Bastrop Independent School District

Emile Elementary

2018-2019 Campus Improvement Plan

Mission Statement

To foster a commitment to excellence in teaching and learning by providing accessible and engaging educational experiences that will lead to the development of 21st century learners accepting of change, skilled in problem solving, and prepared to make positive contributions to society.

Vision

Emile Elementary will promote the academic success of its students within a collaborative culture that appreciates diversity and develops well-rounded lifelong learners who will contribute responsibly to society.

Value Statement

We Believe That . . .

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emile Elementary is a Title I, PreK-4th grade campus located at 601 MLK Jr. Drive in Bastrop I.S.D. May enrollment shows 777 students are enrolled and that of these the percentage of student groups includes:

7% African American, 53% Hispanic, 37% White, 2% Multi-race, less than 1% of Asian, Pacific Islander, and American Indian.

The percent in attendance for 2017-2018 was 94.6% which is below the campus goal of 96%. Emile Elementary student groups include 20% Limited English Proficient , 2% Gifted and Talented, and 14% Special Education. Additionally, there are 64% economically disadvantage and 49% At-Risk.

Demographics Strengths

Emile Elementary has many strengths. Some of the most notable demographics strengths include:

1. We have a highly engaged Parent Teacher Association (PTA) that is very focused on supporting students, teachers and families. The state has recognized our PTA as one of the best in the region. This support helps us to build strong relationships between the campus and student families.
2. As a fairly small campus Emile Elementary teachers and staff are able to build relationships with the parents, many of whom attended Emile Elementary as children themselves.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The LEP population is increased from 3% to 20% due to the addition of a bilingual program on campus. **Root Cause**: Due to growing LEP numbers in the district, additional programs are needed at Emile Elementary.

Problem Statement 2: With the addition of new programs on campus, it's anticipated demographic changes will occur in multiple areas. Additional support

will be needed to support changes in demographics.

Student Achievement

Student Achievement Summary

All schools in Texas are measured in three domains. For the 2017-2018 school year, Emile Elementary met standard in Domain 1-Student Achievement.

- Domain 1 - Student Achievement, Emile Elementary Scale Score: 62
- Domain 2 - Student Progress-Part A Academic Growth, Emile Elementary Scale Score: 54
- Domain 2-Student Progress-Part B Relative Performance Scale Score: 58
- Domain 3 - Closing Performance Gaps, Emile Elementary Scale Score: 33

The percentage of students showing one or more year's growth for reading in 3rd and 4th grade was 40%. The percentage of students showing one or more year's growth for math in 3rd and 4th grade was 39%.

These scores result in Emile Elementary receiving a 2018 Texas Accountability Improvement Required rating.

Using the B.A.S. reading inventory, teachers reported reading levels for grades K-2 with the following results:

	Exceeds expectations	Meets expectations	Approaching Expectations	Did not meet expectations
Kinder	29%	42%	17%	12%
1st	46%	15%	17%	22%
2nd	33%	24%	24%	19%

Student Achievement Strengths

Emile Elementary has a population of hard-working students focused on growing their brains. The campus is proud of many different student achievement strengths over the prior year, including:

1. **4th Grade math scores increased from 2017 to 2018.**

2. **BAS reading levels for meeting and/or exceeding expectations for K-2 increased from 2017-2018.**
3. **In 3rd and 4th grade, the percentage of students that achieved the masters level in reading and math were 15% or higher.**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: As a grade level, 3rd grade scores declined in reading and math.

Problem Statement 2: As a grade level, fourth grade students scores decreased in reading.

School Culture and Climate

School Culture and Climate Summary

A review of parent, student, and staff surveys present many strengths in school culture and climate Emile Elementary School (EES). Overall, staff feels safe and enjoying working at school. Staff reports having strong working relationships with colleagues. Overall, parents agree that a positive learning environment has been established. Likewise, 60% of students surveyed gave the EES an overall school rating of very good or better.

Attendance rates for EES for the 17-18 school year averages at approximately 94.6%, which below the goal of 96%. The first six weeks of school was the only period the goal was met. The attendance rate for the previous school year was approximately 95%, as well.

In the parent and staff surveys, both groups expressed concerns relating to discipline and the consistency of the implementation of PBIS strategies. Over the course of the school year there were 227 discipline referrals. This is an increase from the 2016-2017 school year. The campus administration worked closely with the Campus Behavior Support staff in processing the discipline referrals. Restorative practices will utilized when appropriate in conjunction with consequences.

School Culture and Climate Strengths

Emile has many strengths related to School Culture and Climate. The most notable strengths are:

1. Teachers take pride in working at EES.

2. Parents, students, and teachers are there are high academic expectations at EES.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rates have remained the same for the past two years at 95%, which is below the 96% goal.

Problem Statement 2: The number of discipline referrals during the second semester of school was almost four times the number in the first semester. Early during the spring semester, a change to the administration team occurred.

Problem Statement 3: Training on the new Social Emotional Learning curriculum is needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The majority of the changes to Emile staff are additional bilingual staff due to programming change. Each attended the BISD New Hire Orientation along with completing an additional twelve hours of professional development depending upon the skill sets they have already had in place as a veteran teacher or a new first year teacher. At Emile Elementary, all teachers are provided ongoing, targeted, job-embedded professional learning throughout the year. Weekly PLC meetings reinforce what they are learning by discussing training, implementation and sharing. Teachers are able to collaboratively share as well as ask for clarification along the way on a weekly basis.

Staff Quality, Recruitment, and Retention Strengths

1. **The teachers at Emile Elementary have strong curriculum backgrounds.**
2. **Our instructional leaders often present at faculty meetings and in PLCs.**
3. **We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks to improve through a growth mindset that allows for sharing how we learn from successes and challenges.**

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Currently, less than half of the staff feel the morale a school is high. Teachers reported not feeling comfortable express their concerns or having a voice in the decisions made on campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Emile Elementary is guided by the TEKS Resource System scope and sequence, the district YAGs, and the results of campus based assessments. The curriculum is housed on an online platform. Teachers are able to access YAGs, Instructional Focus Document, Assessments, Vertical Alignment Document, Big 8 Strategies, and Required/Recommended Resources. In PLCs, teachers use all these resources to align instructional practices to TEKS and assessments.

Assessment plays a major role in decision making for instructional strategies to be used at Emile Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations at higher thinking levels are in regular use. By ensuring all grade level skills are taught and that students learn them, Emile Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on the identification of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas & Pinnell Assessment, Istation, Reflex Math, and campus benchmarks for assessment. Third and fourth grades focus on STAAR, iStation, Imagine Math, Reflex Math, District Academic Targets, and campus benchmarks. Special courses and programs such as physical education, art, digital learning, music, special education, dyslexia and ESL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a chart by individual students. Data is plotted to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The data is also color coordinated. Green is on level or better, yellow is right below level and red is one or more years below expected levels.

Grade level PLCs are held three times a month. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time.

Student progress is monitored either as prescribed by the intervention depending on individual students' needs. The RtI committee meetings are held weekly. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the RtI Lead along with student teachers and an administrator. Data has shown that after school tutoring has not been effective, a multi-tiered instructional approach that provides

instructional and/or behavioral intervention during the school day should be put in place.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Emile Elementary has identified the following strengths:

- Spiral in other genres across the campus' curriculum

- Technology implementation utilized in both the classroom and at home, thereby extending the lesson beyond the classroom

  (RAZ kids, Reflex math)

- Campus-wide implementation of programs aimed at supporting struggling students

  (Imagine Math, Istation, RTI meetings every 6 weeks, tutoring pull out groups, Dyslexia classes, SPED classes)

- Continuous disaggregation of data through multiple venues

  (PLC meetings, RTI planning meetings)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lesson plans need to align with the specificity of TEKS being taught.

Problem Statement 2: Additional professional development in the BISD specific RtI process and research-based interventions.

Problem Statement 3: Professional development in the Early Exit Bilingual Model to meet the needs of additional LEP students on campus. Dedicated time to collaborate with the ELL department on strategies and model implementation support will be needed weekly.

Problem Statement 4: Maximize instructional time during reading and math when scheduling interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

Emile Elementary works very hard at creating a safe, family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus we strive to communicate with parents digitally, in hard copy and in both English and Spanish when possible. We work to provide parents the dates for as many activities as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in Spanish. We also provide interpreters for school events, including sign language and Spanish. We make sure that our routines are consistent, including sending our Take-Home-folders every day.

Parent and Community Engagement Strengths

Emile Elementary works hard to maintain these strengths:

- **Strong coordination with the PTA volunteer program**
- **Strong coordination with the Connections Center**
- **Frequent communication between home and school through parent communication folders, notes/flyer sent home, and blackboard communication program.**
- **A process to involve parents in planning, implementing and evaluating family involvement activities**
- **An orientation program to prepare kindergarten parents**
- **An up-to-date attractive website that is easy to navigate**

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Attendance for academic events is lower than family fun events.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Emile Elementary take pride in their school and the school's reputation as family focused campus. The perception of Emile Elementary among all is that it is a positive environment with a strong focus on academic progress for all students. There is a high standard for best instructional practices as well as building social character in a family atmosphere.

Emile Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school culture, systems and organization. We work hard to ensure that instructional time is protected. Teachers and staff work to avoid having students pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Emile Elementary is proud of the following strengths:

1. **Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.**
2. **Teachers accommodate special populations with more time and individualized instructional plans**
3. **RTI is being utilized successfully with students being referred to the appropriate special population.**
4. **Interruptions to the instructional day are kept to a minimum.**
5. **Safety drills are performed frequently and efficiently.**

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With the addition of the bilingual program, systems for monitoring of TELPAS and sheltered instruction strategies will need to be established.

Problem Statement 2: Teachers expressed concerned for additional RtI systems and structures to effectively monitor student progress and need.

Technology

Technology Summary

All teaching classrooms have mounted projectors and teachers have access to digital learning devices for both instruction and assessment. All teachers have a minimum of five laptops that are used daily for small group station work and assessments. There is a computer lab that is staffed by the Library Media Specialist and Computer Lab Manager to support all grade levels during specials rotation. There is an integration lab that is used primarily by primary grades. There is a smaller computer lab that supports students needing additional supports in Imagine Math, Istation and Reflex Math.

The library also has computers and are frequently used for progress monitoring and research. Each year Emile Elementary students completes a district assessment to determine progress toward the district's plan for digital learning. Emile Elementary has received one of the highest ratings among the elementary campuses for the last two years. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved. Our campus Technology Integration Guide and the District Digital Support Specialists have provided key levels of support and greater awareness of instructional integration possibilities during staff meetings and PLC meetings in an ongoing manner.

Technology Strengths

Emile Elementary has identified these strengths:

- Internet access is available for every student
- Teachers report increasing skills and confidence with the use of technology
- Teachers have access to at least 5 student devices in classrooms and a mobile computer lab for interventions and technology integration.
- All classrooms are equipped with a variety of current technology
- Teachers continue to receive extensive training on how to integrate technology into their instruction to support digital learners. Follow-up professional development will continue in the future.
- Campus added 100 additional chrome books for students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Each yearn new software is added which requires additional training, including iStation and Imagine Math.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, Emile will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas. (1D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
✔ = Accomplished ➡ = Continue/Modify ◖ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2:
Increase STAAR reading from 35% to 44% for the meets standard.
Increase STAAR math from 41% to 46% in the meets standard.
Increase STAAR writing from 20% to 25% in the meets standard.
Increase the percentage of students making one years growth in reading to 75%.
Increase the percentage of students making one years growth in math from 75%.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative June
Comprehensive Support Strategy **Targeted Support Strategy** 1) Teachers will collaborate in weekly PLC to review campus and student data. Intervention and enrichment plans developed from data. SA1, CI&A2, D3	Leader: Classroom teachers Others Involved: Tutor, Rti Lead, Instructional Coach, Counselor, Instructional Specialists, Campus Administration	Teachers will participate in weekly planning. Teachers will participate at RTI meetings. All student groups (SPED, AA, Hispanic, Econ Dis, ELL) will be monitored and student progress will be priority.				
	Problem Statements: Student Achievement 2					
Comprehensive Support Strategy **Targeted Support Strategy** 2) Teachers will use "Countdown to STAAR", Fast Focus math materials, and STAAR practice workbooks to reinforce small group instruction. Teachers will implement targeted skill games during small group instruction time to supplement instruction. SA1, CI&A2, D3	Leader: Teachers Others Involved: Tutors, Rti Lead, Instructional Coach, Instructional Specialists, campus administrators	Students will meet or exceed grade level expectations.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 4 Funding Sources: 211 - Title I, Part A - 0.00					

Comprehensive Support Strategy **Targeted Support Strategy** 3) Implement guided reading and Big 8 Strategies as part of a balanced literacy program. Reading groups and Big 8 Strategies as strategies to improve Tier 1 instruction. SA1, CI&A2, D3	Leaders: Campus Administrators Others Involved: Teachers Instructional Coach Tutors RtI Interventionist	1) Implementation can be measured by formative monitoring data collection. 2) Impact can be measured by: a) independent practice assignments b) unit assessments c) iStation d)benchmark tests			
	Funding Sources: 211 - Title I, Part A - 0.00, 199-024 - State Compensatory Education - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** 4) Implement a monitoring notebook to include progress monitoring and student growth reports showing progress over time. Teachers will use the notebook to participate in data disaggregation activities to plan for interventions and facilitate student goal setting.	Leader: Campus Administrators Others Involved: Teachers, Instructional Coach	Teacher monitors student progress. Adjustments to instruction will be made based on current data and student progress.			
	Problem Statements: Student Achievement 2				
Comprehensive Support Strategy **Targeted Support Strategy** 5) Utilize TEKS resource system, district curriculum maps, and TEKS Snapshots to plan veritcally aligned and viable curriculum.	Leader: Instructional Coach Others Involved: Campus Administrators, Classroom Teachers, District Curriculum Specialist	PLC Agenda Lesson Plans			
	Problem Statements: Curriculum, Instruction, and Assessment 1				
6) Implement guided math groups as part of a balanced math program to include explicit instruction, math workstations, and small group instruction.	Leader: Campus Administrators Others Involved: Classroom Teachers, Instructional Coach	PLC Agenda Lesson Plans			
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 4				
	Funding Sources: 199-024 - State Compensatory Education - 0.00				

7) Students will set individual learning goals through the use of student data folders.	Leader: Campus Administrators Others Involved: Instructional Coach, Classroom Teachers	Student Data Folders				
	Problem Statements: Student Achievement 2					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 8) Implement, monitor, and provide instructional feedback on the Writing Academy program.	Leader: Instructional Coach Others Involved: Campus Administrators, Classroom Teachers, District Curriculum Specialist	Lesson Plans				
	Problem Statements: Student Achievement 2					
	Funding Sources: 211 - Title I, Part A - 0.00					
9) Create grade level campus based common assessments for 2nd-4th grade in reading and math.	Leader: Instructional Coach Others Involved: Campus Administrator, Classroom Teachers	Assessment Data Intervention Plans				
	Problem Statements: Student Achievement 2					
10) Provide tutoring opportunities during the school day to support interventions in targeted TEKS.	Leader: Campus Administrators Others Involved: Tutors, Instructional Coach, Classroom Teachers	Intervention Plans				
	Problem Statements: Student Achievement 2					
	Funding Sources: 199-030 - SCE on Schoolwide - 12255.00, 211 - Title I, Part A - 0.00					

11) Set campus attendance goals, monitor progress, and provide incentives for perfect attendance.	Leader: Campus Administration Others Involved: Classroom teachers, Attendance Clerk, School Counselor	Attendance reports				
	Problem Statements: School Culture and Climate 1					
	Funding Sources: 211 - Title I, Part A - 0.00					
12) Teachers will be provided job-embedded professional development opportunities focused on proven literacy methods that they will incorporate into their lessons.	Leader: Administrators Others Involved: Instructional Coach, Instructional Specialists	Teachers turn-around the use of the new skill sets within the next lesson plan. Content and Language objectives will be visual in all classrooms. Specific vocabulary will be used throughout ELAR instruction.				
	Funding Sources: 211 - Title I, Part A - 0.00					

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: As a grade level, fourth grade students scores decreased in reading.
School Culture and Climate
Problem Statement 1: Attendance rates have remained the same for the past two years at 95%, which is below the 96% goal.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lesson plans need to align with the specificity of TEKS being taught.
Problem Statement 4: Maximize instructional time during reading and math when scheduling interventions.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: The performance of identified populations will increase as follows:

Economically disadvantaged student group performance will increase from the Spring 2018 performance of 52% to at least 57%% at the approaches level and 26% to 31% at the meets level.

Special Education student group performance will increase from the Spring 2018 performance of 28% to 33% at the approaches level and 12% to 17% at the meets level.

ELL student group performance will increase from the Spring 2018 performance of 38% to 42% at the approaches level and 15% to 20% at the meets level.

Achieving this will assist in closing achievement gaps with Special Education, ELL, and Economic Disadvantage populations.

Evaluation Data Source(s) 3: STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Interventions will occur to increase student performance on formative assessments with a focus student groups: ELL, Eco Dis, and Special Education. Interventions included: -System 44 -Do the Math -Istation -Imagine Math SA1, CI&A2, D3	Leader: Teachers Others Involved:Campus Administrators, Tutors, RtI Lead, Instructional Coach, Instructional Specialists	Formative Assessment Data				
	Problem Statements: Demographics 1, 2 - Student Achievement 1 Funding Sources: 199-024 - State Compensatory Education - 0.00					

2) Provide Shelter Instruction professional development and incorporate strategies, including ELPS and Language Objectives, into daily lessons to accelerate language acquisition in ELL students.	Leader: Campus Administrators Others Involved: Instructional coach, ELL Curriculum Specialist	TELPAS STAAR Data				
	Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 3					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 3) Incorporate monthly data point checks in order to monitor the progress of all student groups. Display data to create visual.	Leader: Campus Administrators Others: Classroom Teachers, Instructional Coach, RtI Team Lead, Special Education Teachers, ELL Case Manager	Data checkpoint data				
	Problem Statements: Demographics 2 - Student Achievement 1					
4) ELL Case Manager to monitor the academic progress of ELL students and support ELL teachers with strategies. ELL Case Manager will lead bilingual PLC meetings.	Leader: ELL case manager Others Involved: Campus Administrators, District ELL Curriculum Specialist.	Progress Monitoring Data of ELL students STAAR Data TPRI and Tejas Lee TELPAS Data				
	Problem Statements: Demographics 1, 2 - School Context and Organization 1					
5) Implement Early Exit Transition Bilingual Model	Leader: Campus Administrators Others: Classroom teachers, Instructional Coach, District ELL Curriculum Specialist	TELPAS Data Students meeting exit criteria within 5 years of entering US public schools				
	Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 3					
	Funding Sources: 211 - Title I, Part A - 0.00					
6) Implement small group early intervention for Pre-K student through 1/2 day Pre-K program.	Leader: Principal Others: Pre-K teachers	Increased Kindergarten readiness as documented through CIRCLE testing.				
	Funding Sources: 199-030 - SCE on Schoolwide - 23168.00					

7) Emile teachers will meet with the Special Education team on a regular basis, to ensure these identified students are making appropriate growth.	Leader: Administrators Others Involved: SpEd Staff, Instructional Coach, SpEd Instructional Specialists	SPED students will meet IEP goals within one calendar year. 75% or more will meet expectation on STAAR and STAAR A, and STAAR ALT2.			

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The LEP population is increased from 3% to 20% due to the addition of a bilingual program on campus. **Root Cause 1**: Due to growing LEP numbers in the district, additional programs are needed at Emile Elementary.
Problem Statement 2: With the addition of new programs on campus, it's anticipated demographic changes will occur in multiple areas. Additional support will be needed to support changes in demographics.

Student Achievement
Problem Statement 1: As a grade level, 3rd grade scores declined in reading and math.

Curriculum, Instruction, and Assessment
Problem Statement 3: Professional development in the Early Exit Bilingual Model to meet the needs of additional LEP students on campus. Dedicated time to collaborate with the ELL department on strategies and model implementation support will be needed weekly.

School Context and Organization
Problem Statement 1: With the addition of the bilingual program, systems for monitoring of TELPAS and sheltered instruction strategies will need to be established.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: All students will have access to intervention and enrichment opportunities.

Evaluation Data Source(s) 4: RtI data, GT data, Percentage of students at Masters Grade Level

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Deliver comprehensive Response to Intervention to students who are not meeting campus, district, and state progress measure goals. Weekly RtI progress monitoring meetings will be conducted.	Leader: RtI Lead Teachers Others Involved: Campus Administrators, Instructional Coach	RtI Notes STAAR Data District ATs Progress Monitoring Checkpoints				
	Problem Statements: Curriculum, Instruction, and Assessment 2					
	Funding Sources: 199-030 - SCE on Schoolwide - 66287.00, 211 - Title I, Part A - 0.00					
2) Emile GT students will be provided accelerated instruction. Accelerated instruction is provided with a combination of pullout program and classroom differentiation.	Leader: Administrators Others Involved: Teachers, Instructional Coach, Instructional Specialists	All GT students will achieve 87% or greater on one or more Mock assessments.				
3) Teachers will use a progress chart to monitor and reward students who increase ISIP Reading scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of iStation reading. Tier 2 students will have a minimum of 60 minutes per week. Tier 3 students will have a minimum of 90 of iStation reading per week. CNA: SA 1; CI& 2; D 3, SC&C 4, FCI 5	Leader: Administrators Others Involved: Teachers, Rti Lead, Instructional Coach, Counselor, Instructional Specialists, Tutors	Implementation: At least 70% of students will maintain Tier 1 status or improve ISIP Math score by 5 points each month. Impact can be measured by: a) Independent practice assignments b) unit assessments c) iStation d) benchmarks				
	Funding Sources: 211 - Title I, Part A - 0.00					

4) All students will participate in 225 minutes per week of designated intervention/enrichment time based on current student academic data.	Leaders: Campus Administrators Others Involved: RtI Lead Teacher, Classroom Teachers, Special Education Teachers	RtI Notes STAAR Data TPRI, Tejas Lee Data checkpoints				
	Problem Statements: Curriculum, Instruction, and Assessment 4					
	Funding Sources: 211 - Title I, Part A - 0.00					
5) Teachers will use a progress chart to monitor and reward students who increase math scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of Imagine Math. Tier 2 students will have a minimum of 60 minutes per week. Tier 3 students will have a minimum of 90 of Imagine Math per week. CNA: SA 1; CI& 2; D 3, SC&C 4, FCI 5	Leader: Administrators Others Involved: Teachers, Rti Lead, Instructional Coach, Counselor, Instructional Specialists, Tutors	Implementation: At least 70% of students will maintain Tier 1 status or improve ISIP Math score by 5 points each month. Impact can be measured by: a) Independent practice assignments b) unit assessments c) iStation d) benchmarks				
	Funding Sources: 211 - Title I, Part A - 0.00					
6) Teachers will use RAZ-Kids comprehension quizzes, Journeys weekly comprehension tests, Scholastic News Weekly Reader, TPRI comprehension resources(FCRR), and common assessments. CNA: SA 1: CI&A 2	Leader: Administrators Others Involved: SpEd Staff, Instructional Coach, SpEd Instructional Specialists, classroom teacher	1) Implementation can be measured by formative monitoring data collection and measuring program effectiveness 2) Impact can be measured by: a) program implementation b) results in increased performance from grade level data c) monthly reflection of the program instruction				
	Funding Sources: 211 - Title I, Part A - 0.00					
7) Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2.	Leader: Instructional Coach Others Involved: Campus Administrators, Classroom Teachers	TPRI and Tejas Lee BAS Guided Reading Levels				
	Problem Statements: Student Achievement 1					

8) Utilize Guided Reading Literature Library to provide reading materials on students individual reading level.	Leader: Instructional coach Others Involved: Classroom Teachers, Campus Administrators	TPRI and Tejas Lee BAS Guided Reading Levels				
	Problem Statements: Demographics 2					
	Funding Sources: 199-024 - State Compensatory Education - 0.00					

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: With the addition of new programs on campus, it's anticipated demographic changes will occur in multiple areas. Additional support will be needed to support changes in demographics.
Student Achievement
Problem Statement 1: As a grade level, 3rd grade scores declined in reading and math.
Curriculum, Instruction, and Assessment
Problem Statement 2: Additional professional development in the BISD specific RtI process and research-based interventions.
Problem Statement 4: Maximize instructional time during reading and math when scheduling interventions.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Provide parents with two-way communication and opportunities to acquire necessary information, knowledge and skills to support their child's education at school and at home.

    Evaluation Data Source(s) 1: Parent Surveys
Parent Conference Forms

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative June
1) Complementary home learning activities for families to engage in at home with their children presented in the form of a parent newsletters will be sent home monthly.	Leader: Administrators Others Involved: Teachers	Teachers will indicate in campus surveys that they have found a greater involvement of parents with their students's learning.				
Funding Sources: 211 - Title I, Part A - 0.00						
2) All students will have had their teacher meet with their parent and/or guardian at least one time before October 31, 2018.	Leader: Administrators Others Involved: Teachers	100% of all students have a parent/teacher conference on record.				
3) Parent letters and communication documents are sent home to parents in both English and Spanish. Sign language interpreter is provided upon (48 hour)request for 2 parents needing assistance during parent nights.	Leader: Administrators Others Involved: Teachers	Copies of documents are kept in a front office binder. 85% of the communication documents are in both English and Spanish, or a written notice supports that translation of the document if needed. Parent shows up and uses the interpreter.				
Funding Sources: 211 - Title I, Part A - 0.00						
4) All staff have webpages that provide an easily accessible view of their class resources, teacher information and class expectations - directly on the Emile Website	Leader: Administrators Others Involved: Teachers, TIG, IT Staff supports, Computer Lab Manager	All webpages are up and running without problems identified by parents. Parents indicate on surveys that webpages have been helpful and easy to use.				

5) Provide regular communication of events and activities at Emile through weekly Thursday folders, school messenger, campus websites and social media .	Leaders: Administration Others Involved: Teachers, TIG, campus webmaster	Participation in events will increase. Families will be informed of programs and events on campus. Parents indicate on surveys that communication between school and families are strong.				
	Problem Statements: Parent and Community Engagement 1					
	Funding Sources: 211 - Title I, Part A - 0.00					

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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Attendance for academic events is lower than family fun events.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: Provide systematic approach for communication between staff and campus administration.

    Evaluation Data Source(s) 2: staff surveys

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Staff will participate in weekly team meetings to plan and discuss needs of students and campus. Teams will turn in meeting notes with specific questions and/or communication with campus leadership.	Leader: Team Lead and Campus Administration Others Involved: Teachers	Teams will report an increase in positive communication between teachers and campus administration. Campus decisions will reflect the needs of students and staff.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
2) Campus leadership will meet with team leaders on a regular basis to discuss and plan for campus needs.	Leader: Campus Administration Others Involved: Team Leaders, Teachers	Positive communication in campus administration and teachers. Increase in staff morale. Staff report they have input in campus-wide decision making.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
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Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, less than half of the staff feel the morale a school is high. Teachers reported not feeling comfortable express their concerns or having a voice in the decisions made on campus.

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: Emile will provide staff with effective professional development that will ensure teacher growth and positively impact student achievement.

Evaluation Data Source(s) 1: Comparison between beginning of year and end of year district and state assessments.
TTESS walkthroughs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Train and support all teachers in the use of the TEKS Resource System, including the difference between "curriculum" (the what) and "implementation" (the how), during weekly PLCs	Leader: Administrators Others Involved: Teachers, Instructional Coach, Instructional Specialists	Lesson plans are aligned with the YAGS in the incorporation of the TEKS appropriately and thoroughly throughout the year. Students tasks reflect engaging activities that are student centered and content relevant.				
Funding Sources: 211 - Title I, Part A - 0.00						
2) Teachers will be provided job-embedded professional development opportunities focused on proven literacy methods that they will incorporate into their lessons.	Leader: Administrators Others Involved: Teachers, Instructional Coach, Instructional Specialists	Teachers turn-around the use of the new skill sets within the next lesson plan. Content and Language objectives will be visual in all classrooms. Specific vocabulary will be used throughout ELAR instruction.				
Funding Sources: 211 - Title I, Part A - 0.00						
3) Teachers will be provided job-embedded supports by the ELL department to strengthen their skills in the transfer of comprehensible content to all English Language Learners in support of the BISD Instructional Model.	Leader: Administrators Others Involved: Teachers, Instructional Coach, Instructional Specialists, ESL Instructional Specialists, ELL Cohort Members	SIOP strategies will be observed in walk throughs. ELPS are documented in lesson plans All staff will be ESL certified by 2018 ELLS will make one year's growth in Math and Reading ELLS will make progress on the TELPAS				
Funding Sources: 211 - Title I, Part A - 0.00						

4) Instructional Coach will model lessons, provide feedback, and reflection tools with individual teachers to provide job-embedded professional development related to TTESS goals.	Leader: Instructional Coach Others involved: Teachers, Campus Administration	Teachers will become more reflective in teaching practices. Teachers will refine teaching practices that will have a positive impact on student achievement.	
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1		
5) Participate in weekly PLC and faculty meetings to provide professional development related to needs found in student achievement data, TTESS walkthroughs, and teacher reflections on teaching practices.	Leader: Campus Administration Others involved: Instructional Coach, Teachers	The work in PLC and faculty meetings will transfer to teachers lesson plans. Therefore, student achievement will increase.	
6) Emile will participate in Instructional Rounds to review, reflect, and refine teaching and learning. Emile will participate in a minimum of 3 internal rounds and 1 district-wide instructional round.	Leader: Campus Administration Others: Instructional Rounds planning team, classroom teachers	Instructional rounds team will identify areas of growth for campus and develop a professional development plan to address school wide needs, which will have a positive impact on student achievement.	
	Problem Statements: Student Achievement 1, 2		
7) Provide explicit professional development in RtI practices related to the multi-tiered system.	Leader: Campus Administration Others Involved: RtI Lead Teacher, Instructional Coach, District Curriculum Specialist	Using research-based strategies each tier of interventions will be implemented effectively providing students the academic supports needed to be successful.	
	Problem Statements: Curriculum, Instruction, and Assessment 2, 4 - School Context and Organization 2		
8) Provide on-going professional development in Google Applications and other district approved computer software programs.	Leader: Campus Administrators Others Involved: District Technology Support	Lesson Plans Software reports Google Apps reports	
	Problem Statements: Technology 1		
	Funding Sources: 211 - Title I, Part A - 0.00		

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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: As a grade level, 3rd grade scores declined in reading and math.
Problem Statement 2: As a grade level, fourth grade students scores decreased in reading.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lesson plans need to align with the specificity of TEKS being taught.
Problem Statement 2: Additional professional development in the BISD specific RtI process and research-based interventions.
Problem Statement 4: Maximize instructional time during reading and math when scheduling interventions.
School Context and Organization
Problem Statement 2: Teachers expressed concerned for additional RtI systems and structures to effectively monitor student progress and need.
Technology
Problem Statement 1: Each yearn new software is added which requires additional training, including iStation and Imagine Math.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: We will provide opportunities for all staff and students to serve our extended Emile community.

Evaluation Data Source(s) 1: portfolio of community events
participation counts in community partner events

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Opportunities will be provided during the holidays to sponsor Emile families who are in need.	Leader: Administrators Others Involved: Counselor, Teachers	Families who request assistance are supported during the holiday season. Students who can donate learn the benefit and example of a giving heart.				
2) Students will have a variety of clubs and activities to participate in, such as: Art Club, Choir Club, Talent Show, Recycling Thursdays, UIL,	Leader: Administrators Others Involved: Teachers, Counselor and Club sponsors	Student inclusion and participation in school events				
3) In the Spring of 2018, offer Pre-Kindergarten and Kindergarten Round up to recruit students that will qualify for services.	Leader: Campus Administration Others Involved: School Counselor, Family-Community Liaison.	An increase in the number of students registering for services in which they qualify.				
	Funding Sources: 211 - Title I, Part A - 0.00					
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Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Emile will provide opportunities for staff and students to build a positive campus culture with parents and community members.

Evaluation Data Source(s) 2: Student Quality Survey, parent surveys and Staff Surveys.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Literacy, Math and STAAR nights at campus will provide opportunities for teachers, students and parents to interact. Parents will be instructed by the teachers regarding how to use Make-and-Take materials, flashcards and books to work with their students at home to strengthen and expand learning opportunities in the home.	Leader: Administrators Others Involved: Teachers, Instructional Coach, Instructional Specialists	Parent sign-in sheets will register more than 65% of the parents involved in their student's learning through their participation in STAAR, Literacy and Math Night programs.				
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Complementary We-Both-Read materials for families to engage in at home with their children presented in the form of a take home book for the holidays. Adult level on one side and the student's level on the other side for them to practice reading together and build fluency retention over the holidays. TLI - L6-E6-S2	Leader: Administrators Others Involved: Teachers, Instructional Coach, Parents	Teachers will indicate in campus surveys that they have found a greater involvement of parents with their students's learning.				
	Funding Sources: 289 - Title IV - 0.00					
3) Emile will partner with PTA to plan and provide events throughout the year that promote family and community involvement in school events during the school day as well as evening events.	Leader: Campus Administration Others Involved: Family and Community Liaison	Increase in parental involvement in school wide events.				
	Problem Statements: Parent and Community Engagement 1					

4) Provide a variety of events for community and family members to be involved in the education process during the school day, such as: career day, grandparents day, Veteran's Day, Thanksgiving lunch, Art and Music nights, and Academic Award Ceremonies.	Leader: Campus Administration Others Involved: School Counselor, Classroom Teachers, Music and Art Teachers	Increase in community and family involvement				
	Problem Statements: Parent and Community Engagement 1					
	Funding Sources: 211 - Title I, Part A - 0.00					

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Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Attendance for academic events is lower than family fun events.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: Students will develop positive social-emotional skills in order to solve conflicts and develop a safe learning environment.

Evaluation Data Source(s) 3: student survey
PBIS reports
Discipline reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Monthly classroom guidance lessons by the school counselor that align with Second Steps Social Emotional Learning Curriculum. SC&C1, SA2, SQR&R3	Leader: School Counselor Others Involved: Principal Assistant Principal Classroom Teachers	1) Implementation can be measured by gathering data from informal assessments. 2) Impact can be measured by: a)student surveys b)student reflections				
2) Social groups developed based on individual student needs will meet weekly for a minimum of 8 weeks SC&C1, SA2, SQR&R3	Leader: School Counselor Others Involved: Principal Assistant Principal Classroom Teachers	1) Implementation can be measured by gathering data from informal assessments. 2) Impact can be measured by: a)student surveys b)student reflections				
3) Involve community resources to partner with counselor to faciliatate guidance lessons monthly. SC&C1, SA2, SQR&R3	Leader: School Counselor Others Involved: Principal Assistant Principal Classroom Teachers Connections Counselors	1) Implementation can be measured by gathering data from informal assessments. 2) Impact can be measured by: a)student surveys b)student reflections				

4) Provide mentors to at-risk students needing academic and/or social-emotional support.	Leader: School Counselor Others: Campus Administration, Family-Community Liaison	Students will feel more connected and cared for making them more comfortable at school.			
	Problem Statements: School Culture and Climate 1, 2				
5) Implement an Anti-Bully program through the comprehensive counseling program.	Leader: School Counselor Others Involved: Campus Administrators, Classroom Teachers	Bully Complaint Forms			
	Problem Statements: School Culture and Climate 2				
	Funding Sources: 211 - Title I, Part A - 0.00				
6) Implement campus-wide PBIS strategies to clearly define student expectations in all areas of school.	Leader: Campus Administrators Others Involved: School counselor, Classroom Teachers	Discipline reports			
	Problem Statements: School Culture and Climate 2				
	Funding Sources: 211 - Title I, Part A - 0.00				
7) Create, implement, and monitor the use of a continuum of behavior support options promotes access to the general education setting and progress in the general curriculum.	Leader: Assistant Principal Others: campus behavior support staff and district behavior support staff.	Students will have more time in class to access curriculum.			
	Funding Sources: 199-030 - SCE on Schoolwide - 15934.00				

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Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Attendance rates have remained the same for the past two years at 95%, which is below the 96% goal.

Problem Statement 2: The number of discipline referrals during the second semester of school was almost four times the number in the first semester. Early during the spring semester, a change to the administration team occurred.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers will collaborate in weekly PLC to review campus and student data. Intervention and enrichment plans developed from data. SA1, CI&A2, D3
1	2	2	Teachers will use "Countdown to STAAR", Fast Focus math materials, and STAAR practice workbooks to reinforce small group instruction. Teachers will implement targeted skill games during small group instruction time to supplement instruction. SA1, CI&A2, D3
1	2	3	Implement guided reading and Big 8 Strategies as part of a balanced literacy program. Reading groups and Big 8 Strategies as strategies to improve Tier 1 instruction. SA1, CI&A2, D3
1	2	4	Implement a monitoring notebook to include progress monitoring and student growth reports showing progress over time. Teachers will use the notebook to participate in data disaggregation activities to plan for interventions and facilitate student goal setting.
1	2	5	Utilize TEKS resource system, district curriculum maps, and TEKS Snapshots to plan veritcally aligned and viable curriculum.
1	2	8	Implement, monitor, and provide instructional feedback on the Writing Academy program.
1	3	1	Interventions will occur to increase student performance on formative assessments with a focus student groups: ELL, Eco Dis, and Special Education. Interventions included: -System 44 -Do the Math -Istation -Imagine Math SA1, CI&A2, D3
1	3	3	Incorporate monthly data point checks in order to monitor the progress of all student groups. Display data to create visual.

State Compensatory

Budget for Emile Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$104,770.19
199-24	6129 Salaries or Wages for Support Personnel	$22,305.36
	6100 Subtotal:	**$127,075.55**

Personnel for Emile Elementary:

Name	Position	Program	FTE
Emile Elementary		RtI	1.00
Emile Elementary		Dyslexia	1.00
Emile Elementary		PreKindergarten	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

Campus Funding Summary

199-024 - State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	PD support of RtI program teacher		$0.00
1	2	6			$0.00
1	3	1	RtI teacher will need LLI supports during the year		$0.00
1	4	8			$0.00
				Sub-Total	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Fountas & Pinnell Assessment documents		$0.00
1	2	3	Literacy/Writing PD for teachers during PLCs		$0.00
1	2	7	Student folders		$0.00
1	2	8			$0.00
1	2	10			$0.00
1	2	11			$0.00
1	2	12	Fees for consultants to present during PLC time.		$0.00
1	3	2			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	3	RtI teacher will need LLI supports during the year		$0.00
1	4	4			$0.00
1	4	5	RtI teacher will need LLI supports during the year		$0.00
1	4	6			$0.00
2	1	1	Parent newsletter documents - "Parent Connection"		$0.00
2	1	3	Stipend is provided for a para to assist in translation of all documents		$0.00

2	1	3	Fee for sign language interpreter from San Marcos (given 48 hour notice)		$0.00
2	1	5			$0.00
3	1	1	PLC embedded professional development supports throughout the year.		$0.00
3	1	2	Fees for consultants to present during PLC time.		$0.00
3	1	3	John Seidlitz books for support of comprehensible content training		$0.00
3	1	8			$0.00
4	1	3			$0.00
4	2	1	Books for parents, flashcards for parents to use with students		$0.00
4	2	4			$0.00
4	3	5			$0.00
4	3	6			$0.00
				Sub-Total	$0.00

289 - Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Parent newsletter documents - "Parent Connection"		$0.00
				Sub-Total	$0.00

199-030 - SCE on Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			$12,255.00
1	3	6			$23,168.00
1	4	1			$66,287.00
4	3	7			$15,934.00
				Sub-Total	$117,644.00
				Grand Total	$117,644.00