

**El Paso Independent School District**  
**Crockett Elementary School**  
**2022-2023 Campus Improvement Plan**



# **Mission Statement**

PROVIDE HIGH EXPECTATIONS WHERE ALL STUDENTS LEARN, GROW, AND SUCCEED.

## **Vision**

David Crockett Elementary provides a strong foundation that will enable our students to be life-long learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The race/ethnicity of the (7groups) of students we serve is as follows. For the 2019-2020 school year: Hispanic-97.21%, White-2.39%, African American-0.40%. The 2018-2019 school year: Hispanic –97.70%, White-2.30. The 2017-2018 school year: Hispanic –97.05%, White – 2.36%, African American - 0.39%, Other - 0.20%. The 2016-2017 school year:

Hispanic – 97%, White – 2%, African American – 1%. This Hispanic group has stayed steady at around 97%. The White group has stayed continual at around 2.3%. The African American group has increased from 1% to .040%.

These are the various groups we serve: Economically Disadvantage – 100%, ELL – 47.11% ,Migrant – 0% ,Special Education –10.67% ,At Risk – 68.44% ,Homeless – .89% ,504-4%

Gifted and Talented –4.44%, Speech – 6.97%, Dyslexia –4%.

Enrollment numbers have decreased this 2020-2021 school year from 502 to 455. There was an increase of 22 students in the 2018-2019 school year. The following is student enrollment by year: 2019-2020 = 502 students, 2018-2019 = 480 students, and 2017-2018 = 508 students.

We have a 3.78 % mobility rate. The mobility rates decreased from last year from 4.18% to 3.78% The student attendance rates are as follows: 2019/2020 = 94%, 2018/2019 = 93% ,2017/2018 = 94%, 2016/2017 = 95%. Attendance was decreasing by one percent each year since the 2016/2017 school year but this year it increased by one percent. We offer free dress for students who are not absent during the month. PEIMS Clerk runs the excessive absence/tardy report once a month and gives it to the assistant principal for review. If a student reaches 7 unexcused absences parent meets with the assistant principal and student is placed on a 45-day plan. The teacher attendance rates are as follows: 2019-2020, 769 total absences/278 in-services/ 5 employees on FMLA/ 1 employee workers comp. 2018-2019, 772 total absences/300 in-services/ 1 employee on FMLA/0 employees on workers comp. 2017-2018, 753 absences/305 in-services/ 0 employees on FMLA/0 employees on workers comp. 2016-2017, 781 absences/264 in-services/1 employee on FMLA, 0 employees on workers comp.

### Demographics Strengths

Enrollment increased from 19-20 to 20-21.

Attendance increased from 94.57% to 94.87%

Discipline referral for year 20-21 is 1.

Focus on family and Crockett care team have worked hand in hand to encourage and help students with low participation during remote learning.

The school has a low mobility rate for teachers and students.

Teachers establish a good rapport with students and parents.

School offers a variety of adult education courses.

Continue attendance challenge for the 22-23 school year.

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

**Problem Statement 1 (Prioritized):** 3% of parents participate in parent educational events. **Root Cause:** Lack of a consistent platform of communication.

**Problem Statement 2 (Prioritized):** Only 5.41% of EL students in grades 3-5th were reclassified as non-LEP. **Root Cause:** Teacher lack of knowledge of ELPS.

# Student Learning

## Student Learning Summary

We continue to implement the district's mandates using and monitoring Istation, Stemscopes and ST math. Crockett has met targets in all three domains for the past three years. However, we continue to maintain stagnated and not show significant growth from year to year.

Weekly PLCs and staff developments are provided to support teachers, improve instruction and analyze data. PA and guided math are non-negotiable frameworks that have been implemented to increase vertical alignment.

Based on STAAR, overall student performance shows an increase in Reading at the approaches level from 75% to 79%, 11% to 14% at the masters level, and a decrease at the meets level (40%-35%). In math, the approaches level declined from 84% to 78%, the meets from 41% to 37%, and the masters level improved 1% from 23% to 24%.

RTI is scheduled in the master calendar and is a precursor to referring students through the SST process for special education testing after three interventions tried and monitor during a six-week period. RTI/enrichment is provided for 30 minutes daily. Accelerated instruction is now part of the master schedule to provide services to students not meeting STAAR requirements. The RTI committee will meet at least 1 every 9 wks (more if needed) to identify and monitor students that are not performing at grade level as well as those that are.

At-risk students are provided with additional after-school tutoring every Monday, Tuesday, and Thursday. During the day, T3 students are receiving pull-out services by the ALLs (1st-5<sup>th</sup>) and (1st-5<sup>h</sup>) adult tutors provide based on their scores (STAAR, 9wk. tests) and teacher/district assessment and or identified needs of the teacher. Students receive services specific to each as per identified data derived from classroom grades, teacher observations, and referrals, Benchmarks, Common Assessments, Mock Tests, State Assessments, attendance, and discipline records.

Services are implemented through computer-based instruction, small groups, classroom instruction, and other specific needs of the student throughout the day. - Services are monitored through computer-generated results, teacher quizzes, exams, teacher observations on student's academic progress, attendance, and discipline records. All services are adjusted through computerized assessments with the recommended level of intervention and teacher observation. Parental Involvement is used as an intervention for students. Parents are provided with strategies to assist students at home on the core subject area through academic nights, coffee with the principal and student-led conferences. Our SPED students are in an inclusion/mainstream setting to receive the full benefit of on-grade level instruction and to ensure they meet their IEP goals.

## Student Learning Strengths

RTI time non-negotiable

Math problem-solving strategy

Seesaw

Ind. Manipulatives

Incorporating foundational skills (math and reading)

1 to 1 device

ALLs support

Tutors providing AI for ALL grade levels

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 44% of first-graders placed well below benchmark in mClass. **Root Cause:** Lack of explicit/systematic phonological awareness instruction.

**Problem Statement 2 (Prioritized):** According to Texas KEA, 37% of kinder monolingual students were identified as needing support. **Root Cause:** Lack of explicit/systematic phonemic awareness campus-wide instruction.

# School Processes & Programs

## School Processes & Programs Summary

To ensure student success we hold weekly/monthly professional development that is ongoing, and data-driven. We look at our day-to-day teaching practices and address skills and concepts that will advance student learning. During our professional learning communities (PLCs) teachers and instructional leadership teams collaborate to solve problems. We follow a three-step process to address these concerns; step one- we define a course of action. Step two- we make decisions that shape the direction of the school and step 3- teams work together in gathering and analyzing data to evaluate and propose possible solutions.

We strive to maximize instructional time by planning efficient lessons, limiting classroom distractions, and provide clear and concise directions and establish routines that start from day one. In order for our students to succeed academically, we need to guarantee school safety. Our school and teachers practice techniques to ensure our students are receiving social-emotional care. This is done through our SEL district initiative. Our school counselor also focuses on Core Essentials through her monthly guided lessons with students. She also organizes many programs on campus to promote awareness on being drug-free, a good digital citizen, and Davids Law for bullying and suicide prevention. We also guarantee safety by holding monthly fire drills and random lockdowns/lockouts to make sure students and staff are familiar with our escape routes and shelter in place procedures. We will continue implementing district mandates regarding SEL. We will promote SEL through Bullentin boards as well as posters, announcements (phrase/quote of the day). Continue with morning meetings and check-ins throughout the day.

We also guarantee safety by holding monthly fire drills and random lockdowns/lockouts to make sure students and staff are familiar with our escape routes and shelter in place procedures. drills are followed up by meetings and/or emails that detail what was a success and what needs improvement. Due to pandemic and CDC guidelines programs, activities were completely prohibited. However, we need to adapt to guidelines and come up with creatives ways to continue offering students the opportunity to enrich their learning and continued to be recognized for their achievement.

## School Processes & Programs Strengths

- Teachers using new technology provided by district and campus (Elmo, Promethean, owl)
- Requested resources are provided to support instruction (See saw, Learning A-Z, Lexia, Education Gal. and Scholastics)
- Daily reminders of CDC guidelines for students and staff
- PLCs/SD provided by ALLs
- Districts on-demand training
- PLCs based on teacher needs
- Climate and culture committee to promote student/staff/parent engagement

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** According to STAAR data, 28% of student 3-5th did not approach grade level expectations in Reading and 37% in Math. **Root Cause:** Lack of



a systematic plan to identify/intervene students not meeting expectations.

**Problem Statement 2 (Prioritized):** 38% of DRD students were identified after the recommended time frame. **Root Cause:** Lack of teacher knowledge of dyslexia characteristics and strategies to use in the classroom.

# Perceptions

## Perceptions Summary

Some of the decision making involvement of faculty is through the **Campus Leadership team** (Teacher representatives, ALL, Administration), **CIT** (elected or assigned Teacher representatives, parent representative, Administration, ALL), **Administrative Leadership Team** (Grade level chairs, Librarian, ALL, Counselor, Administration, Attendance Clerk, and Secretary to the principal), **CNA group** (Administration, ALL, Counselor, Grade Level Chairs, CIT members, Campus Leadership Team, and Administrative Leadership Team members). All information is disseminated to all staff and faculty from team members through meetings, emails, conferences, and memos.

Parents feel that the learning environment has positively impacted their child's learning with an increase of 1.5% on students learning for the future and an 8.8% increase in students being challenged in the classroom. Overall, according to the survey, the learning climate showed an increase in all areas towards our school's effectiveness perception from parents in 2019-2020.

Parents and community members do take part in the site-based planning committee. Parents are selected by a nomination from teachers or have chosen to volunteer and are willing to participate in the CIT and LPAC. The greatest barriers for getting parents/guardian participation is, lack of time or parents are working, events are scheduled too early, meeting notices are being sent out too late, no consistency on a time frame for responses, incorrect dates or miss information, there is no PTA representation, and school functions and activities were limited to take part in our school life events due to construction and COVID 19.

## Perceptions Strengths

The survey shows 86% of parents that responded survey feel welcomed.

Crockett care team.

SEL program.

Focus on Family program.

Students and faculty feel safe.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Only 13% of parents provided feedback for the Family Interest and Parent Involvement survey. **Root Cause:** No motivational incentives.

**Problem Statement 2 (Prioritized):** 56% of teachers feel information is not provided in a timely manner. **Root Cause:** Lack of effective communication plan.

# Priority Problem Statements

**Problem Statement 6:** 3% of parents participate in parent educational events.

**Root Cause 6:** Lack of a consistent platform of communication.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 1:** 44% of first-graders placed well below benchmark in mClass.

**Root Cause 1:** Lack of explicit/systematic phonological awareness instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** According to STAAR data, 28% of student 3-5th did not approach grade level expectations in Reading and 37% in Math.

**Root Cause 3:** Lack of a systematic plan to identify/intervene students not meeting expectations.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 7:** Only 13% of parents provided feedback for the Family Interest and Parent Involvement survey.

**Root Cause 7:** No motivational incentives.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 5:** Only 5.41% of EL students in grades 3-5th were reclassified as non-LEP.

**Root Cause 5:** Teacher lack of knowledge of ELPS.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 2:** According to Texas KEA, 37% of kinder monolingual students were identified as needing support.

**Root Cause 2:** Lack of explicit/systematic phonemic awareness campus-wide instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** 38% of DRD students were identified after the recommended time frame.

**Root Cause 4:** Lack of teacher knowledge of dyslexia characteristics and strategies to use in the classroom.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 8:** 56% of teachers feel information is not provided in a timely manner.

**Root Cause 8:** Lack of effective communication plan.

**Problem Statement 8 Areas:** Perceptions

# Goals

## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 1:** By the end of the 2022-2023 school year, academic performance of all students in reading, math, writing and science will increase by 3% on STAAR assessments and meet or increase by 5 levels for grades K-2 in DRA/EDL assessment.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, DRA/EDL, I-station, unit assessments, Campus generated assessments, unit assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide RTI/accelerated instruction services to all students in order to increase their academic performance and decrease academic gaps.  <b>Strategy's Expected Result/Impact:</b> Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at beginning, middle and end of the school year. PLC's will reflect focused interventions provided to identified students at beginning of school year to meet the 3% growth as identified by a state approved diagnostic test.  <b>Staff Responsible for Monitoring:</b> Teachers ALLs Bilingual Literacy Teacher Administration  <b>Funding Sources:</b> Adult tutors - 211 ESEA Title I (Campus) - 211.11.6126.112.24.100.112 - \$10,500	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will evaluate all students at the beginning, middle and end of the school years in order to provide appropriate interventions so that students meet the required student achievement rate or progress measure. <b>Strategy's Expected Result/Impact:</b> Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at middle and end of the school year. <b>Staff Responsible for Monitoring:</b> Teachers All Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will implement Foundational Skills in HMH to teach phonics and spelling using (Intro. to Reading and Arriba La Lectura) in order to support the Balance Literacy approach and meet with HB3 so that students phonological awareness increase students' reading ability. <b>Strategy's Expected Result/Impact:</b> Students' phonological awareness will increase student's fluency rate to the expected target levels: 1st 70 wpm and 2nd grade to 90 wpm additionally teachers will follow the campus phonological awareness instructional plan. <b>Staff Responsible for Monitoring:</b> Teachers ALL Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will provide Web-based programs to support teachers in addressing academic performance of all students in the core subjects so that students meet the required student achievement rate or progress measure. <b>Strategy's Expected Result/Impact:</b> Student performance on state/campus approved assessments will increase by 3% when compared to the same assessments administer 2018-2019 school year. <b>Staff Responsible for Monitoring:</b> Teachers and Staff Administration  <b>Funding Sources:</b> Web based programs such as Lexia, Education Galaxy, RAZ-KIDS, I-station. - 211 ESEA Title I (Campus) - 211.11.6299.112.24.801.112 - \$20,000, Web based programs - 199 General Fund - 199.11.6299.112.11.100.112 - \$580	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will provide instructional resources (technology, reading, general supplies, etc.) all core subjects areas in order to impact student learning so that students meet the required student achievement rate or progress measure. <b>Strategy's Expected Result/Impact:</b> Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test . <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>Funding Sources:</b> Instructional supplies and resources - 211 ESEA Title I (Campus) - 211.11.6399.112.24.801.112 - \$46,031, Instructional supplies and resources - 199 General Fund - 199.11.6399.112.11.100.112 - \$4,980.35, Instructional supplies and resources - 185 SCE (Campus) - 185.11.6399.112.30.100.112 - \$19,277, Technology Equipment - 211 ESEA Title I (Campus) - 211.11.6395.112.24.801.112 - \$25,000, Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.112.24.801.112 - \$10,000, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.112.24.801.112 - \$20,000, Library supplies - 199 General Fund - 199.12.6399.112.11.100.112 - \$300	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> We will supply funding for tutoring in order to provide TIER instruction/enrichment/interventions all students to increase their academic success. <b>Strategy's Expected Result/Impact:</b> Students will decrease learning gaps and increase academic progress by 3% as identified by a state approved diagnostic test . <b>Staff Responsible for Monitoring:</b> Administration ALL	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> We will conduct weekly PLC's in order to improve planning and delivery of instruction so that students increase in their academic performance. <b>Strategy's Expected Result/Impact:</b> Overall impact is expected to have 2/3 of teachers be proficient or above in Domains 1 & 2 as evidenced by walk throughs and observations. <b>Staff Responsible for Monitoring:</b> Grade Level Representatives Principal Assistant Principal All	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide administrative resources that support the overall operations of the school <b>Strategy's Expected Result/Impact:</b> Fiscal responsibilities. <b>Staff Responsible for Monitoring:</b> Administration  - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF</b> <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Administrative supplies and resources - 199 General Fund - 199.23.6399.112.99.100.112 - \$2,000, Technology Lap tops - 199 General Fund - 199.11.6395.112.99.100.112 - \$1,500, Janitorial supplies - 199 General Fund - 199.51.6399.112.99.100.112 - \$300, Copier allotment - 199 General Fund - 199.11.6269.112.11.362.112 - \$350	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 2:** Increase the overall attendance for 2022-2023 by 1% as compared to the 2020-2021 school year.

**Evaluation Data Sources:** PEIMS attendance report

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The attendance committee will meet once a month in order to review students with perfect attendance/ excessive absences so that students' attendance is recognized / addressed. Clubs will be offered to attract students to attend school daily.  <b>Strategy's Expected Result/Impact:</b> PEIMS attendance report will reflect the 1% increase when reviewed bi-monthly.  Students will be recognized and excessive absences will be addressed accordingly. <b>Staff Responsible for Monitoring:</b> Administration Teachers Faculty and Staff PEIMS clerk		Formative			Summative
		Sept	Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	







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El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 3:** Special Education population will meet their individual goals as stated in their IEP.

**Evaluation Data Sources:** IEP and state assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will meet once a month in order to review students academic performance so that students' meet their IEP goal or expected academic growth. <b>Strategy's Expected Result/Impact:</b> Student performance on state/campus approved assessments will increase by 3% and/or meet their IEP goal. <b>Staff Responsible for Monitoring:</b> Special Ed Instructor Teacher Administration	Formative			Summative
	Sept	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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Directly Supports:  
Board Goals 1-3

**Performance Objective 4:** 100% of students in Dual Language will show a years growth in their native language and academic gains in their second language acquisition

**Evaluation Data Sources:** TELPAS, DRA and EDL

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement Dual language strategies such as creating environments that include children's home languages and cultures along with SIOP strategies in the classroom so that students background knowledge and vocabulary supports their academic growth.  <b>Strategy's Expected Result/Impact:</b> TELPAS scores will reflect a years growth and STAAR will reflect a 3% increase  <b>Staff Responsible for Monitoring:</b> Teachers Administrators Faculty and staff LPAC ALL	Formative			Summative
	Sept	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 5:** Gifted and Talented -  
Increase number of GT population by 2%  
50% or higher of GT population will achieve the masters level in STAAR

**Evaluation Data Sources:** District Assessment -RIAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote critical thinking and reasoning abilities. Develop and expand thinking skills. Utilize differentiated strategies for learning. Build / extend cognitive language skills. <b>Strategy's Expected Result/Impact:</b> Complete district's projects. <b>Staff Responsible for Monitoring:</b> Principal teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> GT students will be monitor every 9 weeks to ensure they are meeting expectations. <b>Strategy's Expected Result/Impact:</b> STAAR scores will reflect an increase at the masters level. <b>Staff Responsible for Monitoring:</b> Teachers Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 6: At-Risk Student Support -**  
Students will show growth in campus and state assessments by 5%





**Evaluation Data Sources:** Assessments results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will address At-Risk students individualized academic deficiencies in order to address the academic gaps so that students show progress academically. <b>Strategy's Expected Result/Impact:</b> Show one years growth based on assessments (state and campus) <b>Staff Responsible for Monitoring:</b> All Teachers Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide instructional resources and supplies to the counseling center in order to address the social emotional learning of all students so that students meet the required student achievement rate or progress measure. <b>Strategy's Expected Result/Impact:</b> Show growth in state and campus assessments by 3%. <b>Staff Responsible for Monitoring:</b> Administration Counselor Focus on Family  <b>Funding Sources:</b> Counselor supplies and resources - 199 General Fund - 199.31.6399.112.99.100.112 - \$300, counselor supplies and resources - 199 General Fund - 199.31.6499.112.99.100.112 - \$0	Formative			Summative
	Sept	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

### Performance Objective 1: Employee Retention and Recruitment -

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development for teachers and paraprofessionals provided by ALL and district staff development <b>Strategy's Expected Result/Impact:</b> 100% highly qualified personnel <b>Staff Responsible for Monitoring:</b> Administration PEIMS clerk Teachers	Formative			Summative
	Sept	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

### Performance Objective 2: Professional Development -





Provide Staff Development training for Administration, Teachers, and staff to address the areas of concern identified in the comprehensive needs assessment.

Strategies must reflect campus professional development plan.

**Evaluation Data Sources:** Professional Dev' Rosters

PLC sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide Professional Development based on CNA results and new state changes in order to address the findings so that student achievement increases. <b>Strategy's Expected Result/Impact:</b> Improved first instruction TTESS Walk throughs <b>Staff Responsible for Monitoring:</b> Administration  ALL  <b>Funding Sources:</b> Staff Development - 211 ESEA Title I (Campus) - 211.13.6499.112.24.801.112 - \$2,000, Reading materials - 211 ESEA Title I (Campus) - 211.13.6329.112.24.801.112 - \$2,000, Staff Development - 211 ESEA Title I (Campus) - 211.13.6299.112.24.801.112 - \$0, Substitutes Teachers K-5 - 211 ESEA Title I (Campus) - 211.11.6112.112.24.801.112 - \$8,000, Benefits - 211 ESEA Title I (Campus) - 211.11.6141.112.24.801.112 - \$269, Substitutes for testing - 199 General Fund - 199.11.6112.112.11.362.112 - \$1,552, Substitute for testing benefits - 199 General Fund - 199.11.6141.112.11.362.112 - \$0, Professional Development Admin - 199 General Fund - 199.23.6411.112.99.100.112 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish clear routines and procedures as a campus (fire drill, lockout, lockdown). Provide incentives for good behavior every quarter. <b>Strategy's Expected Result/Impact:</b> Reduced number of office referrals by 1% <b>Staff Responsible for Monitoring:</b> Faculty and staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will provide staff development 2/month and weekly PLC's for teachers in order to address the specific needs of students identified through data. <b>Strategy's Expected Result/Impact:</b> Students show growth from BOY to EOY as measured by state approved diagnostic test <b>Staff Responsible for Monitoring:</b> Administration and teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct 90 min. PLCs twice a month <b>Strategy's Expected Result/Impact:</b> Explicit/Systematic instruction Data analysis Vertical alignment  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will provide High Impact Substitutes to support teachers in providing high impact instructions to students via face to face or virtual <b>Strategy's Expected Result/Impact:</b> Student increase in Academic Performance as measured by STAAR/DRA/EDL <b>Staff Responsible for Monitoring:</b> Administration and Staff  <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> High Impact Instructors - ESSER Funds - 282.11.6117.112.24.100.112	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

### Performance Objective 3: Discipline/PBIS/SEL/School Culture -

Provide a safe environment and positive school culture to reduce number of discipline referrals

**Evaluation Data Sources:** Referrals submitted to administration

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collecting positive data in the classroom by establishing common behaviors & expectations and provide school-wide recognition PBIS incentives  <b>Strategy's Expected Result/Impact:</b> Decrease the number of referrals by 1% <b>Staff Responsible for Monitoring:</b> Faculty and staff Administration  <b>Funding Sources:</b> Misc. Operating Costs - 199 General Fund - 199.11.6499.112.11.100.112 - \$6,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2) Provide opportunities for student to participate in clubs and hire additional support staff for extra curricular activities.  <b>Strategy's Expected Result/Impact:</b> Positive culture and climate of school. Reduction in disciplinary actions. Increase in parental involvement. <b>Staff Responsible for Monitoring:</b> Elco Ramos Jennifer Mata Beatrice Garza  - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF</b> <b>Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Personnel for Intramural program - 199 General Fund - 199.36.6118.112.99.362.112 - \$1,100 , Personnel Benefits - 199 General Fund - 199.11.6141.112.11.362.112 - \$16, Personnel benefits - 199 General Fund - 199.11.6148.112.11.362.112 - \$8, Personnel Benefits - 199 General Fund - 199.11.6149.112.11.362.112 - \$18	Formative			Summative
	Sept	Dec	Mar	June



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> We will build and provide an environment that addresses the social emotional concerns of students, faculty, and staff <b>Strategy's Expected Result/Impact:</b> Students, faculty, and staff well-being as measured by surveys <b>Staff Responsible for Monitoring:</b> Counselor  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Funding Sources:</b> Counseling resources - ESSER Funds - 282.23.6399.112.24.100.112, Counseling resources - ESSER Funds - 282.23.6499.112.24.100.112, Nursing resources - 199 General Fund - 199.33.6399.112.99.100.112 - \$500		Formative			Summative
		Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					





### Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

#### Performance Objective 1: Purchase 90% of all non-personal funds, identified by CNA allocated by Dec. 2021

**Evaluation Data Sources:** Budgets, purchase orders and invoices

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will retain a Highly Qualified Social Worker in order to address the social emotional learning of all students so that they can make progress in their academic learning <b>Strategy's Expected Result/Impact:</b> Student Academic performance of students that were served by focus of families will increase by 3% as measured by state approved diagnostic assessments <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> Social Worker Salary - 185 SCE (Campus) - 185.32.6119.112.30.100.112 - \$9,216, Benefit - 185 SCE (Campus) - 185.32.6141x.112.30.100.112	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide reading materials for the library and classrooms in order to foster a love of reading and increase student achievement. <b>Strategy's Expected Result/Impact:</b> Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test and AR test reports. <b>Staff Responsible for Monitoring:</b> Library Faculty Administration  <b>Funding Sources:</b> Reading Materials (Librarian) - 199 General Fund - 119.12.6329.112.11.100.112 - \$750	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> We will hire High Impact Tutors to address the needs and academic gaps as required by HB 4545 <b>Strategy's Expected Result/Impact:</b> Student increase in Academic Performance as measured by STAAR/DRA/EDL <b>Staff Responsible for Monitoring:</b> Administration and Staff  - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> High Impact tutors - ESSER Funds - 282.11.6117.112.24.100.112, High Impact tutors - ESSER Funds - 282.11.6126.112.24.100.112, Other payroll payments - 185 SCE (Campus) - 185.11.6117.112.30.100.112 - \$15,000, Personnel Benefits - 185 SCE (Campus) - 185.11.6141.112.30.100.112 - \$354, Personnel Benefits - 185 SCE (Campus) - 185.11.6148.112.30.112 - \$113, Tutors - 185 SCE (Campus) - 185.11.6126.112.30.100.112 - \$5,000, Personnel Benefits - 185 SCE (Campus) - 185.11.6149.112.30.100.112 - \$240		Formative			Summative
		Sept	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 4: Community Partnerships**

Increase number of partners

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

**Performance Objective 1: Family Engagement-**

Engage parents and community members in a minimum of 7 meaningful student/parent learning experiences by May of 2022

Strategies should reflect campus family and community engagement process/framework/activities

**Evaluation Data Sources:** Parent and community members increase in attendance by 3 people

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct monthly meeting with the principal to increase parental involvement. Meetings will be offer AM & PM in both languages. <b>Strategy's Expected Result/Impact:</b> Increase of 10 more new parents per session <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> Miscellaneous Operating Costs - 211 ESEA Title I (Campus) - 211.61.6499.112.24.801.112 - \$500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct core subject area family night to increase parental involvement in student academic performance <b>Strategy's Expected Result/Impact:</b> Increase of 10 more new parents per session <b>Staff Responsible for Monitoring:</b> ALL Focus on Family Teacher	Formative			Summative
	Sept	Dec	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 3) Continue with strong fathers program <b>Strategy's Expected Result/Impact:</b> Increase attendance by 10 more new parents each session <b>Staff Responsible for Monitoring:</b> social worker administration ALL teachers counselor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will provide for student field trips in order to increase the background knowledge so that they can make connections to their academic learning.  <b>Strategy's Expected Result/Impact:</b> We expect student results on diagnostic test to increase by 3% in all core subjects. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Faculty  <b>Funding Sources:</b> - 211 ESEA Title I (Campus) - 211.11.6499.112.24.801.112 - \$12,000, Transportation - 211 ESEA Title I (Campus) - 211.11.6494.112.24.801.112 - \$1,000, Transportation for field trips - 199 General Fund - 199.11.6494.112.11.100.112 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will provide for a variety of parental involvement nights (ELL, GT SPED, STAAR night, Reading night, math night, science night and/or cultural awareness, GED program, literacy program, and reading for parents) in order to inform parents so that parent can assist their child in the core academic areas. <b>Strategy's Expected Result/Impact:</b> We expect student results on diagnostic test to increase by 3% in their academic performance as identified by a state approved diagnostic test. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Faculty Staff  <b>Funding Sources:</b> Software - 211 ESEA Title I (Campus) - 211.61.6397.112.24.801.112 - \$0	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4: Community Partnerships**  
Increase number of partners

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

**Performance Objective 2:** We will provide technology, general supplies, literacy books, and miscellaneous operating costs so that parents can assist their students academic success.

**Evaluation Data Sources:** Student Report Card Grades  
Parent teacher Conference Surveys  
State assessments  
Campus assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide technology, general supplies, literacy books, and miscellaneous operating costs so that parents can assist their students academic success. <b>Strategy's Expected Result/Impact:</b> Increase State assessment Campus assesement Parent surveys/evaluations Student report cards <b>Staff Responsible for Monitoring:</b> Parent Liaison  <b>Funding Sources:</b> Technology equipment - 211 ESEA Title I (Campus) - 211.61.6395.112.24.801.112 - \$4,500 , General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.112.24.801.112 - \$1,000, Literacy Books - 211 ESEA Title I (Campus) - 211.61.6329.112.24.801.112 - \$0	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rita Villanueva	Elementary Biligual		1

# Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional supplies and resources	185.11.6399.112.30.100.112	\$19,277.00
3	1	1	Social Worker Salary	185.32.6119.112.30.100.112	\$9,216.00
3	1	1	Benefit	185.32.6141x.112.30.100.112	\$0.00
3	1	3	Tutors	185.11.6126.112.30.100.112	\$5,000.00
3	1	3	Personnel Beefits	185.11.6148.112.30.112	\$113.00
3	1	3	Personnel Benefits	185.11.6149.112.30.100.112	\$240.00
3	1	3	Personnel Benefits	185.11.6141.112.30.100.112	\$354.00
3	1	3	Other payroll payments	185.11.6117.112.30.100.112	\$15,000.00
Sub-Total					\$49,200.00
Budgeted Fund Source Amount					\$49,200.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Adult tutors	211.11.6126.112.24.100.112	\$10,500.00
1	1	4	Web based programs such as Lexia, Education Galaxy, RAZ-KIDS, I-station.	211.11.6299.112.24.801.112	\$20,000.00
1	1	5	Instructional supplies and resources	211.11.6399.112.24.801.112	\$46,031.00
1	1	5	Technology Equipment	211.11.6395.112.24.801.112	\$25,000.00
1	1	5	Reading Materials	211.12.6329.112.24.801.112	\$10,000.00
1	1	5	Testing Materials	211.11.6339.112.24.801.112	\$20,000.00
2	2	1	Benefits	211.11.6141.112.24.801.112	\$269.00
2	2	1	Substitutes Teachers K-5	211.11.6112.112.24.801.112	\$8,000.00
2	2	1	Staff Development	211.13.6499.112.24.801.112	\$2,000.00
2	2	1	Reading materials	211.13.6329.112.24.801.112	\$2,000.00
2	2	1	Staff Development	211.13.6299.112.24.801.112	\$0.00
4	1	1	Miscellaneous Operating Costs	211.61.6499.112.24.801.112	\$500.00
4	1	4		211.11.6499.112.24.801.112	\$12,000.00
4	1	4	Transportation	211.11.6494.112.24.801.112	\$1,000.00



211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Software	211.61.6397.112.24.801.112	\$0.00
4	2	1	Literacy Books	211.61.6329.112.24.801.112	\$0.00
4	2	1	Technology equipment	211.61.6395.112.24.801.112	\$4,500.00
4	2	1	General Supplies	211.61.6399.112.24.801.112	\$1,000.00
Sub-Total					\$162,800.00
Budgeted Fund Source Amount					\$162,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$212,000.00
Grand Total Spent					\$212,000.00
+/- Difference					\$0.00