

**El Paso Independent School District**  
**Hart Elementary School**  
**Campus Improvement Plan**  
**2020-2021**



# Mission Statement

At Hart New Tech our belief in educating the Whole Child means we will work to ensure every child enters school healthy and learns about healthy lifestyles, learns in an environment that is physically and emotionally safe, is supported by loving caring adults and is challenged academically and is prepared for success (college career readiness in the 21st Century) by actively engaging in their learning and connecting to school and community

## Vision

At Hart New Tech, we believe in educating the Whole Child, ensuring all children are healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student demographic at Hart Elementary is as follows:

96.87% Economically Disadvantaged

80.31% Limited English Proficient (LEP)

12.30% Special Education

% Mobility Rate

89.71% At-Risk

100% Latino/Hispanic

### Demographics Strengths

Hart New Tech Elementary School is a New Tech Dual Language elementary school. Our faculty, staff and administrators are committed to the following:

- Promote and provide 21st Century Instruction to include Project Based Learning, Learning Outcomes (New Tech Network), Problem Based Learning, Social Emotional Learning, Dual Language, Balanced Literacy and Targeted Literacy Interventions to ALL our students
- Cultivate and develop all the whole child for all students
- Support the Integration of Technology and Instruction
- Provide counseling, social services, interventions, therapy, uniforms, and supplies
- Partner with our community and parents to support students' PBL outcomes.
- Our extra-curricular programs include Soccer Reading Club,, Tocando community-based music program, Bluebonnet Club, Leadership Program for our 5th graders

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Based on observations, parental involvement has been stagnant over previous 3 years **Root Cause:** There is a lack of systems to track parental involvement and responsibility roles in events and activities.

**Problem Statement 2:** Based on observations and data from the past three years, there has been an increase in disciplinary reports **Root Cause:** Our campus is lacking a subsystem to implement to plan, review, and revise the Positive Behavior Intervention Systems.

**Problem Statement 3:** In the past 3 years of implementing New Tech on the campus, 2/3 of the faculty have left campus. **Root Cause:** We are lacking team and community building opportunities for our new faculty.

# Student Learning

## Student Learning Summary

Increase 2021 State Report card from D to C in 2021.

Goals for 202-2021:

- Domain 1: 75, Domain 2a: 70, 2b: 84, Domain 3: 74
- Implement SEL components
- Improve TELPAS Proficiency levels in all grades
- Improve Writing from 14% to 33%, and Math from 27% to 44% in Meets area
- PLCs for planning quality PBL instruction, Literacy, Math and Science, data analysis, thorough understanding of curriculum and grade level standards

## Student Learning Strengths

- Facilitate and Implement Hart New Tech Gold Standard Project Based Learning, Learning Outcomes, Problem Based Learning, Dual Language and Balanced Literacy by providing Professional Development, School-wide Systems and Planning Days
- Support Community Circle Time and SEL Components in master schedule and routines school-wide
- Implement 21st Century learning and best practices that include quality Tier I instruction, differentiation, technology integration and high levels of literacy
- Implement high quality First Teach in Prek-5 Literacy, Math, Science
- Provide strategic literacy interventions for Tier 2 and 3 students
- Monitor student progress monthly through data PLCs and data driven instruction
- PLCs will show evidence of quality planning of PBLs and data analysis, thorough understanding of curriculum and grade level standards

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Low percentage of Meets and Masters in tested subjects as of 2018-2019 **Root Cause:** Need implementation of strong PD to understand requirements of Meets and masters, as well as effective activities, strategies to support Meets Masters

**Problem Statement 2 (Prioritized):** Science and Writing curriculum and scores are not showing growth **Root Cause:** School-wide vertical alignment and non-negotiables are not fully in place

**Problem Statement 3 (Prioritized):** Implementation of RTI system was not fully effective **Root Cause:** Understanding of the RTI school-wide system and monitoring data progress consistently

# School Processes & Programs

## School Processes & Programs Summary

- Hart New Tech Project Based Learning that includes power standards, oral and written communication, collaboration and agency skills, relevant, authentic and involve community outreach
- Promote a Culture that Empowers, Teaching that Engages, Technology that Enables, and Outcomes that Matter
- Implement and cultivate collaborative adult and student school culture which promotes Growth mindset and SEL components
- Provide effective Dual Language training and resources for PreK-5th grade teachers
- Develop classrooms where students have increased responsibility for their own learning and participate in a positive growth mindset culture
- Use data sources such as STAAR, PBL/PrBL Assessments, DRA/EDL, Istation, TELPAS, and data walls to monitor progress

## School Processes & Programs Strengths

- 100% of all teachers and paraprofessionals are highly qualified
- Provide staff training on RTI, modifications, and IEP accommodations for SPED students
- Onboarding process for new teachers to include mentors and district support
- Provide quality professional learning and support for development of Certified New Tech Teachers
- PLCs on data, instruction, and campus/district initiatives
- PBIS Campus wide school expectations
- After school enrichment programs (Soccer Reading Club, Tocando, Bluebonnet Club, Leadership Club)
- Effective schools framework 1.1, 5.2, 5.3 focus

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Currently, the Culture of literacy continues to have gaps within our school community **Root Cause:** Parent lack understanding of literacy development and exposure to literacy

**Problem Statement 2 (Prioritized):** Teachers, parents and students in our school community need to be knowledgeable of technology that enables **Root Cause:** Training opportunities for students, teachers and parents

# Perceptions

## Perceptions Summary

- Multiple opportunities for students to showcase their learning to parents and community, such as Exhibition Night, Academic Nights, Tocando events, school ambassadors and Community Service
- Host positive school activities such as Teacher Night and Coffee with the principal
- Commitment to improving climate and culture of school
- Promote Parent Ambassadors and partnership with Community Schools Program
- Parent Liaison to establish parent training and classes
- Social Worker to provide services to students and parents
- Enrichment after-school programs such as; Tocando, Reading Soccer Club, Bluebonnet Club and Leadership Club
- Communication with parents and families through ClassDojo and Social Media

## Perceptions Strengths

- Community Schools Program (food pantry, family evening session, partners in education luncheons, campus monthly meetings, support from volunteers, providing social services to parents and students)
- Partners in Education and Strong Fathers Program
- Tocando performances
- Academic and PBL Exhibition Nights

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We only have a few parent volunteers and no PTA. **Root Cause:** Parents may feel that they do not have necessary skills and school is trying to avoid additional work and problems with people involved.

**Problem Statement 2:** We do not have an efficient way to contact all parents. **Root Cause:** We lack a system to keep centralized and updated contact information.



# Priority Problem Statements

**Problem Statement 1:** Implementation of RTI system was not fully effective

**Root Cause 1:** Understanding of the RTI school-wide system and monitoring data progress consistently

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Currently, the Culture of literacy continues to have gaps within our school community

**Root Cause 2:** Parent lack understanding of literacy development and exposure to literacy

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Based on observations, parental involvement has been stagnant over previous 3 years

**Root Cause 3:** There is a lack of systems to track parental involvement and responsibility roles in events and activities.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Teachers, parents and students in our school community need to be knowledgeable of technology that enables

**Root Cause 4:** Training opportunities for students, teachers and parents

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

**Problem Statement 5:** Science and Writing curriculum and scores are not showing growth

**Root Cause 5:** School-wide vertical alignment and non-negotiables are not fully in place

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Low percentage of Meets and Masters in tested subjects as of 2018-2019

**Root Cause 6:** Need implementation of strong PD to understand requirements of Meets and masters, as well as effective activities, strategies to support Meets Masters

**Problem Statement 6 Areas:** Student Learning

# 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:** Increase student achievement to 85% approaching, 55% meets, 20% masters at grade level for all students on the STAAR Reading, Math , Science and Writing tests by June 2021.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** 2021 STAAR Data

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement and support Hart New Tech Project Based Learning (PBL) and Problem Based Learning (PrBL) in grades K-5  <b>Strategy's Expected Result/Impact:</b> High academic achievement and rigor, development of learning outcomes in projects that relate to real world situations <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team (Principal, Assistant Principals, PBL Instructional Coaches, Counselor, Active Learning Leader, Librarian) <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<b>Strategy 2:</b> Provide substitutes and Summer pay to support Hart NT teachers with planning days for PBL and PrBL to include all content areas <b>Strategy's Expected Result/Impact:</b> Support collaboration practices for Hart New Tech PBL and PrBL models <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Summer professional development (2020 Carryover ) - 211 ESEA Title I (Campus) - 211.13.6141.118.24.019.118 - \$29, Summer professional development (2020 Carryover ) - 211 ESEA Title I (Campus) - 211.13.6117.118.24.019.118 - \$2,000, Substitutes for staff development - 185 SCE (Campus) - 185.11.6112.118.30.362.118, Substitutes fringe for staff development - 185 SCE (Campus) - 185.11.6141.118.30.362.118	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 3:</b> Employ 1 PBL Campus Teaching Coach to provide support in success of Hart NT vision and mission <b>Strategy's Expected Result/Impact:</b> High innovative levels of learning and academic performance <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 <b>Funding Sources:</b> Campus Teaching Coach (.5 FTE func-11) Salary - 185 SCE (Campus) - 185.11.6119.118.30.000.118 - \$30,003, Campus Teaching Coach (.5 FTE func-11) Fringes - 185 SCE (Campus) - 185.11.614x.118.30.000.118 - \$440, Campus Teaching Coach (.5 FTE func-13) Salary - 185 SCE (Campus) - 185.13.6119.118.30.000.118 - \$30,004, Campus Teaching Coach (.5 FTE func-13) Fringes - 185 SCE (Campus) - 185.13.614x.118.30.000.118 - \$435, Campus Teaching Coach (.5 FTE func-11) Salary - 211 ESEA Title I (Campus) - 211.11.6119.118.24.801.118 - \$26,375, Campus Teaching Coach (.5 FTE func-11) Fringes - 211 ESEA Title I (Campus) - 211.11.614x.118.24.801.118 - \$30,083, Campus Teaching Coach (.5 FTE func-13) Salary - 211 ESEA Title I (Campus) - 211.13.6119.118.24.801.118 - \$26,375, Campus Teaching Coach (.5 FTE func-13) Fringes - 211 ESEA Title I (Campus) - 211.13.614x.118.24.801.118 - \$1,558.80, Campus Teaching Coach - Stipend (func-11) - 185 SCE (Campus) - 185.11.6118.118.30.000.118 - \$353, Campus Teaching Coach - Stipend (func-11) - 211 ESEA Title I (Campus) - 211.11.6118.118.24.801.118 - \$500, Campus Teaching Coach - Stipend (func 13) - 211 ESEA Title I (Campus) - 211.13.6118.118.24.801.118 - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 4:</b> Employ 3 instructional paraprofessionals to support in success of Hart NT school vision and vision and to provide interventions to struggling and at-risk students <b>Strategy's Expected Result/Impact:</b> Increase student achievement by providing additional support and interventions for students. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 3 <b>Funding Sources:</b> Paraprofessional Instruction-Salary - 211 ESEA Title I (Campus) - 211.11.6129.118.24.801.118 - \$2,729, Paraprofessional Instruction-Fringes - 211 ESEA Title I (Campus) - 211.11.614X.118.24.801.118	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<b>Strategy 5:</b> Purchase instructional materials, classroom libraries, general supplies and online subscription, Education Galaxy, Lexia to support student the development of literacy and mathematical sills. <b>Strategy's Expected Result/Impact:</b> Increased development in core literacy and mathematical foundational skills <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Contracted services/web based/on-line programs for students (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6299.118.24.019.118 - \$10,000, Student Supplies - Classrooms - 211 ESEA Title I (Campus) - 211.6399.118.24.019.118 - \$7,000, Classroom Libraries (2020 Carryover) - 211 ESEA Title I (Campus) - 211.12.6329.118.24.019.118 - \$10,000, General Supplies - 185 SCE (Campus) - 185.11.6399.118.30.000.118 - \$1,137.10, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.118.24.801.118 - \$6,569.66, Lexia - 185 SCE (Campus) - 185.11.6299.118.24.801.118 - \$9,900, COVID - Plexi - Desk Guards - 185 SCE (Campus) - 185.11.6399.118.30.019.118 - \$2,315, Contracted services/web based/on-line programs for students Education Galaxy - 211 ESEA Title I (Campus) - 211.11.6299.118.24.801.118 - \$3,250, Instructional materials - classrooms - 211 ESEA Title I (Campus) - 211.11.6329.118.24.801.118 - \$5,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 6:</b> Purchase intervention and testing materials to support implementation of a school-wide RtI model for at-risk and GT students <b>Strategy's Expected Result/Impact:</b> Routinely analyze data to guide instructional decisions and meet high achievement through assessment, data analysis, goal setting, interventions and evaluations. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3 <b>Funding Sources:</b> Testing Materials - 185 SCE (Campus) - 185.11.6339.118.30.000.118 - \$0, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.118.24.801.118	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 7:</b> Provide field trips for grade PK-5th to support Project Based Learning Outcomes and Outreach to the community <b>Strategy's Expected Result/Impact:</b> Increase student learning experiences by providing field trips that enhance curriculum and support Community outreach in PBLs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secretary to Principal <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Field Trips - PK - 211 ESEA Title I (Campus) - 211.11.6499.118.32.801.118, Field Trips- other grades - 211 ESEA Title I (Campus) - 211.11.6499.118.24.801.118	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<b>Strategy 8:</b> Provide library with instructional materials, books to include for student incentives and professional development which will enhance library lessons, student library research, and home libraries. <b>Strategy's Expected Result/Impact:</b> Increase awareness of culture if literacy experiences by providing rich lessons in the library. <b>Staff Responsible for Monitoring:</b> Principal, Librarian, Secretary to the Principal <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Contracted svcs, web based/on-line programs - Library - 211 ESEA Title I (Campus) - 211.12.6299.118.24.801.118 - \$1,200, Reading Materials - Library - 211 ESEA Title I (Campus) - 211.12.6329.118.24.801.118 - \$3,000, Instructional Materials/supplies - Library - 211 ESEA Title I (Campus) - 211.12.6399.118.24.801.118 - \$0, Misc. Incentives (existing programs) - Library - 211 ESEA Title I (Campus) - 211.12.6499.118.24.801.118 - \$0, Misc. Incentives Culture of Literacy(2020 Carryover) - 211 ESEA Title I (Campus) - 2.11.12.6399..118.24.019.118 - \$5,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 9:</b> Employ a tutor/s to support Reading interventions to include after school support <b>Strategy's Expected Result/Impact:</b> Increase student reading levels, comprehension and fluency rates. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership team <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Tutoring (Certified Tutors) - Salary - 185 SCE (Campus) - 185.11.6117.118.30.100.118 - \$5,400, Tutoring (Certified Tutors) - Fringes - 185 SCE (Campus) - 185.11.614X.118.30.100.118 - \$201, Tutoring (Certified Tutors) - Salary - 211 ESEA Title I (Campus) - 211.11.6117.118.24.100.118 - \$2,248.75, Tutoring (Certified Tutors) - Fringes - 211 ESEA Title I (Campus) - 211.11.614X.118.24.100.118 - \$160.30	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Low percentage of Meets and Masters in tested subjects as of 2018-2019 <b>Root Cause:</b> Need implementation of strong PD to understand requirements of Meets and masters, as well as effective activities, strategies to support Meets Masters
<b>Problem Statement 2:</b> Science and Writing curriculum and scores are not showing growth <b>Root Cause:</b> School-wide vertical alignment and non-negotiables are not fully in place
<b>Problem Statement 3:</b> Implementation of RTI system was not fully effective <b>Root Cause:</b> Understanding of the RTI school-wide system and monitoring data progress consistently
School Processes & Programs
<b>Problem Statement 1:</b> Currently, the Culture of literacy continues to have gaps within our school community <b>Root Cause:</b> Parent lack understanding of literacy development and exposure to literacy

## 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:** Implementation of the New Tech 4 Pillars: Culture that Empowers, Teaching that Engages, Technology that Enables and Outcomes that matter .

**Evaluation Data Sources:** PBL and PrBL Student Learning Outcome artifacts

**Summative Evaluation:** None

<b>Strategy 1:</b> Support the development and growth in all Teachers by conducting targeted walkthroughs and providing teacher feedback using TTESS dimension rubrics and EPISD Certified New Tech Teacher rubrics. <b>Strategy's Expected Result/Impact:</b> Support teachers in developing as distinguished teachers on TTESS and as Certified New Tech Network Teachers <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 2:</b> Provide Professional Development in RtI process, high quality instruction, technology integration for teachers to support Culture that Empowers, Teaching that Engages and Technology that Enables. <b>Strategy's Expected Result/Impact:</b> Increase student engagement, achievement and development of 21st century skills. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team, and all Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 2 <b>Funding Sources:</b> In-town staff development - Teachers - 185 SCE (Campus) - 185.13.6499.118.30.000.118, In-town staff development - Teachers - 211 ESEA Title I (Campus) - 211.13.6499.118.24.801.118	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<b>Strategy 3:</b> K-5th grade students will use apps, programs, web applications, tech tools to integrate technology for PBL outcomes and in content areas. <b>Strategy's Expected Result/Impact:</b> Increase teachers and students knowledge and use of technology tools to support Technology that Enables. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team, and all Teachers <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Headsets for Blended Learning (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6399.118.24.019.118 - \$7,000, Ipad Chargers (2020 Carryover) - 185 SCE (Campus) - 185.11.6399.118.30.019.118 - \$2,315, Infocus projectors (2020 Carryover) - 185 SCE (Campus) - 185.11.6395.118.30.019.118	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Implementation of RTI system was not fully effective <b>Root Cause:</b> Understanding of the RTI school-wide system and monitoring data progress consistently
School Processes & Programs
<b>Problem Statement 2:</b> Teachers, parents and students in our school community need to be knowledgeable of technology that enables <b>Root Cause:</b> Training opportunities for students, teachers and parents

## 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:** Promote a Culture that Empowers to include Social Emotional Learning to foster a healthy, safe, caring and vibrant learning environment.

**Evaluation Data Sources:** Social Emotional Learning 5 Competencies

**Summative Evaluation:** None

<b>Strategy 1:</b> Culture and Climate team will implement strategies that promote a Social Emotional Learning Environment. <b>Strategy's Expected Result/Impact:</b> Maintain a Safe and Caring Environment that supports student learning. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Leadership Team <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> In-town staff development - Counselor - 185 SCE (Campus) - 185.31.6499.118.30.000.118	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 2:</b> PBIS team will implement a systematic school-wide approach to support teaching academic, social and behavioral expectations that will reinforce responsible behavior. <b>Strategy's Expected Result/Impact:</b> Increase positive behavior that will reinforce responsible and respectable actions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, Faculty and Staff <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 3:</b> Implement anti-bullying and red ribbon drug-free initiatives for teachers, staff, parents and students that will increase and support a safe learning environment. <b>Strategy's Expected Result/Impact:</b> Maintain a safe learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, Faculty and Staff <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 4:</b> Partner with parents and community to support SEL and PBIS school initiatives. <b>Strategy's Expected Result/Impact:</b> Increase culture and climate of school. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June







<b>Strategy 5:</b> Use Focus on Family and Children intervention specialist to provide social services and guidance to at-risk, economically disadvantaged, and other students in need. <b>Strategy's Expected Result/Impact:</b> Maintain a safe learning environment. <b>Staff Responsible for Monitoring:</b> Social Worker, Principal, Assistant Principal <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> FCF Intervention Specialist (Only District funded 0.FTE campus ) - Salary - 185 SCE (Campus) - 185.32.6119.118.30.000.118, FCF Intervention Specialist (Only District funded 0.FTE campus) - Fringes - 185 SCE (Campus) - 185.32.614x.118.30.000.118	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 6:</b> Campus counselor will meet as needed and document in CCRP student conferences and referrals in reviewing academic performance and social-emotional needs with the following subgroups: ELL, At-Risk, homeless, foster, migrant, GT and SPED. <b>Strategy's Expected Result/Impact:</b> Support needs of all students <b>Staff Responsible for Monitoring:</b> Patricia Herrera <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Hart New Tech Elementary will meet 100% compliance with federal, state, and local facility use requirements and initiatives as reported on internal and external audits.

<b>Strategy 1:</b> Purchase supplies and materials for office and staff to maintain organization of various reports including attendance, discipline, employee reports and position detail reports. <b>Strategy's Expected Result/Impact:</b> Maintain 100% accuracy of attendance, discipline, and employee reports. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Secretary to Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 2:</b> Conduct employee reports audits and regular self-audits of PEIMS information to include attendance, discipline, failures, 504, SPED, LEP, GT, At-risk coding to ensure school is in compliance <b>Strategy's Expected Result/Impact:</b> Maintain 100% accuracy of all audits and PEIMS reviews. <b>Staff Responsible for Monitoring:</b> Principal, PEIMS Clerk, Assistant Principals, Secretary to Principal, Counselor	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 3:</b> Provide funds for substitutes during STAAR testing and/or other necessary campus events in order to maintain compliance with all guidelines. <b>Strategy's Expected Result/Impact:</b> Continued compliance with state and federal guidelines such as: Testing, IEP's, and 504 documentation. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 4:</b> Purchase and maintain office equipment and needed general supplies for Teachers and Administration. <b>Strategy's Expected Result/Impact:</b> Increase student learning by providing needed supplies. <b>Staff Responsible for Monitoring:</b> Principal	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Goal 4: Community Partnerships

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:** Hart New Tech Elementary will maintain a positive and productive partnership with the community and parents.

**Evaluation Data Sources:** New Tech Pillars Culture that Empowers and Technology that Enables

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement a Culture of Literacy to include parent workshops in literacy at home, literacy in elementary ages, and increase school involvement for parents and families. <b>Strategy's Expected Result/Impact:</b> Increase importance of Literacy and positive interactions with parents <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Parental Liaison, Secretary to Principal <b>Title I Schoolwide Elements:</b> 3.2, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 2:</b> Host parent activities such as "Meet the Teacher Night" and "Coffee with Principal" to promote positive and thriving partnerships, discuss positive parenting, strategies to help their child at home, and promote parental engagement in school <b>Strategy's Expected Result/Impact:</b> Increase positive relations with parents. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team and Faculty and Staff <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<b>Strategy 3:</b> Conduct Title I meeting for parents and provide Title I components, compact information, Campus and District Improvement Plans. Have ESL, nutrition, and 504 classes for parents to improve parental involvement and educational success. <b>Strategy's Expected Result/Impact:</b> Increase parental awareness of Title I components, CIP, and programs being offered at the campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals <b>Title I Schoolwide Elements:</b> 3.1, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<b>Strategy 4:</b> Provide supplies, reading materials, to include technology and professional services for parental involvement sessions <b>Strategy's Expected Result/Impact:</b> Increase parental participation and involvement. <b>Staff Responsible for Monitoring:</b> Parental engagement leader, Secretary to Principal <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Instructional Materials for Parental Engagement(2020 Carryover) - 211 ESEA Title I (Campus) - 211.61.6499.118.24.019.118 - \$7,271, Reading Materials for Parental Engagement - 211 ESEA Title I (Campus) - 211.61.6329.118.24.801.118 - \$800, Instructional Materials for Parental Engagement - 211 ESEA Title I (Campus) - 211.61.6399.118.24.801.118 - \$1,000, Misc/snack for Parental Engagement Activities - 211 ESEA Title I (Campus) - 211.61.6499.118.24.801.118 - \$0	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 5:</b> Host Academic Nights such as: Exhibition, Reading, Math, and Science Nights to promote parental engagement with academics . <b>Strategy's Expected Result/Impact:</b> Increase parental involvement and participation. <b>Staff Responsible for Monitoring:</b> Principal, Leadership Team, Faculty, Staff and Parental Engagement Leader <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<b>Strategy 6:</b> Provide copies to promote effective school-parent communication through letters, flyers and other means of written communication. <b>Strategy's Expected Result/Impact:</b> Promote and increase parent communication. <b>Staff Responsible for Monitoring:</b> Principal, Secretary to Principal <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# State Compensatory

## Personnel for Hart Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guadalupe Vela	Campus Teaching Coach	SCE	1.0

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).**

Sec. 1114(b)(6)

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance

### 2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students\* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

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

**Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies** that the school **will** be implementing to address school needs, including a description of how such strategies:

**i. will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

## 2.5: Increased learning time and well-rounded education

### 2.1 Increased learning time and well-rounded education

**2.5 ii. will** use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

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

**2.6 iii. will** address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements. Parents

**shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

**3.1 Building Capacity for Involvement** – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement

Provide materials and training to help parents work with their child, such as literacy and technology training

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities

### **3.2: Offer flexible number of parent involvement meetings**

Campus **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A,

transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)



## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arturo R. Alvarado	Paraprofessional Instruction	Title I	1.0
Lilia B. Ortega	Campus Teaching Coach	Title I	1.0
R=Tania L. Gutierrez	Paraprofessional Instruction	Title I	1.0
Samira Ponce De Leon	Paraprofessional Instruction	Title I	1.0

## 2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Angelica Negrete	principal
Administrator	Maria Rayas	assistant principal
Administrator	Ashley McMillan	assistant principal
Non-classroom Professional	Lilia Ortega	Campus Teaching Coach
Classroom Teacher	Virginia Olivas	1st grade teacher
Classroom Teacher	Beatriz Palomino	5th grade teacher
Classroom Teacher	Eduardo Serrano	2nd grade teacher
Classroom Teacher	Alma Ortega	3rd grade teacher
Classroom Teacher	Lydia Hernandez	4th grade teacher
Non-classroom Professional	Paty Herrera	School counselor
District-level Professional	Simon Chandler	Community Schools Coordinator
Secretary to Principal	Cruz Cole-Ochoa	Office