	-	35%	-	-	-	-	-	*	32%	27%
	2017	47%	51%	<b>47%</b>	-	47%	-	-	-	-	-	*	48%	53%
At Masters Grade Level	2018	27%	30%	<b>19%</b>	-	19%	-	-	-	-	-	*	19%	18%
	2017	27%	28%	<b>26%</b>	-	26%	-	-	-	-	-	*	26%	35%
<b>Grade 4 Writing</b>														
At Approaches Grade Level or Above	2018	63%	74%	<b>58%</b>	-	58%	-	-	-	-	-	*	58%	*
	2017	65%	76%	<b>77%</b>	-	77%	-	-	-	-	-	*	76%	73%
At Meets Grade Level or Above	2018	39%	48%	<b>33%</b>	-	33%	-	-	-	-	-	*	31%	*
	2017	34%	43%	<b>41%</b>	-	41%	-	-	-	-	-	*	41%	38%
At Masters Grade Level	2018	11%	14%	<b>8%</b>	-	8%	-	-	-	-	-	*	6%	*
	2017	11%	14%	<b>15%</b>	-	15%	-	-	-	-	-	*	15%	13%
<b>Grade 5 Reading^^</b>														
At Approaches Grade Level or Above	2018	84%	90%	<b>90%</b>	-	90%	-	-	-	-	-	*	90%	90%
	2017	82%	86%	<b>85%</b>	-	85%	-	-	*	-	-	*	84%	78%
At Meets Grade Level or Above	2018	54%	59%	<b>57%</b>	-	57%	-	-	-	-	-	*	58%	52%
	2017	48%	51%	<b>47%</b>	-	47%	-	-	*	-	-	*	47%	34%
At Masters Grade Level	2018	26%	28%	<b>28%</b>	-	28%	-	-	-	-	-	*	29%	27%
	2017	25%	26%	<b>27%</b>	-	28%	-	-	*	-	-	*	28%	13%
<b>Grade 5 Mathematics^^</b>														
At Approaches Grade Level or Above	2018	91%	97%	<b>93%</b>	-	93%	-	-	-	-	-	*	93%	95%
	2017	87%	94%	<b>98%</b>	-	98%	-	-	*	-	-	*	98%	99%
At Meets Grade Level or Above	2018	58%	74%	<b>67%</b>	-	67%	-	-	-	-	-	*	68%	68%

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus STAAR Performance

Total Students: 784  
 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 & Monitored)
	2017	50%	60%	<b>66%</b>	-	66%	-	-	*	-	-	*	65%	63%
At Masters Grade Level	2018	30%	43%	<b>32%</b>	-	32%	-	-	-	-	-	*	32%	37%
	2017	24%	29%	<b>33%</b>	-	33%	-	-	*	-	-	*	33%	25%
<b>Grade 5 Science</b>														
At Approaches Grade Level or Above	2018	76%	85%	<b>90%</b>	-	90%	-	-	-	-	-	*	90%	90%
	2017	74%	81%	<b>97%</b>	-	97%	-	-	*	-	-	*	97%	97%
At Meets Grade Level or Above	2018	41%	51%	<b>69%</b>	-	69%	-	-	-	-	-	*	69%	66%
	2017	42%	49%	<b>73%</b>	-	73%	-	-	*	-	-	*	72%	70%
At Masters Grade Level	2018	17%	20%	<b>30%</b>	-	30%	-	-	-	-	-	*	30%	34%
	2017	18%	22%	<b>38%</b>	-	38%	-	-	*	-	-	*	39%	32%
<b>All Grades All Subjects</b>														
At Approaches Grade Level or Above	2018	77%	78%	<b>81%</b>	-	81%	*	-	-	-	-	43%	81%	81%
	2017	75%	76%	<b>83%</b>	-	83%	-	-	*	-	-	44%	82%	79%
At Meets Grade Level or Above	2018	48%	49%	<b>50%</b>	-	50%	*	-	-	-	-	12%	50%	43%
	2017	45%	45%	<b>50%</b>	-	50%	-	-	*	-	-	14%	50%	45%
At Masters Grade Level	2018	22%	21%	<b>25%</b>	-	25%	*	-	-	-	-	3%	25%	22%
	2017	20%	18%	<b>26%</b>	-	26%	-	-	*	-	-	5%	26%	20%
<b>All Grades ELA/Reading</b>														
At Approaches Grade Level or Above	2018	74%	74%	<b>83%</b>	-	83%	*	-	-	-	-	*	82%	82%
	2017	72%	71%	<b>77%</b>	-	77%	-	-	*	-	-	*	76%	72%
At Meets Grade Level or Above	2018	46%	44%	<b>47%</b>	-	48%	*	-	-	-	-	*	47%	39%
	2017	44%	41%	<b>42%</b>	-	42%	-	-	*	-	-	*	41%	34%
At Masters Grade Level	2018	19%	17%	<b>26%</b>	-	26%	*	-	-	-	-	*	26%	20%
	2017	19%	15%	<b>24%</b>	-	24%	-	-	*	-	-	*	23%	15%
<b>All Grades Mathematics</b>														
At Approaches Grade Level or Above	2018	81%	85%	<b>85%</b>	-	85%	*	-	-	-	-	*	85%	85%
	2017	79%	82%	<b>85%</b>	-	85%	-	-	*	-	-	*	84%	82%
At Meets Grade Level or Above	2018	50%	55%	<b>52%</b>	-	52%	*	-	-	-	-	*	51%	46%
	2017	46%	50%	<b>53%</b>	-	53%	-	-	*	-	-	*	52%	49%
At Masters Grade Level	2018	24%	28%	<b>27%</b>	-	27%	*	-	-	-	-	*	27%	26%
	2017	22%	23%	<b>27%</b>	-	27%	-	-	*	-	-	*	27%	24%
<b>All Grades Writing</b>														
At Approaches Grade Level or Above	2018	66%	71%	<b>58%</b>	-	58%	-	-	-	-	-	*	58%	*
	2017	67%	74%	<b>77%</b>	-	77%	-	-	-	-	-	*	76%	73%
At Meets Grade Level or Above	2018	41%	45%	<b>33%</b>	-	33%	-	-	-	-	-	*	31%	*
	2017	36%	41%	<b>41%</b>	-	41%	-	-	-	-	-	*	41%	38%
At Masters Grade Level	2018	13%	13%	<b>8%</b>	-	8%	-	-	-	-	-	*	6%	*
	2017	11%	12%	<b>15%</b>	-	15%	-	-	-	-	-	*	15%	13%
<b>All Grades Science</b>														
At Approaches Grade Level or Above	2018	80%	82%	<b>90%</b>	-	90%	-	-	-	-	-	*	90%	90%
	2017	79%	80%	<b>97%</b>	-	97%	-	-	*	-	-	*	97%	97%
At Meets Grade Level or Above	2018	51%	51%	<b>69%</b>	-	69%	-	-	-	-	-	*	69%	66%
	2017	49%	48%	<b>73%</b>	-	73%	-	-	*	-	-	*	72%	70%
At Masters Grade Level	2018	23%	19%	<b>30%</b>	-	30%	-	-	-	-	-	*	30%	34%
	2017	19%	16%	<b>38%</b>	-	38%	-	-	*	-	-	*	39%	32%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus Progress**

Total Students: 784  
 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 & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>														
Grade 4 ELA/Reading	2018	63	65	<b>70</b>	-	70	-	-	-	-	-	75	73	67
Grade 4 Mathematics	2018	65	66	<b>65</b>	-	65	-	-	-	-	-	67	65	66
Grade 5 ELA/Reading	2018	80	81	<b>86</b>	-	86	-	-	-	-	-	100	86	82
Grade 5 Mathematics	2018	81	87	<b>82</b>	-	82	-	-	-	-	-	84	82	80
All Grades Both Subjects	2018	69	71	<b>76</b>	-	76	-	-	-	-	-	80	77	74
All Grades ELA/Reading	2018	69	69	<b>78</b>	-	78	-	-	-	-	-	86	80	75
All Grades Mathematics	2018	70	72	<b>73</b>	-	73	-	-	-	-	-	74	74	73

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Prior Year and Student Success Initiative

Total Students: 784  
 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2018	38%	44%	<b>54%</b>	-	54%	-	-	-	-	-	30%	55%	57%
	2017	35%	39%	<b>40%</b>	-	40%	-	-	-	-	-	*	38%	45%
Mathematics	2018	47%	57%	<b>50%</b>	-	50%	-	-	-	-	-	39%	51%	43%
	2017	43%	49%	<b>62%</b>	-	62%	-	-	-	-	-	43%	61%	68%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	85%	<b>87%</b>	-	87%	-	-	-	-	-	35%	87%	82%
Students Requiring Accelerated Instruction														
	2018	21%	15%	<b>13%</b>	-	13%	-	-	-	-	-	65%	13%	18%
STAAR Cumulative Met Standard														
	2018	84%	90%	<b>90%</b>	-	90%	-	-	-	-	-	35%	90%	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	93%	<b>100%</b>	-	100%	-	-	-	-	-	-	100%	*
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	94%	<b>93%</b>	-	93%	-	-	-	-	-	65%	93%	95%
Students Requiring Accelerated Instruction														
	2018	15%	6%	<b>7%</b>	-	7%	-	-	-	-	-	35%	7%	*
STAAR Cumulative Met Standard														
	2018	90%	96%	<b>93%</b>	-	93%	-	-	-	-	-	65%	93%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	90%	*	-	*	-	-	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 784  
 Grade Span: PK - 05  
 (Current EL Students)

		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
<b>STAAR Performance Rate by Subject and Performance Level^A</b>															
<b>All Grades All Subjects</b>															
At Approaches Grade Level or Above	2018	77%	78%	<b>81%</b>	74%	74%	-	-	-	*	*	-	*	75%	73%
	2017	75%	76%	<b>83%</b>	73%	73%	-	-	-	*	*	-	*	74%	74%
At Meets Grade Level or Above	2018	48%	49%	<b>50%</b>	36%	36%	-	-	-	*	*	-	*	36%	34%
	2017	45%	45%	<b>50%</b>	37%	37%	-	-	-	*	*	-	*	37%	36%
At Masters Grade Level	2018	22%	21%	<b>25%</b>	16%	16%	-	-	-	*	*	-	*	16%	16%
	2017	20%	18%	<b>26%</b>	15%	15%	-	-	-	*	*	-	*	15%	15%
<b>All Grades ELA/Reading</b>															
At Approaches Grade Level or Above	2018	74%	74%	<b>83%</b>	77%	77%	-	-	-	*	*	-	*	78%	76%
	2017	72%	71%	<b>77%</b>	63%	63%	-	-	-	*	*	-	*	64%	63%
At Meets Grade Level or Above	2018	46%	44%	<b>47%</b>	30%	30%	-	-	-	*	*	-	*	30%	28%
	2017	44%	41%	<b>42%</b>	24%	24%	-	-	-	*	*	-	*	25%	23%
At Masters Grade Level	2018	19%	17%	<b>26%</b>	14%	14%	-	-	-	*	*	-	*	14%	13%
	2017	19%	15%	<b>24%</b>	7%	7%	-	-	-	*	*	-	*	7%	6%
<b>All Grades Mathematics</b>															
At Approaches Grade Level or Above	2018	81%	85%	<b>85%</b>	80%	80%	-	-	-	*	*	-	*	81%	80%
	2017	79%	82%	<b>85%</b>	77%	77%	-	-	-	*	*	-	*	78%	78%
At Meets Grade Level or Above	2018	50%	55%	<b>52%</b>	39%	39%	-	-	-	*	*	-	*	39%	37%
	2017	46%	50%	<b>53%</b>	42%	42%	-	-	-	*	*	-	*	42%	41%
At Masters Grade Level	2018	24%	28%	<b>27%</b>	19%	19%	-	-	-	*	*	-	*	19%	19%
	2017	22%	23%	<b>27%</b>	18%	18%	-	-	-	*	*	-	*	19%	18%
<b>All Grades Writing</b>															
At Approaches Grade Level or Above	2018	66%	71%	<b>58%</b>	*	*	-	-	-	*	*	-	*	*	*
	2017	67%	74%	<b>77%</b>	*	*	-	-	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	41%	45%	<b>33%</b>	*	*	-	-	-	*	*	-	*	*	*
	2017	36%	41%	<b>41%</b>	*	*	-	-	-	*	*	-	*	*	*
At Masters Grade Level	2018	13%	13%	<b>8%</b>	*	*	-	-	-	*	*	-	*	*	*
	2017	11%	12%	<b>15%</b>	*	*	-	-	-	*	*	-	*	*	*
<b>All Grades Science</b>															
At Approaches Grade Level or Above	2018	80%	82%	<b>90%</b>	88%	88%	-	-	-	*	*	-	*	88%	86%
	2017	79%	80%	<b>97%</b>	97%	97%	-	-	-	*	*	-	*	97%	98%
At Meets Grade Level or Above	2018	51%	51%	<b>69%</b>	70%	70%	-	-	-	*	*	-	*	68%	64%
	2017	49%	48%	<b>73%</b>	71%	71%	-	-	-	*	*	-	*	72%	71%
At Masters Grade Level	2018	23%	19%	<b>30%</b>	30%	30%	-	-	-	*	*	-	*	29%	28%
	2017	19%	16%	<b>38%</b>	34%	34%	-	-	-	*	*	-	*	36%	36%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2018	69	71	<b>76</b>	75	75	-	-	-	*	*	-	94	75	76

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 784  
 Grade Span: PK - 05  
 (Current EL Students)

		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
All Grades ELA/Reading	2018	69	69	<b>78</b>	78	78	-	-	-	*	*	-	*	77	79
All Grades Mathematics	2018	70	72	<b>73</b>	72	72	-	-	-	*	*	-	*	73	73

**Progress of Prior-Year Non-Proficient Students**

**Sum of Grades 4-8**

Reading	2018	38%	44%	<b>54%</b>	61%	61%	-	-	-	-	-	-	*	61%	57%
	2017	35%	39%	<b>40%</b>	44%	44%	-	-	-	-	-	-	*	44%	45%
Mathematics	2018	47%	57%	<b>50%</b>	42%	42%	-	-	-	-	-	-	*	42%	43%
	2017	43%	49%	<b>62%</b>	68%	68%	-	-	-	-	-	-	*	68%	68%

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus STAAR Participation

Total Students: 784  
 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)
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	*	-	-	*	-	100%	100%	100%
Included in Accountability	94%	95%	<b>93%</b>	-	93%	*	-	-	*	-	91%	93%	90%
Not Included in Accountability													
Mobile	4%	3%	<b>6%</b>	-	5%	*	-	-	*	-	9%	5%	5%
Other Exclusions	1%	2%	<b>2%</b>	-	2%	*	-	-	*	-	0%	2%	5%
Not Tested	1%	0%	<b>0%</b>	-	0%	*	-	-	*	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	*	-	-	*	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	*	-	0%	0%	0%
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	-	-	*	-	-	99%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	-	94%	-	-	*	-	-	92%	94%	92%
Not Included in Accountability													
Mobile	4%	2%	<b>3%</b>	-	3%	-	-	*	-	-	6%	3%	2%
Other Exclusions	1%	2%	<b>2%</b>	-	2%	-	-	*	-	-	1%	2%	6%
Not Tested	1%	0%	<b>0%</b>	-	0%	-	-	*	-	-	1%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	-	-	*	-	-	1%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	-	-	*	-	-	1%	0%	0%

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 784  
 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)
<b>Attendance Rate</b>													
2016-17	95.7%	95.8%	<b>97.8%</b>	-	97.8%	97.7%	-	*	-	-	96.3%	97.8%	97.5%
2015-16	95.8%	96.0%	<b>97.7%</b>	-	97.7%	*	-	*	-	-	96.7%	97.7%	97.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 784  
 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	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2014</b>													
Graduated	90.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	93.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	93.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus Graduation Profile**

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District Count</b>	<b>State Count</b>
<b>Graduates (2016-17 Annual Graduates)</b>				
Total Graduates	-	-	3,096	334,424
By Ethnicity:				
African American	-	-	3	42,132
Hispanic	-	-	3,074	164,446
White	-	-	17	105,748
American Indian	-	-	1	1,254
Asian	-	-	1	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	0	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	143	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	2,782	252,091
Foundation H.S. Program (No Endorsement)	-	-	44	16,650
Foundation H.S. Program (Endorsement)	-	-	40	3,212
Foundation H.S. Program (DLA)	-	-	87	25,399
Special Education Graduates	-	-	301	25,105
Economically Disadvantaged Graduates	-	-	2,977	159,476
LEP Graduates	-	-	355	17,579
At-Risk Graduates	-	-	1,657	132,112

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 784  
 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	60.0%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2016-17	47.0%	52.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	48.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	43.9%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus CCMR-related Indicators

Total Students: 784  
 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)
<b>TSIA Results (Examinees &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	38.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	29.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	82.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	29.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	19.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	4.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	20.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	27.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	12.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	4.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2017-18 Campus CCMR-related Indicators**

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

Total Students: 784  
 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)
<b>Social Studies</b>													
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
<b>Tested</b>													
Class of 2017	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	71.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>At/Above Criterion</b>													
Class of 2017	22.3%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	7.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
<b>All Subjects</b>													
Class of 2017	1019	951	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1250	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>English Language Arts</b>													
Class of 2017	512	481	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	827	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Mathematics</b>													
Class of 2017	507	470	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	423	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
<b>All Subjects</b>													
Class of 2017	20.3	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	17.6	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>English Language Arts</b>													
Class of 2017	19.9	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	17.2	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Mathematics</b>													
Class of 2017	20.4	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Science</b>													
Class of 2017	20.6	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Other Postsecondary Indicators

Total Students: 784  
 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	42.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	20.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	23.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***</b>													
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	55.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	60.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Student Information

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	784	100.0%	45,535	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	115	14.7%	7.7%	4.3%
Kindergarten	75	9.6%	5.9%	6.9%
Grade 1	108	13.8%	7.0%	7.2%
Grade 2	115	14.7%	6.6%	7.3%
Grade 3	124	15.8%	6.9%	7.6%
Grade 4	129	16.5%	7.2%	7.7%
Grade 5	118	15.1%	6.9%	7.7%
Grade 6	0	0.0%	6.8%	7.5%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.2%	7.4%
Grade 9	0	0.0%	8.0%	8.0%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.8%	6.9%
Grade 12	0	0.0%	6.8%	6.4%
Ethnic Distribution:				
African American	2	0.3%	0.1%	12.6%
Hispanic	770	98.2%	98.6%	52.4%
White	11	1.4%	1.0%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	1	0.1%	0.2%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	2.3%
Economically Disadvantaged	741	94.5%	95.8%	58.8%
Non-Educationally Disadvantaged	43	5.5%	4.2%	41.2%
English Learners (EL)	330	42.1%	32.5%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.9%	1.3%
At-Risk	572	73.0%	66.9%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	86			
By Type of Primary Disability				
Students with Intellectual Disabilities	31	36.0%	57.1%	43.3%
Students with Physical Disabilities	**	**	11.1%	21.9%
Students with Autism	*	*	11.7%	13.2%
Students with Behavioral Disabilities	30	34.9%	17.9%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.4%
Mobility (2016-17):				
Total Mobile Students	91	13.0%	14.9%	16.0%
By Ethnicity:				
African American	0	0.0%		

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Student Information

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Hispanic	91	13.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	2.0%	1.8%	0.0%	3.8%	6.9%
Grade 1	9.1%	11.3%	3.4%	11.1%	10.9%	6.2%
Grade 2	8.9%	5.1%	2.1%	0.0%	4.9%	2.6%
Grade 3	1.0%	3.8%	1.3%	5.3%	1.7%	1.0%
Grade 4	6.1%	2.4%	0.6%	13.3%	1.9%	0.5%
Grade 5	0.0%	0.7%	0.7%	4.5%	0.2%	0.6%
Grade 6	-	3.9%	0.5%	-	1.5%	0.6%
Grade 7	-	3.4%	0.7%	-	2.4%	0.6%
Grade 8	-	2.3%	0.6%	-	1.4%	0.8%
Grade 9	-	9.4%	8.0%	-	23.5%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	19.0	18.7
Grade 1	20.6	17.9	18.8
Grade 2	16.6	17.6	18.8
Grade 3	20.8	21.8	19.0
Grade 4	25.0	22.1	19.2
Grade 5	22.1	19.9	21.2
Grade 6	-	21.4	20.3
Secondary:			
English/Language Arts	-	17.9	16.7
Foreign Languages	-	20.0	18.6
Mathematics	-	19.2	17.9
Science	-	19.7	19.0
Social Studies	-	19.8	19.3

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2017-18 Campus Staff Information

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	72.4	100.0%	100.0%	100.0%
Professional Staff:	54.8	75.7%	56.7%	64.1%
Teachers	45.7	63.1%	44.4%	50.1%
Professional Support	6.1	8.5%	9.3%	9.8%
Campus Administration (School Leadership)	3.0	4.1%	2.9%	3.0%
Educational Aides:	17.6	24.3%	11.6%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,429.0
Part-time	0.0	n/a	1.0	578.0
Counselors				
Full-time	2.0	n/a	148.0	12,131.0
Part-time	0.0	n/a	9.0	1,148.0
Total Minority Staff:	69.9	96.5%	93.6%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.4%	10.4%
Hispanic	44.5	97.3%	89.8%	27.2%
White	1.2	2.7%	9.3%	58.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.6%
Pacific Islander	0.0	0.0%	0.3%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.0	17.4%	32.2%	23.7%
Females	37.7	82.6%	67.8%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.4	0.9%	1.3%	1.4%
Bachelors	42.0	91.9%	79.4%	74.1%
Masters	3.3	7.2%	18.8%	23.8%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.4	0.9%	2.8%	8.2%
1-5 Years Experience	7.7	16.8%	16.1%	29.1%
6-10 Years Experience	9.0	19.7%	18.8%	19.1%
11-20 Years Experience	17.5	38.2%	37.6%	28.2%
Over 20 Years Experience	11.1	24.4%	24.7%	15.3%
Number of Students per Teacher	17.2	n/a	15.4	15.1

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus Staff Information**

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	8.4	6.3
Average Years Experience of Principals with District	6.0	7.7	5.4
Average Years Experience of Assistant Principals	11.0	8.1	5.2
Average Years Experience of Assistant Principals with District	10.5	8.0	4.6
Average Years Experience of Teachers:	14.8	14.6	10.9
Average Years Experience of Teachers with District:	14.5	13.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$23,093	\$45,220	\$47,667
1-5 Years Experience	\$45,958	\$45,981	\$49,663
6-10 Years Experience	\$48,383	\$48,243	\$52,056
11-20 Years Experience	\$52,704	\$52,747	\$55,246
Over 20 Years Experience	\$60,932	\$61,445	\$61,428
Average Actual Salaries (regular duties only):			
Teachers	\$52,446	\$52,755	\$53,334
Professional Support	\$61,821	\$63,531	\$63,165
Campus Administration (School Leadership)	\$86,477	\$80,180	\$77,712
Instructional Staff Percent:	n/a	59.1%	64.4%
Contracted Instructional Staff (not incl. above):	253.0	3,598.0	6,218.9

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2017-18 Campus Staff Information**

Total Students: 784  
 Grade Span: PK - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	315	40.2%	31.9%	18.9%
Career & Technical Education	0	0.0%	32.2%	25.8%
Gifted & Talented Education	80	10.2%	12.6%	7.9%
Special Education	86	11.0%	11.2%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	4.3%	2.8%	6.1%
Career & Technical Education	0.0	0.0%	5.6%	4.7%
Compensatory Education	1.0	2.2%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.6%	1.8%
Regular Education	37.8	82.7%	79.0%	72.3%
Special Education	5.0	10.9%	11.1%	9.0%
Other	0.0	0.0%	0.3%	3.4%

- '^' Domain modeling data applied to year 2017.
- '^^' 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 2016-17 Financial Actual Report](#)

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 1

**Reading**

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 86% to 91% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
87%	88%	89%	90%	91%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	87%	86%	83%
2021	88%	87%	84%
2022	89%	88%	85%
2023	90%	89%	86%
2024	91%	90%	87%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 1

**Mathematics**

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 96% to 100% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
97%	98%	99%	100%	100%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	98%	97%	94%
2021	99%	98%	95%
2022	100%	99%	96%
2023	100%	100%	97%
2024	100%	100%	98%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 91% to 96% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
92%	93%	94%	95%	96%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	92%	91%	87%
2021	93%	92%	88%
2022	94%	93%	89%
2023	95%	94%	90%
2024	96%	95%	91%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the **EOY Benchmark** will increase from 88% to 93% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	91%	92%	93%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	88%	87%	87%
2021	89%	88%	88%
2022	90%	89%	89%
2023	91%	90%	90%
2024	92%	91%	91%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 1st Grade

**Reading**

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 85% to 90% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
<b>2020</b>	86%	86%	86%	53%
<b>2021</b>	87%	87%	87%	54%
<b>2022</b>	88%	88%	88%	55%
<b>2023</b>	89%	89%	89%	56%
<b>2024</b>	90%	90%	90%	57%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 1st Grade

**Reading**

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 48% to 53% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	50%	50%	45%	14%
2021	51%	51%	46%	15%
2022	52%	52%	47%	16%
2023	53%	53%	48%	17%
2024	54%	54%	49%	18%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 3 - 1st Grade

**Mathematics**

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 54% to 59% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
55%	56%	57%	58%	59%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	55%	54%	54%	21%
2021	56%	55%	55%	22%
2022	57%	56%	56%	23%
2023	58%	57%	57%	24%
2024	59%	58%	58%	25%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 2nd Grade

**Reading**

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 73% to 78% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	74%	73%	71%	12%
2021	75%	74%	72%	13%
2022	76%	75%	73%	14%
2023	77%	76%	74%	15%
2024	78%	77%	75%	16%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 2nd Grade

**Reading**

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 42% to 47% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	40%	38%	39%	13%
2021	41%	39%	40%	14%
2022	42%	40%	41%	15%
2023	43%	41%	42%	16%
2024	44%	42%	43%	17%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 3 - 2nd Grade

**Mathematics**

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 46% to 51% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	47%	50%	56%	18%
2021	48%	51%	57%	19%
2022	49%	52%	58%	20%
2023	50%	53%	59%	21%
2024	51%	54%	60%	22%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 3rd Grade

**Reading**

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 27% to 32% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
28%	29%	30%	31%	32%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	28%	28%	27%	6%
2021	29%	29%	28%	7%
2022	30%	30%	29%	8%
2023	31%	31%	30%	9%
2024	32%	32%	31%	10%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 3 - 3rd Grade

**Mathematics**

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 24% to 29% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	27%	28%	29%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	25%	22%	21%	1%
2021	26%	23%	22%	2%
2022	27%	24%	23%	3%
2023	28%	25%	24%	4%
2024	29%	26%	25%	5%

Minimum size criteria set to 10 or more students.

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **EGLY EL**

## Early Childhood Literacy Progress Measure 3 - 3rd Grade

**Reading**

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 43% to 48% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
<b>2020</b>	43%		41%	36%	11%
<b>2021</b>	44%	1%	42%	37%	12%
<b>2022</b>	45%	2%	43%	38%	13%
<b>2023</b>	46%	3%	44%	39%	14%
<b>2024</b>	47%	4%	45%	40%	15%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 3 - 3rd Grade

**Mathematics**

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 48% to 53% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
<b>2020</b>	48%		46%	49%	6%
<b>2021</b>	49%	1%	47%	50%	7%
<b>2022</b>	50%	2%	48%	51%	8%
<b>2023</b>	51%	3%	49%	52%	9%
<b>2024</b>	52%	4%	50%	53%	10%

Minimum size criteria set to 10 or more students.

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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.

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<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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.
Student Report	
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.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
<b>Confidentiality</b>	<p>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.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>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.</p>

**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 classroom, 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*