

El Paso Independent School District
Powell Elementary School
2023-2024 Improvement Plan



Board Approval Date: October 17, 2023

Mission Statement

To provide an exemplary education that inspires and prepares students for postsecondary education and to build a sense of belonging for all students, staff, and parents in a safe learning environment, fostering compassion, mutual respect, and ethical character in our school community.

Vision

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. We are committed to the families we serve, providing support and encouragement.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

- PBIS: Positive Behavior Interventions and Supports: for supporting students behavioral, academic, social, emotional and mental health. Behavior expectations through positive reinforcement through reflection sheets and reward activities. (2022-2023 Data: 529 discipline referrals- 3- ISS, 16-OSS, 2-DAEP Placements.)
- 3rd-5th Grade students participate in Student Ambassador program through a nominations and application process. Students are selected and participate in outreach activities throughout the school year.
- After School Opportunities: 4th-5th grade Intramural Sports Volleyball, Basketball, Soccer, Football, K-5th grade STREAMtastic, 3rd -5th Robotics, Young Rembrandts, Yearbook, Honors Chair (2022-2023 Data: 114 students enrolled)
- Once a month Fitness Fridays during PE focus on health and wellness with family/community.
- 5th grade students have an opportunity for Orchestra.
- Pre K-5th grade students have art and music specials.
- Career Week-theme days and career fair
- Project-Based Learning
- Campus Culture and Climate Team (CCCT): Counseling program, Social Worker, MFLC, FOC SW

L1 Whole Child (Culture & Climate) Strengths

- More activities have been added since previous years
- PBIS structures are in place through a matrix and campus expectations
- Students have a variety of opportunities of activities

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Additional extra curricular opportunities **Root Cause:** The campus is in need of supporting more extra curricular opportunities for students to

build community and culture support.

Prioritized Need 2 (Prioritized): Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture. **Root Cause:** Despite PBIS structures, there is still a lack of implementation with fidelity. There is a high number of student referrals. Teachers do not use forms and procedures correctly, therefore writing up students for everything. Campus systems need to be improved.

Prioritized Need 3 (Prioritized): Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra curricular activities. Increase communication with parents on school-wide projects, student incentives, and campus policies **Root Cause:** Campus needs to create more opportunities for community involvement for better support systems.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

- Our students and teachers are supported through the following: Qualified Teacher Teams and Instructional Leaders
- Instructional Resources: HQIM Eureka Math, HQIM Amplify Reading, ST Math, Stem Scopes Science, Social Studies Weekly to support Tier 1 and differentiated instruction
- Weekly PLC's to focus on Tier 1 instruction, internalization of HQIM resources and teachers preparation of the daily lessons.
- NWEA MAP BOY, MOY, EOY - Reading and Math
- HQIM: Mid-Unit and End-Unit formative assessments - Reading, Math and Science
- STAAR Interim Assessments - Science
- District 9-Weeks assessment: Reading, Math, Science and Social Studies
- Interventions: WIN Time 45-minutes daily based on student needs, I Ready, SIPPS, Intervention teacher for reading and math.
- Special Education: Co-Teach and Resource.
- GT Services: Identification, testing, fall/spring showcase.
- Dyslexia Services
- Orchestra, Fine Arts, Music
- Project Lead the Way

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

- HQIM: Eureka Math. Amplify Reading, Stem Scopes Science, Weekly Studies Social Studies have been started for this school year as new resources to support student learning. TEA recognizes these instructional materials for high quality instruction to support all learners.
- NWEA MAP BOY, MOY, EOY - Reading and Math growth measures for the school year to support student learning and growth.
- HQIM: Mid-Unit and End-Unit formative assessments - Reading, Math and Science
- STAAR Interim Assessments - Science
- I Ready - Screeners for WIN Intervention support for Tier 2 and Tier 3 instruction.
- District 9-Weeks assessment: Reading, Math, Science and Social Studies

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching. **Root Cause:** HQIM are new instructional resources requiring more opportunities for teachers to internalize the lessons in order for the students to be successful.

Prioritized Need 2 (Prioritized): All students need to have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor. **Root Cause:** Classroom Tier 1 instruction needs to be effective for all students to reach mastery of grade level standards.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

2022-23 TEA Accountability Ratings Overall Summary for Powell is as follows:

Overall Rating (Pending)

Domain 1 Student Achievement Composite score: 43% (C)

School Progress (Pending)

Academic Growth (Pending)

Relative Performance (Econ Dis. _____) (Pending)

Closing the Gaps (Pending)

Campus is identified for targeted support and improvement

Campus Data for school year 2022-2023:

	Did not Meets	Approaching	Meets	Masters
Overall: Math	28%	72%	36%	10%
3 rd Grade	37%	63%	27%	5%
4 th Grade	45%	55%	29%	7%
5 th Grade	6%	94%	54%	17%
Overall: Reading	19%	81%	49%	16%
3 rd Grade	24%	76%	47%	11%
4 th Grade	25%	75%	36%	13%
5 th Grade	7%	93%	63%	25%
Overall: Science	28%	72%	26%	7%

4th Grade Math: Performance Summary

More than 1 Year Growth	One Years Growth	Less Than 1 Years Growth	Failed Twice (3 rd & 4 th)
7	14	6	17

4th Grade Reading: Performance Summary

More than 1 Year Growth	One Years Growth	Less Than 1 Years Growth	Failed Twice (3 rd & 4 th)
7	15	15	6

5th Grade Math: Performance Summary

More than 1 Year Growth	One Years Growth	Less Than 1 Years Growth	Failed Twice (3 rd & 4 th)
23	19	3	3

5th Grade Math: Performance Summary

More than 1 Year Growth	One Years Growth	Less Than 1 Years Growth	Failed Twice (3 rd & 4 th)
14	24	9	0

L2 Academic Excellence (Student Achievement) Strengths

- Tier 1 instruction and Quality First Teach is monitored through classroom visits and review of Data-Driven Lesson Internalization.
- Student needs can be identified by any staff member that works closely with the student. However, the primary teacher usually makes a recommendation/intervention plan. When a student is recommended for the MTSS process, interventions, modifications, and accommodations are tried and the data is analyzed. MTSS, intervention period, Reading Interventionist, Math interventionist and tutoring are all offered to students that need extra support. 45-minute intervention block (WIN) to support students' individual needs and opportunity for small groups or one to one instruction.
- Our campus uses a comprehensive MTSS system for teachers/service providers to identify and service students who need academic intervention. This includes the use MAP Growth testing, ST Math, I-Ready and other data sources to design data-driven lessons that lead to interventions such as modified assignments, targeted specific skills integrated through instructional practices, and tutoring. If further evaluation is needed, students are referred for Dyslexia, or Special Education testing. Students can also be referred for interventions with our SEL Team.
- Differentiation is addressed during small group instruction and workstations in all classrooms.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Not all students are learning at high levels as demonstrated by Domain 1:STAAR. Campus data trends for the past seven years are not showing high gains or decrease in overall performance. **Root Cause:** Tier 1 Instruction is not happening in all classrooms. Teachers are not delivering daily Rigorous Quality First Teach lessons based on measurable goals. Teachers are not using curriculum with fidelity and need more training and time to reflect, adjust, and deliver instruction based on instructional

practices, data, and students' academic needs.

Prioritized Need 2 (Prioritized): Academic achievement scores decreased greatly last year and have steadily decreased for specific student groups. **Root Cause:** Learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known since such a high percentage of students are enrolled at Powell for the first year in their schooling. These students often leave after one year. For students entering 5th grade, teachers must determine several years of content-specific skills to plan for instruction.

Prioritized Need 3 (Prioritized): Teachers have difficulty assessing the academic needs of students based on current student levels. **Root Cause:** The campus is not showing sufficient improvement in Academic Progress and Closing the Gaps. Students in two or more student groups are not achieving at the Meets/Masters Levels. Teachers need assistance delivering Quality First Teach lessons with rigor. Teachers are in need of more training on instructional practices.

Prioritized Need 4 (Prioritized): Improve 3rd and 4th Grade scores in approaching, meets and masters. **Root Cause:** Kinder -2nd grade teachers have difficulty assessing the academic needs of students upon entering the next grade level thus students have learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known. Students with learning gaps need supplemental materials for intervention and support.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

- 100% Highly Qualified Staff and Teachers.
- Social Emotional Team (Campus Counselor, Military Family Life Counselor, Behavioral Health Specialist, Focus on Families Social Worker) Campus Teaching Coaches, Reading Interventionist, Math Interventionist, Reading Specialist.
- Student Academic/Intervention and Mentoring Programs.
- Special Education Co-Teach, CRC 1-2, PEAR Class, Gifted-Talented, WIN intervention supports.
- Campus PD: Tier 1 Instruction, LPAC, Goals- TTESS/SLO, STAAR 2.0, PBIS, Safety, GT, SPED.
- TTESS Data: All teacher were evaluated (walkthrough/formal observation).
- Certification Data: Standard/provisional, one-year, Generalist: EC-4, EC-6, 4-8, Bilingual, ESL, Supplement, SPED, Content-Specific (Physical Education, Librarian, Counselor, Music).

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

- High Participation, variety of PD topics to support teachers with curriculum and instructional practices that are specific focus.
- Each teacher received a total of 6 walkthroughs; all teachers are proficient or above and a good balance of teacher waivers and evaluations.
- Each grade level has a bilingual/ESL certified teacher, position specific certification.
- Teacher staff with 5+ years experience.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): High staff turnover due to military campus demographics; increase/change in enrollment has led to position changes/additions. **Root Cause:** High staff mobility can lead to inconsistency.

Prioritized Need 2 (Prioritized): Professional Development for teachers instructional practices and HQIM **Root Cause:** The curriculum is new and teachers need more opportunities to learn implementation, internalization, and instructional framework.

Prioritized Need 3 (Prioritized): Professional Development is need for teachers on PBIS and classroom management. **Root Cause:** The lack of implementation and fidelity of PBIS to reduce the number of referrals and classroom disruptions.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

At the end of 2022-2023 school year student population was a total enrollment of 517 students that range from EE/Pre-K4/ Kinder through 5th grade. 2023-2024 current enrollment is 541 students. A total of 106 students are transferring out at 23.6% who are attending other campuses or districts. Approximately 90% of our student population active duty military, which means enrollment rates constantly fluctuate at a transitional percentage of 35% annually.

Pre K 3 all day-3 sections.

Good staff vs. student ratio.

1:1 Apple (PreK-2nd: iPads, 3rd-5th grade Mac Book's)

Campus IT Plan: Based on the resources available and distribution of resources.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Consistent increase in enrollment that exceed projected for the school year all grade level numbers are balanced and have equal distribution.

Distribution of equipment and student devices on campus daily due to student mobility.

Robotics for 3rd-5th grade students.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Need to supplement classrooms with Promethean boards, testing headphones and supplies. **Root Cause:** Technology updates are difficult to stay current with the amount needed to purchase due to campus enrollment.

Prioritized Need 2 (Prioritized): 3rd grade devices are not consistent with the need of incoming students and replacement of iPads. Staff needs training to problem solve technology issues in the classroom. **Root Cause:** High mobility rate of students incoming and the time frame of delivery of devices to 3rd grade students from IT department.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

- The overall attendance for the 22-23 school year was at 93.96%, the campus goal of 95% was not met. The highest reasons for student absences are due to illness at 41.21% and COVID 17.81%. Overall, student attendance rates have declined over the past four years.
- Military Liaison/PEL collaborate to include parent and community partnerships through: Story Walks posted outdoors for students and community, Peter Pipers Pizza, Boss Chicken, Texas Roadhouse, Burger King, Papa Johns Pizza, Military Order of World Wars, Society of Forty Men and Eight Horse (Voiture Locale 605), Child Crisis Center support for military families, Big Brothers and Big Sisters, Center for Children for Parent Café.
- Partners in Education with Fort Bliss Battalion
- Parent and Community involvement through volunteer opportunities, monthly Fitness Fridays, DRILL Student of the Month, Fall and Spring music performances, Coffee with the Principal, Thanksgiving luncheon, field trips, orchestra performances.
- Chapin HS Athletics come once a week to support classrooms.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

- Campus is having more opportunities for partnerships and participation than previous school year.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Developing and supporting more parent and community engagement opportunities. **Root Cause:** There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.

Prioritized Need 2 (Prioritized): Area of concern for attendance is illness. **Root Cause:** Prek4 (83%) and Kindergarten (90%) have the lowest level of attendance.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Powell Elementary is named after Colin Luther Powell, a retired four-star general of the United States Army who was once an Airborne Ranger. Established in the 2009-2010 school year, our mascot is the Ranger, our colors are green and gold, our school crest was fashioned after the Ranger crest, and our motto follows the Ranger motto of Rangers Lead the Way. At the end of 2022-2023 school year student population was a total enrollment of 517 students that range from EE/Pre-K4/ Kinder through 5th grade. 2023-2024 current enrollment is 541 students. A total of 106 students are transferring out at 23.6% who are attending other campuses or districts. Approximately 90% of our student population active duty military, which means enrollment rates constantly fluctuate at a transitional percentage of 35% annually. Powell has several educational programs that appeal to families such as Special Education programs to service the needs of our students. The campus other programs include GT STEM and Project Lead the Way (PLTW). Powell has a high population of Special Education students with over 100 students for this school year. The overall population of students this year has decreased from last year as several parents have also considered homeschooling their children. The overall attendance for the 22-23 school year was at 93.96%, the campus goal of 95% was not met. The highest reasons for student absences are due to illness at 41.21% and COVID 17.81%. Overall, student attendance rates have declined over the past four years. This year's District Attendance Goal of 94% should be attainable.

- 47% Female; 53% Male
- 28% White, 45% Hispanic, 16% Black, 6% Two or More, 4% Hawaiian/Pacific, 1% Asian, .20% Native American
- 83% Eco Dis, 24% SPED, 7% GT, 7% Emergent Bilinguals
- 234 (45.26%) At-Risk

TELPAS 2022-2023 Composite Scores

Years In US Schools	Total Students	Beginning	Intermediate	Advanced	Advanced High
First Year	6	0%	83%	17%	0%
Second Year	5	20%	60%	0%	20%
Third Year	6	0%	67%	33%	0%
Fourth Year	5	0%	60%	40%	0%
Five or More Years	5	20%	40%	20%	20%

L5 Equity by Design (Demographics) Strengths

- 100% Highly Qualified Staff and Teachers
- Social Emotional Team (Campus Counselor, Military Family Life Counselor, Behavioral Health Specialist, Focus on Families Social Worker)
- Campus Teaching Coaches, Reading Interventionist, Math Interventionist, Reading Specialist
- Each grade level has a ESL/Bilingual teacher to support students.
- Student Academic/Intervention and Mentoring Programs
- Special Education Co-Teach, CRC 1-2, PEAR Class, Gifted-Talented, WIN intervention supports

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): The SPED population at Powell rises yearly, we don't have enough support to deal with everyday incidents, both academic and behavioral, that support student IEP's. This year, our CRC classes have a high number of students from previous years. Several new special education referrals have also been initiated this school year. **Root Cause:** The number of SPED referrals is high due to parental request for testing. The behavioral outburst of students is daily having administration and counselors continuously assisting.

Prioritized Need 2 (Prioritized): EB students are at a higher percentage at intermediate despite years in school and several still at beginning level. **Root Cause:** Gaps in language acquisition and instructional supports across all grade levels.

Prioritized Needs

Prioritized Need 1: Not all students are learning at high levels as demonstrated by Domain 1:STAAR. Campus data trends for the past seven years are not showing high gains or decrease in overall performance.

Root Cause 1: Tier 1 Instruction is not happening in all classrooms. Teachers are not delivering daily Rigorous Quality First Teach lessons based on measurable goals. Teachers are not using curriculum with fidelity and need more training and time to reflect, adjust, and deliver instruction based on instructional practices, data, and students' academic needs.

Prioritized Need 1 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Additional extra curricular opportunities

Root Cause 2: The campus is in need of supporting more extra curricular opportunities for students to build community and culture support.

Prioritized Need 2 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 3: Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture.

Root Cause 3: Despite PBIS structures, there is still a lack of implementation with fidelity. There is a high number of student referrals. Teachers do not use forms and procedures correctly, therefore writing up students for everything. Campus systems need to be improved.

Prioritized Need 3 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 4: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra curricular activities. Increase communication with parents on school-wide projects, student incentives, and campus policies

Root Cause 4: Campus needs to create more opportunities for community involvement for better support systems.

Prioritized Need 4 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 5: The SPED population at Powell rises yearly, we don't have enough support to deal with everyday incidents, both academic and behavioral, that support student IEP's. This year, our CRC classes have a high number of students from previous years. Several new special education referrals have also been initiated this school year.

Root Cause 5: The number of SPED referrals is high due to parental request for testing. The behavioral outburst of students is daily having administration and counselors continuously assisting.

Prioritized Need 5 Areas: L5 Equity by Design (Demographics)

Prioritized Need 6: Academic achievement scores decreased greatly last year and have steadily decreased for specific student groups.

Root Cause 6: Learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known since such a high percentage of students are enrolled at Powell for the first year in their schooling. These students often leave after one year. For students entering 5th grade, teachers must determine several years of content-specific skills to plan for instruction.

Prioritized Need 6 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 7: Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching.

Root Cause 7: HQIM are new instructional resources requiring more opportunities for teachers to internalize the lessons in order for the students to be successful.

Prioritized Need 7 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 8: All students need to have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Root Cause 8: Classroom Tier 1 instruction needs to be effective for all students to reach mastery of grade level standards.

Prioritized Need 8 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 9: High staff turnover due to military campus demographics; increase/change in enrollment has led to position changes/additions.

Root Cause 9: High staff mobility can lead to inconsistency.

Prioritized Need 9 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 10: Professional Development for teachers instructional practices and HQIM

Root Cause 10: The curriculum is new and teachers need more opportunities to learn implementation, internalization, and instructional framework.

Prioritized Need 10 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 11: Professional Development is need for teachers on PBIS and classroom management.

Root Cause 11: The lack of implementation and fidelity of PBIS to reduce the number of referrals and classroom disruptions.

Prioritized Need 11 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 12: Need to supplement classrooms with Promethean boards, testing headphones and supplies.

Root Cause 12: Technology updates are difficult to stay current with the amount needed to purchase due to campus enrollment.

Prioritized Need 12 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 13: 3rd grade devices are not consistent with the need of incoming students and replacement of iPads. Staff needs training to problem solve technology issues in the classroom.

Root Cause 13: High mobility rate of students incoming and the time frame of delivery of devices to 3rd grade students from IT department.

Prioritized Need 13 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 14: Developing and supporting more parent and community engagement opportunities.

Root Cause 14: There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.

Prioritized Need 14 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 15: Area of concern for attendance is illness.

Root Cause 15: Prek4 (83%) and Kindergarten (90%) have the lowest level of attendance.

Prioritized Need 15 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 16: Teachers have difficulty assessing the academic needs of students based on current student levels.

Root Cause 16: The campus is not showing sufficient improvement in Academic Progress and Closing the Gaps. Students in two or more student groups are not achieving at the Meets/Masters Levels. Teachers need assistance delivering Quality First Teach lessons with rigor. Teachers are in need of more training on instructional practices.

Prioritized Need 16 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 17: Improve 3rd and 4th Grade scores in approaching, meets and masters.

Root Cause 17: Kinder -2nd grade teachers have difficulty assessing the academic needs of students upon entering the next grade level thus students have learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known. Students with learning gaps need supplemental materials for intervention and support.

Prioritized Need 17 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 18: EB students are at a higher percentage at intermediate despite years in school and several still at beginning level.

Root Cause 18: Gaps in language acquisition and instructional supports across all grade levels.

Prioritized Need 18 Areas: L5 Equity by Design (Demographics)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





Goals

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Powell Elementary will design and implement an Employee, student, and parent culture climate survey designed to inform progress on ensuring students are supported by caring adults.

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Administer Panorama Student Growth SEL Survey Strategy's Expected Result/Impact: A positive school climate for employees, students and parents. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize PBIS interventions (Ranger Points, Ranger Money, PBIS rewards, parties, etc.) schoolwide. Strategy's Expected Result/Impact: Creating a safe environment for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: Student awards - 199 General Fund - \$3,000, General supplies/counselor - 199 General Fund - \$500, General supplies/social worker - 199 General Fund - \$500, General supplies/nurse - 199 General Fund - \$500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture. **Root Cause:** Despite PBIS structures, there is still a lack of implementation with fidelity. There is a high number of student referrals. Teachers do not use forms and procedures correctly, therefore writing up students for everything. Campus systems need to be improved.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Powell Elementary will increase PK-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 10% by adding additional opportunities and a monitoring system.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Provide 4th and 5th grade immaurals Strategy's Expected Result/Impact: Extra curricular opportunities Staff Responsible for Monitoring: Assistant Principal, Coaches Title I: 2.5, 4.2 Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer a wider range of extra curricular activities and clubs. Strategy's Expected Result/Impact: More teachers as leaders and mentors for students. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Additional extra curricular opportunities Root Cause: The campus is in need of supporting more extra curricular opportunities for students to build community and culture support.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Powell Elementary will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 5 extended learning opportunities by from 0 Extended Day Sites to 4 Extended Day Sites and 32 After school Learning sites to 45 After-school Learning Sites.

High Priority

Evaluation Data Sources: District tracking tool

Strategy 1 Details		Reviews			
Strategy 1: Utilize the Military Liaison and Family and Community Liaison to continue and increase community outreach. Strategy's Expected Result/Impact: Build support systems with all stakeholders. Staff Responsible for Monitoring: Principal/Assistant Principal Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra curricular activities. Increase communication with parents on school-wide projects, student incentives, and campus policies Root Cause: Campus needs to create more opportunities for community involvement for better support systems.





Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Powell Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 50% of all campuses.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: Ensure that staff is trained how to properly follow all policies as written in the EPISD Student Code of Conduct. Strategy's Expected Result/Impact: Positive behaviors will be demonstrated in classrooms and other common areas of the campus; staff will be more aware of frequent behavior issues and will be able to assist students with maintaining a bully-free zone. Staff Responsible for Monitoring: Administration, PBIS/SEL Teams, CIT Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold monthly Family Engagement Meetings and provide incentives. Strategy's Expected Result/Impact: More parent involvement in school events and functions. Staff Responsible for Monitoring: Military Liaison, Family and Community Engagement Liaison Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Incorporate PBIS Matrix and Character Counts through counselor lessons, campus activities, and events provided during the school day to provide well-rounded educational opportunities. Strategy's Expected Result/Impact: Strengthen students' social, emotional and academic competence. Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Prioritized Needs:





L1 Whole Child (Culture & Climate)
<p>Prioritized Need 2: Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture. Root Cause: Despite PBIS structures, there is still a lack of implementation with fidelity. There is a high number of student referrals. Teachers do not use forms and procedures correctly, therefore writing up students for everything. Campus systems need to be improved.</p> <p>Prioritized Need 3: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra curricular activities. Increase communication with parents on school-wide projects, student incentives, and campus policies Root Cause: Campus needs to create more opportunities for community involvement for better support systems.</p>

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Powell Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 8% to 7%.

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Provide lessons for students on conflict resolutions, character education, and PBIS Core Behaviors. Strategy's Expected Result/Impact: Positive behaviors will be demonstrated in classrooms and other common areas of the campus; staff will be more aware of frequent behavior issues and will be able to assist students with maintaining a bully-free zone; students will become more responsible for their behaviors. Staff Responsible for Monitoring: Administration, Counseling Team, PBIS/SEL Teams, CIT Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a robust PBIS system including a targeted plan to teach and reinforce campus expectations among students and teachers. Strategy's Expected Result/Impact: Increased student engagement and decrease discipline referrals. Increase teacher consistency. Staff Responsible for Monitoring: Administration, Instructional Coaches, Counselors, Classroom Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture. **Root Cause:** Despite PBIS structures, there is still a lack of implementation with fidelity. There is a high number of student referrals. Teachers do not use forms and procedures correctly, therefore writing up students for everything. Campus systems need to be improved.





Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Powell Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data (measured by an inventory instrument) will meet all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 30% of all campuses.

High Priority
Evaluation Data Sources: Learning Walk data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Implement HQIM with fidelity for grades K-5 to educate and encourage students to focus on grade level standards with success.</p> <p>Strategy's Expected Result/Impact: Teachers will have evidence on internalization to include verification of best practices observed during administrative walkthroughs. An increase in student products will show evidence of student knowledge.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Professional Development and supplies will be provided by outside sources providing teachers with the tools and skills for teaching and planning for Tier I. Strategy's Expected Result/Impact: Teachers will gain strategies for improving their tier-1 instruction Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 Funding Sources: Substitutes for staff development - 211 ESEA Title I Part A (Campus) - \$5,145, Registration fees/staff development - 185 SCE (Campus) - \$2,000, Registration fees/staff development - 211 ESEA Title I Part A (Campus) - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Administration will conduct 5 walkthroughs a week each and teachers will receive walkthrough feedback within 48 hours and have conferences to discuss reinforcement and refinement for classroom instructional practice improvement. Strategy's Expected Result/Impact: Improve teaching strategies, improve student learning Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L2 Academic Excellence (Student Achievement) 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase and provide instructional supplies and materials for use by students in all classroom for instruction in all content areas. Strategy's Expected Result/Impact: K-5 students will show mastery of grade level instructional skills and standards; master proficiency at the comprehension and independent levels of instruction Staff Responsible for Monitoring: Administration, CIT, Grade Level Teachers, Instructional Support Team Title I: 2.5 - TEA Priorities: Improve low-performing schools Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Instructional supplies - 199 General Fund - \$5,274, Instructional supplies - 211 ESEA Title I Part A (Campus) - \$8,155, Instructional supplies - 185 SCE (Campus) - \$4,700, Student field trips - 199 General Fund - \$3,000, Web based subscriptions - 211 ESEA Title I Part A (Campus) - \$4,000, Web based subscriptions - 199 General Fund - \$2,000, Reading materials/library - 199 General Fund - \$2,000, Instructional supplies/library - 199 General Fund - \$1,000, Rentals and operating leases - 199 General Fund - \$2,000, Maintenance and repair/student devices - 199 General Fund - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase testing materials Strategy's Expected Result/Impact: Support student learning for student achievement and growth. Staff Responsible for Monitoring: Administration, Campus Teaching Coaches, Interventionists. Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 Funding Sources: Testing Materials - 211 ESEA Title I Part A (Campus) - \$5,000, Testing Materials - 185 SCE (Campus) - \$0	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching. Root Cause: HQIM are new instructional resources requiring more opportunities for teachers to internalize the lessons in order for the students to be successful.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 2: All students need to have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor. **Root Cause:** Classroom Tier 1 instruction needs to be effective for all students to reach mastery of grade level standards.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Not all students are learning at high levels as demonstrated by Domain 1:STAAR. Campus data trends for the past seven years are not showing high gains or decrease in overall performance. **Root Cause:** Tier 1 Instruction is not happening in all classrooms. Teachers are not delivering daily Rigorous Quality First Teach lessons based on measurable goals. Teachers are not using curriculum with fidelity and need more training and time to reflect, adjust, and deliver instruction based on instructional practices, data, and students' academic needs.

Prioritized Need 2: Academic achievement scores decreased greatly last year and have steadily decreased for specific student groups. **Root Cause:** Learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known since such a high percentage of students are enrolled at Powell for the first year in their schooling. These students often leave after one year. For students entering 5th grade, teachers must determine several years of content-specific skills to plan for instruction.

Prioritized Need 3: Teachers have difficulty assessing the academic needs of students based on current student levels. **Root Cause:** The campus is not showing sufficient improvement in Academic Progress and Closing the Gaps. Students in two or more student groups are not achieving at the Meets/Masters Levels. Teachers need assistance delivering Quality First Teach lessons with rigor. Teachers are in need of more training on instructional practices.





Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Powell Elementary will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 43% to 53%.

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details		Reviews			
Strategy 1: Provide enrichment to all at-risk students not performing at grade level who are in need of intervention . Strategy's Expected Result/Impact: Assessment scores will document the progress of teaching practices implemented to increase proficiency scores for all students grades K-5 Formative: Reflections, Exit Tickets, Teacher Observations Summative: Unit Benchmarks, BOY, EOY, MOY Assessment Data Student Progress Reports will document student learning in all content areas Increase in number of students passing core content subjects. Staff Responsible for Monitoring: Administration, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will plan for each nine weeks to internalize and prepare student lesson, identify prerequisites, set a SMART goal, identify available instruction days, determine pre/ post and common assessments, analyze data, set data parameters for intervention and extension and establish a plan for student growth. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 Funding Sources: Substitutes for staff development - 211 ESEA Title I Part A (Campus) - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: All students need to have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor. Root Cause: Classroom Tier 1 instruction needs to be effective for all students to reach mastery of grade level standards.





Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Powell Elementary will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 49% to 59% with all student groups meeting board approved metrics. [HB3].

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will follow HQIM and instructional framework. Strategy's Expected Result/Impact: Improved instructional delivery as a result of peer feedback. Staff Responsible for Monitoring: Administration, Instructional Specialists, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Increase learning for Tier I and Tier II students by providing high impact, targeted small group instruction. Strategy's Expected Result/Impact: Well-planned, high impact lessons for classroom implementation. Staff Responsible for Monitoring: Instructional Specialists, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 4		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide specialized professional development and coaching for teachers. Training will support teachers with best classroom management and instructional practices. Strategy's Expected Result/Impact: Increased academic achievement and classroom management that will support classroom instructional framework. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 3 Funding Sources: Substitute teachers for staff development/testing - 199 General Fund - \$5,073	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The CIT will conduct internal instructional rounds together once a month to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth. Strategy's Expected Result/Impact: Increased academic achievement and build teacher capacity. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching. Root Cause: HQIM are new instructional resources requiring more opportunities for teachers to internalize the lessons in order for the students to be successful.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Not all students are learning at high levels as demonstrated by Domain 1:STAAR. Campus data trends for the past seven years are not showing high gains or decrease in overall performance. **Root Cause:** Tier 1 Instruction is not happening in all classrooms. Teachers are not delivering daily Rigorous Quality First Teach lessons based on measurable goals. Teachers are not using curriculum with fidelity and need more training and time to reflect, adjust, and deliver instruction based on instructional practices, data, and students' academic needs.

Prioritized Need 3: Teachers have difficulty assessing the academic needs of students based on current student levels. **Root Cause:** The campus is not showing sufficient improvement in Academic Progress and Closing the Gaps. Students in two or more student groups are not achieving at the Meets/Masters Levels. Teachers need assistance delivering Quality First Teach lessons with rigor. Teachers are in need of more training on instructional practices.

Prioritized Need 4: Improve 3rd and 4th Grade scores in approaching, meets and masters. **Root Cause:** Kinder -2nd grade teachers have difficulty assessing the academic needs of students upon entering the next grade level thus students have learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known. Students with learning gaps need supplemental materials for intervention and support.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Powell Elementary will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 36% to 46% with all student groups meeting board approved metrics. [HB3]

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will follow HQIM and instructional framework. Strategy's Expected Result/Impact: Improved instructional delivery as a result of peer feedback. Staff Responsible for Monitoring: Administration, Instructional Specialists, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Increase learning for Tier I and Tier II students by providing high impact, targeted small group instruction. Strategy's Expected Result/Impact: Well-planned, high impact lessons for classroom implementation. Staff Responsible for Monitoring: Instructional Specialists, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide specialized professional development and coaching for teachers. Training will support teachers with best classroom management and instructional practices. Strategy's Expected Result/Impact: Increased academic achievement and classroom management that will support classroom instructional framework. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The CIT will conduct internal instructional rounds together once a month to collaborate best instructional practices observed, strategies for student engagement and ensure alignment of expectations that will allow for student and teacher growth. Strategy's Expected Result/Impact: Increased academic achievement and build teacher capacity. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching. Root Cause: HQIM are new instructional resources requiring more opportunities for teachers to internalize the lessons in order for the students to be successful.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Not all students are learning at high levels as demonstrated by Domain 1:STAAR. Campus data trends for the past seven years are not showing high gains or decrease in overall performance. **Root Cause:** Tier 1 Instruction is not happening in all classrooms. Teachers are not delivering daily Rigorous Quality First Teach lessons based on measurable goals. Teachers are not using curriculum with fidelity and need more training and time to reflect, adjust, and deliver instruction based on instructional practices, data, and students' academic needs.

Prioritized Need 2: Academic achievement scores decreased greatly last year and have steadily decreased for specific student groups. **Root Cause:** Learning gaps in foundational skills along with accurate data that represent student skill levels are not immediately known since such a high percentage of students are enrolled at Powell for the first year in their schooling. These students often leave after one year. For students entering 5th grade, teachers must determine several years of content-specific skills to plan for instruction.

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)

Prioritized Need 3: Professional Development is need for teachers on PBIS and classroom management. **Root Cause:** The lack of implementation and fidelity of PBIS to reduce the number of referrals and classroom disruptions.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Powell Elementary will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by .05%.

High Priority
Evaluation Data Sources: On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details	Reviews			
Strategy 1: Campus will assist the district with EPISD Connect and establish support for the community for higher enrollment at the campus. Strategy's Expected Result/Impact: Increase the number of new students enrolling or transferring back to EPISD. Staff Responsible for Monitoring: Administration Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	Formative			Summative
	Oct	Jan	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>				

Performance Objective 1 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: High staff turnover due to military campus demographics; increase/change in enrollment has led to position changes/additions. Root Cause: High staff mobility can lead to inconsistency.





Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Powell Elementary will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.

High Priority

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
Strategy 1: Retain two campus instructional paraprofessionals for SY 2022-23 who are highly-qualified to work with teachers and students in grades PK-5 Strategy's Expected Result/Impact: Learning opportunities for all students will be increased through the efforts of paraprofessionals Staff Responsible for Monitoring: Administration, Head Secretary Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Retain highly qualified elementary teachers, Reading and Math Interventionists for 2023-24 SY to work with K-5 teachers for student intervention support in Tier 2 and Tier 3 instructional support; hire highly-qualified Math and Reading Campus Teaching Coach to work with teachers and students (K-5) in all content areas Strategy's Expected Result/Impact: Learning opportunities for all students will be increased through the efforts of literacy teacher and CTCs Staff Responsible for Monitoring: Administration, Campus Head Secretary Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Ensure that all teachers and instructional team members have ample opportunity to increase knowledge of research-based best practices that can be applied in the classroom for the academic success of all students. Strategy's Expected Result/Impact: Learning opportunities for all students will be increased through the efforts of teachers trained through professional development. Staff Responsible for Monitoring: Administration, Instructional Coaches, CIT, Campus teachers. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:





L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: High staff turnover due to military campus demographics; increase/change in enrollment has led to position changes/additions. Root Cause: High staff mobility can lead to inconsistency.
Prioritized Need 2: Professional Development for teachers instructional practices and HQIM Root Cause: The curriculum is new and teachers need more opportunities to learn implementation, internalization, and instructional framework.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Powell Elementary will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Purchase technology equipment such as desktops, iPad, Document cameras, grade level printers, laminating machine, poster maker and charging stations to meet the needs of students in all classrooms and two campus computer labs.</p> <p>Strategy's Expected Result/Impact: Students will use computers, laptops, iPad in the classroom Students will receive weekly instruction in the computer lab.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Grade Level Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 Funding Sources: Grade level printers - 211 ESEA Title I Part A (Campus) - 211.11.6395.175 - \$10,000, Laminator and poster maker - 185 SCE (Campus) - 185.11.6396 - \$5,000</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 1: Need to supplement classrooms with Promethean boards, testing headphones and supplies. Root Cause: Technology updates are difficult to stay current with the amount needed to purchase due to campus enrollment.</p> <p>Prioritized Need 2: 3rd grade devices are not consistent with the need of incoming students and replacement of iPads. Staff needs training to problem solve technology issues in the classroom. Root Cause: High mobility rate of students incoming and the time frame of delivery of devices to 3rd grade students from IT department.</p>

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Powell Elementary will increase student attendance rate from 92% to 94%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives (Traveling class trophy, Pizza parties, Ice Cream, etc.) Strategy's Expected Result/Impact: Increase attendance and positive impact student achievement. Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase number of campus events and theme weeks. Strategy's Expected Result/Impact: Increase attendance and positive impact student achievement Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk Title I: 2.5, 2.6 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: An Attendance Committee will be formed to work with administration on a Campus Attendance Plan to include incentives to promote student attendance. Strategy's Expected Result/Impact: Powell students will increase attendance percentage and be in school each day; this will increase the academic opportunities of students who will perform better in school. Staff Responsible for Monitoring: Administration, PEIMS Clerk/Office Staff, CIT, Grade Level Teacher Teams Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Prioritized Needs:





L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Developing and supporting more parent and community engagement opportunities. Root Cause: There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.
Prioritized Need 2: Area of concern for attendance is illness. Root Cause: Prek4 (83%) and Kindergarten (90%) have the lowest level of attendance.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Powell Elementary will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details		Reviews			
Strategy 1: Host monthly campus events and workshops, such as STEAM Nights, GT Expo, Career Fair, STAAR Night, Fitness Fridays, Coffee with the Principal, Title 1 Meetings. Strategy's Expected Result/Impact: Support community involvement with school activities. Staff Responsible for Monitoring: Administration, Family and Community Liaison Engagement Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Purchase reading materials, and instructional supplies for parental involvement Strategy's Expected Result/Impact: Parents will use materials during meetings and become more actively engaged in classroom/school activities. Staff Responsible for Monitoring: Administration, Family and Community Liaison Engagement Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Healthy snacks - 211 ESEA Title I Part A (Campus) - \$250, Instructional supplies - 211 ESEA Title I Part A (Campus) - \$250		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Prioritized Needs:





L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Developing and supporting more parent and community engagement opportunities. Root Cause: There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Powell Elementary will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
Strategy 1: Establish two way communication methods. Strategy's Expected Result/Impact: Open communication lines between campus and families Staff Responsible for Monitoring: Principal, Assistant Principal, Military Family Liaison Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Developing and supporting more parent and community engagement opportunities. Root Cause: There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 4: By June 2024, Powell Elementary will implement systems and structures resulting in safe environment where all students, family, staff, and community feel supported

High Priority
Evaluation Data Sources: Safety audits

Strategy 1 Details	Reviews			
Strategy 1: Create parent teams to assist grade level teachers with classroom projects Strategy's Expected Result/Impact: Parents will become more actively engaged in classroom/school activities as partners in the learning process. Staff Responsible for Monitoring: Administration, Family and Community Liaison Engagement Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	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>				

Performance Objective 4 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Developing and supporting more parent and community engagement opportunities. Root Cause: There was a lack of parent involvement and parents voice their concern of not being allowed on the campus for engagement opportunities.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Powell Elementary will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA]

High Priority
Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Select appropriate instructional tools and resources to teach content for ESL students. Purchase technology and supplies for administration. Strategy's Expected Result/Impact: Support students learning and preparation for TELPAS testing and students to increase moving up a rating. Staff Responsible for Monitoring: Administration, Campus Teaching Coaches, Classroom Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 2 Funding Sources: Technology - 199 General Fund - \$4,000, Supplies and materials - 199 General Fund - \$2,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Co-teach model will be utilized to provide Resource and Homeroom Inclusion Teachers support in delivering the curriculum to special needs students. Strategy's Expected Result/Impact: Special education students' proficiency levels, work habits, and self-esteem will increase across all content areas. Staff Responsible for Monitoring: Administration, SpEd Team, Instructional Support Team, Grade Level Teacher Teams Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Prioritized Needs:

L5 Equity by Design (Demographics)
<p>Prioritized Need 1: The SPED population at Powell rises yearly, we don't have enough support to deal with everyday incidents, both academic and behavioral, that support student IEP's. This year, our CRC classes have a high number of students from previous years. Several new special education referrals have also been initiated this school year. Root Cause: The number of SPED referrals is high due to parental request for testing. The behavioral outburst of students is daily having administration and counselors continuously assisting.</p> <p>Prioritized Need 2: EB students are at a higher percentage at intermediate despite years in school and several still at beginning level. Root Cause: Gaps in language acquisition and instructional supports across all grade levels.</p>

State Compensatory

Budget for Powell Elementary School

Total SCE Funds: \$11,700.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Registration fees/staff development		\$2,000.00
2	1	4	Instructional supplies		\$4,700.00
2	1	5	Testing Materials		\$0.00
3	3	1	Laminator and poster maker	185.11.6396	\$5,000.00
Sub-Total					\$11,700.00
Budgeted Fund Source Amount					\$11,700.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Registration fees/staff development		\$5,000.00
2	1	2	Substitutes for staff development		\$5,145.00
2	1	4	Instructional supplies		\$8,155.00
2	1	4	Web based subscriptions		\$4,000.00
2	1	5	Testing Materials		\$5,000.00
2	2	2	Substitutes for staff development		\$5,000.00
3	3	1	Grade level printers	211.11.6395.175	\$10,000.00
4	2	2	Instructional supplies		\$250.00
4	2	2	Healthy snacks		\$250.00
Sub-Total					\$42,800.00
Budgeted Fund Source Amount					\$42,800.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student awards		\$3,000.00
1	1	2	General supplies/counselor		\$500.00
1	1	2	General supplies/nurse		\$500.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General supplies/social worker		\$500.00
2	1	4	Student field trips		\$3,000.00
2	1	4	Maintenance and repair/student devices		\$1,000.00
2	1	4	Rentals and operating leases		\$2,000.00
2	1	4	Instructional supplies/library		\$1,000.00
2	1	4	Web based subscriptions		\$2,000.00
2	1	4	Reading materials/library		\$2,000.00
2	1	4	Instructional supplies		\$5,274.00
2	3	3	Substitute teachers for staff development/testing		\$5,073.00
5	1	1	Supplies and materials		\$2,000.00
5	1	1	Technology		\$4,000.00
Sub-Total					\$31,847.00
Budgeted Fund Source Amount					\$31,847.00
+/- Difference					\$0.00
Grand Total Budgeted					\$86,347.00
Grand Total Spent					\$86,347.00
+/- Difference					\$0.00