

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



Mission Statement

EDGAR PARK ELEMENTARY

SCHOOL MISSION STATEMENT

To provide our students with a stimulating, caring environment conducive to learning that will prepare them to become successful, knowledgeable and engaged citizens, innovators, and drivers of a robust, bi-cultural community.

Vision

The Park Panther Community encourages our students, faculty and staff to strive for excellence academically, socially and emotionally in a challenging, safe and caring environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Our campus serves approximately between 400 to 500 students. We have 102 students identified as LEP, 340 At-Risk, 300 Economically Disadvantaged, 40 Sped, 44 GT, and 6 immigrant. Our campus is identified as a Title I campus. Park has a 23% mobility rate. Systems have been put into place to support our sub groups. Intervention times in our daily schedule have been incorporated in order to try and close any learning gaps.

RtI or SST supports students in closing the academic gaps as well as addressing their social-emotional needs. Our Sped referral process is well documented and supported through the RtI process. Our Bilingual population has increased due to our school offering the Dual Language Program, which is offered in classes from PreK to Fifth Grade. Our ELL and ED sub groups met accountability safeguards but our SPED population did not meet accountability safeguards. The school housed two behavior units & one AIM unit, which contributed to a high number of sped students' being served on campus. Our attendance was at 94% for the year which was our COVID year of Face to Face and Virtual learning. However, we have high absenteeism in pre kinder and kinder. Park has engaged in student incentives to promote student perfect attendance. An attendance committee is in place that addresses absences and helps student in danger of losing credit recover the lost instruction. Our campus offers many opportunities for students to get extra support. After school tutoring and intervention during the day is offered to provide intensive targeted intervention for students in danger of failing. In addition, Park offers college and career awareness for students.

Demographics Strengths

Our campus serves approximately 400 to 500 students. We have 88 students identified as LEP, 248 At-Risk, 329 Economically Disadvantaged, 55 Sped, 38 GT, 35 Military and 1 immigrant. Our campus is identified as a Title I campus. Park has a 22% mobility rate. Systems have been put into place to support our sub groups. Intervention times in our daily schedule have been incorporated in order to try and close any learning gaps.

RtI or SST supports students in closing the academic gaps, as well as addressing their social-emotional needs. Our SPED referral process is well documented and supported through the RtI process. Our Bilingual population has increased due to our school offering the Dual Language Program, which is offered from PreK to Fifth Grade. Our English Learner and Economically Disadvantaged sub groups met accountability safeguards but our SPED population did not. The school housed two behavior units & one AIM unit, which contributed to a high number of SPED students' being served on campus. Our attendance was at 92% for the year. However, we have high absenteeism due to the repercussions of COVID. Park has engaged in student incentives to promote student attendance. An attendance committee is in place to address absences and help students in danger of losing credit to recover the lost instruction. Our campus offers many opportunities for students to get extra support. After school tutoring, intervention during the day, intercession, and Saturday school is offered to provide intensive targeted intervention for students in danger of failing. In addition, Park offers college and career awareness for students.

Demographics Strength

Our campus is a diverse community with students who come from diverse backgrounds. Most of our students represent the local community, and our campus uses these diverse backgrounds to partake on the culture of our students. Our campus promotes parental engagement by encouraging activities that support student success. This school year, we will resume our face to face meetings in order to increase parental involvement. There are roughly 10% of parents currently participating in school activities. Our campus was noted for closing the academic gap the last time STAAR was an accountability year. This shows our campus is aware of all subgroups and works hard to make sure everyone is achieving at the same rate. Our campus continues to provide dual language classes for students in grades PK thru 5th. We will embed the Gifted & Talented program campus wide to ensure fidelity for GT.

Demographics Needs

Our campus has many strengths, but there is always room for improvement. Looking at Park's accountability target goals, several students have been identified as in need of assistance. This is based on not passing STAAR or making adequate growth. Our SPED population is an area that needs intensive support based on not meeting the standard the last year of accountability. Park is a Tier 2 campus, 3 points away from being a Tier 1. We are providing intense interventions through Special Ed Push In support and the Dual Teaching model of SPED/Mono, which is instructing students side by side. Park is working with parents to bring more home-to-school connection support as it pertains to literacy. Some of our students come from disadvantaged homes and do not get the necessary support they need.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Park has a 11% number of students served by Special Education with Self Contained Units such as BIC and AIM. **Root Cause:** Need for differentiation not occurring in the classrooms in our feeder pattern and home school.

Problem Statement 2: Park has 92% attendance rate which has dramatically fallen due to the ongoing COVID pandemic and students and parents became accustomed to online/at home learning. **Root Cause:** Decline in attendance due to inconsistent symptoms linked to COVID.

Student Learning

Student Learning Summary

Student Learning Summary (for 2022-2023)

PARK EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students. State accountability ratings are based on three domains: Student Achievement at 74/C, School Progress at 91/ A, and Closing the Gaps 78/C giving an overall average of 87.

Even though we were struggling with inconsistencies in regard to COVID, Park was able to maintain an upward momentum instead of falling below standards. In comparison to last school year, we maintained middle ground between 75% to 85% of students reading close to their end of year goal. Our struggle occurred in the area of Writing due to having students working the majority of the time on devices. We are continually working at refining the gradual release model with the 90-minute model. In addition, our Tier program will also be a target, to ensure for a good strong 1st teach. All students this school year were supported through intervention even though we had pockets of students who were absent for a large number of days. Web-based programs that were purchased by the school assisted teachers in creating lessons that were TEK driven so that students could use from home with their computer device. Our main focus is the integration of the four features of effective instruction as well as focus on Tier 1 instruction through planning. Our resources that support instruction to include campus tutors in the area of Math and reading. We also have the support of our 3 campus coaches and our School Librarian. This year we continue with a new assessment tool that the District selected, Istation and Stemscopes which assess students in the areas of Math and Reading. Intervention piece tied to math was called STmath and was mainly focused on puzzles that students had to solve.

Student Learning Strengths

The district has a scope and sequence that supports our curriculum. Students strengths this school year was taking on the challenge of being technology driven. Schoology was our main support and our students that fully participated were able to close some gaps in this area. Our District which supports teachers and students by having this scope and sequence really took the lead in providing information for teachers so that they can plan units of instruction and use available resources using what the district provides and plans out. Teachers are trained on the curriculum and ensure that students are given the opportunity to practice concepts. The district providing unit assessments assisted to ensure that students were mastering the concepts being taught and that way teachers could reteach or adjust their small group instruction. Students learning strengths stemmed from this occurring because teachers can reteach concepts that were not mastered. Students excelled more in the area of Reading. Students had the opportunity to use various District provided resources such as MyOn, Istation and HMH. Students also had the opportunity to get on STmath, even though it was mainly focused on solving puzzles with problem solving.

Students grades also improved compared to when face to face started this school year. Teachers are able to accomplish more by having students that are present, face to face. Disciplinary practices begin with teachers and continues with Assistant Principal when needed. We also do weekly social stories through SEL time. Disciplinary policies and practices are proactive. Teachers have been implementing Social Emotional Learning practices. We have continued to provide daily SEL lessons, teacher models positive behavior and recognizes positive student behavior. Our counselor also provides informative and positive lessons. Campus provides activities that promote wide-spread student participation. Some activities that all students participate in are Red Ribbon Week, College and Career Readiness week, Read Across America, Dr. Seuss Week and Culture Night (prior to COVID).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students struggle by 20% in passing the unit assessments. **Root Cause:** Large gaps of learning; excessive absences due to the pandemic.

Problem Statement 2: Students continue to struggle to comprehend texts at grade level. **Root Cause:** Incorporate a strong first teach to include phonics and phonemic awareness

routines daily.

Problem Statement 3: Students continue to struggle with computations, especially when regrouping addition and subtraction and struggle with division and multiplication. **Root Cause:** Gaps in foundational skills and inconsistent district curriculum pacing and district intervention resources.

School Processes & Programs

School Processes & Programs Summary

Our school processes and programs changed drastically last school year due to the COVID alternative way of teaching. Due to this occurrence we had to quickly start incorporating lessons that were going to be able to be viewed by students from their homes. We began and now continue to use Schoology. Teachers quickly started to practice and would post up information using this resource in order for students to view and to connect with the class. We are still using this resource as support to students learning from home due to illness. Our programs for this school year started with face to face but integrated schoology for students that were absent. Our programs this school year that were easily accessible via our apps with Classlink were Istation, MyOn, EPIC and STMath. Istation was a program used to assess students for Reading and STEMscopes assessed the math. STMath helped students in the areas that they were weak in for math. A program that helped increase our Reading was MyOn. This program assisted teachers with assigning books to students, which was extremely helpful since we began virtual. Programs such as STEMscopes, HMH Your Friend in Learning and Istation helped assess both in reading and math. Through these resources our students were able to increase their knowledge in reading and comprehension and also increased their practice for science, reading and math.

Having these programs will help in the area of reinforcement and planning.

Teachers will continue participating in staff development to grow professionally and support student achievement

Our curriculum needs are alignment and continuity. This is going to be very important in order to close gaps and support growth in all indexes of STAAR 2.0. Instructional alignment is also a big need. A strong push is needed in making sure that teachers are following the 3 tier model and providing effective Tier 2 intervention. There needs to be greater alignment to assessments in making sure that assessments are used effectively and that they are aligned to high rigors of learning.

Curriculum, instruction and assessment needs will be addressed through our coaching model by providing timely support for teachers. Our grade level chairs will support all aspects of curriculum, instruction and assessment. Data charts will help teachers track progress and show student's growth throughout the year. In addition, we will support curriculum and instruction by continuing to fund our instructional paraprofessionals and a Campus Teaching coach.

School Processes & Programs Strengths

Park has maintained an average score in the area of reading and writing that is on par based on our last STAAR accountability. We now have PK through 5th Grade Dual Language Program. We are continually working at refining the gradual release model with the 90-minute model. In addition, our Tier program is well established and teachers are more familiar with its process. All students are supported through intervention and tutoring as well as web-based programs. Our main focus is the integration of the four features of effective instruction as well as focus on effective Tier 1 instruction through effective planning. Our additional support in the area of instruction is to include campus teaching coaches, Librarian and a computer lab. This year we continue with uniformed assessment tool of Istation, with all students being tested in reading and STEMscopes for math.

Our district has a district scope and sequence that supports our curriculum. TEKS RS/Schoology supports this through units of instruction and available resources, especially during this school year of COVID instruction for students who are absent. Teachers are trained on the curriculum and the coaching model is a big support. With three campus teaching coaches that supports curriculum in ELAR & math. In addition to this, we support instruction through administrative walk throughs, strong, effective 1st teach and Professional Learning Communities. Teachers continually review data that support student achievement. Each grade level is represented by a teacher grade level chair. In addition, we monitor Instruction through our Campus Improvement Plan. This year we will continue working on making at least 5% growth or minimum standard in all accountability areas as measured by Istation and STAAR. Last year our unit assessment scores were close to district average even with COVID challenges.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students decreased 9% in STAAR meets. **Root Cause:** Inconsistent district intervention resource for math (mandated minutes but no correlation to STAAR driven questions for math)

Perceptions

Perceptions Summary

Park Elementary School has a parental engagement program. Teachers are encouraged to maintain communication with parents at all times. Park's parent portal and website are crucial in keeping our parents informed with the latest information especially during this past year of COVID. Parent monthly meetings are held to assist with parental engagement. Additionally, monthly meetings for parents are held to share school goals and support community needs. During our regular school year (not to include COVID), monthly parent meetings with Ms. Dwyer are held, cultural nights, learning nights, and parent teacher conferences are held to increase parental engagement. Our school also uses Class Dojo as a tool to communicate with parents. Our Partners in Education program encourages building strong connections between the school and the community. We will also support our Headstart children in the community to make the transition to elementary.

Our Culture and Climate has been something that we have been trying to improve on. We have incorporated many SEL strategies not only with our students in our classroom but also with the staff. Weekly communications are done in order for our staff to know exactly what to expect that week. Also, recognitions are done so that everyone is valued and appreciated. Our campus is a very involved campus that has an open-door policy. Parents are always encouraged to attend our parent trainings that happen on a monthly basis. Now with COVID we have many ways for parents to reach us, we use Class Dojo and or SeeSaw in case they can't reach us at the school. In addition to this, the involvement of the campus principal in all events has sent a strong message that the whole team is involved and we have genuine care. During our regular year, we have many activities such as Cultural Night, Literacy Night, Science Fair, Parent Night, campus monthly newsletters, and a volunteer program.

Perceptions Strengths

Our strengths include our family and community involvement. For the new upcoming year, we need for it to have a greater focus on making sure that all communication is received when sent home. This year we will make every effort to ensure that all parents are informed through any means of communication by making sure teachers are sending information home. Our school will continue to support families in being more engaged through various parent engagement activities. We have asked all teachers to create and manage Class Dojo to make sure they maintain ongoing communication with our families.

Park Elementary is organized as per our Campus Improvement Plan in conjunction with our Curriculum framework. The campus has a master schedule that guides everything we do. There are procedures and plans in place to support, discipline, attendance, grades, homework, curriculum, and RtI. Teachers are trained in the beginning of the year with the employee handbook. We also have a parent handbook that is shared with parents at the beginning of the school. All employees have a reporting schedule with list of responsibilities. The school has routines and rituals that are guided by our Social Emotional Learning programs. All parents are required to sign in the front office prior to visiting our campus. Our front office staff has excellent communication which is another perception strength. They go above and beyond to ensure that our parents, students and staff feel welcome and get the help they need.

The strengths of our school organization is that students and teachers understand the campus organization and this has created a sense of safety. The routines and rituals have provided a safe predictable campus for all students, teachers, and families.

As stated above, this upcoming year our Family Engagement will continue to be seen by posting information on Schoology, by providing information on activities and events and by posting information on ClassDojo. Parents have been informed and encouraged to attend campus zoom meetings and have been provided with valuable information through Class Dojo. Teachers also have parent teacher conferences with parents face to face, phone, or through Zoom. Parents have been very supportive and appreciative of teacher's efforts. Considering the circumstances, they generally are feeling their children are being provided appropriate grade level instruction. We know how they feel through text, email, ClassDojo or through parent conferences. Communications have been translated into languages other than English when needed. Park Campus does make it easy for parents and the community to be heard and to be part of solutions to identified problems through open lines of communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance percentage decreased 8% this school year. **Root Cause:** Inconsistent absences due to illnesses from or stemming from COVID symptoms.

Problem Statement 2: Parents perceive discipline different from teachers. **Root Cause:** Class expectations are different in the classroom and at home.

Priority Problem Statements

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: Curriculum and Instruction - Goal

By the end of 2022-2023, Park Elementary will show an increase in AT or ABOVE grade level in the areas of Meets & Approaches ; Masters of 3% in the areas of Reading.

High Priority

Evaluation Data Sources: I-Station, Fluency checks, Stemscores, Cambium Interim, STAAR, Benchmarks and Unit Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide interventions to address individual student progress and behavioral needs during the allocated intervention time. Using the diagnostic assessment, will identify Tier 2 & 3 students in order to increase academic achievement, but particularly the needs of students that are at risk of not meeting the state academic standards.</p> <p>Strategy's Expected Result/Impact: Direct student impact and student achievement. Increase number of students in unit assessment benchmarks as well as diagnostic assessments given at MOY.</p> <p>Staff Responsible for Monitoring: Teachers ALL SPED staff Instructional Coaches</p> <p>Funding Sources: Tutor - 211 ESEA Title I (Campus) - 211.11.6126.134.24.801.134</p>	Formative			Summative
	Oct	Dec	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and students will continue to use web based programs to supplement and enhance technology, to include testing software and software to help address targeted TEKS during whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: Progress monitoring reports will show an increase in academic student progress. Will also help to ensure that TEKS are taught in a different manner and students can practice for mastery.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ALL Instructional Coach Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Testing software - 185 SCE (Campus) - 185.11.6299.134.30.000.134, testing software - 211 ESEA Title I (Campus) - 211.11.6299.134.24.801.134 - \$7,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide additional practice in test taking strategies using testing materials that allow students to practice demonstrating knowledge in a test format therefore, purchase testing materials to support instruction.</p> <p>Strategy's Expected Result/Impact: Reports will show an increase of students at or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers Principal/AP ALL Instructional Coaches School Secretary</p> <p>Funding Sources: Test practice materials - 185 SCE (Campus) - 185.11.6339.134.30.000.134, Test practice materials - 211 ESEA Title I (Campus) - 211.11.6339.134.24.801.134 - \$15,000, Student Materials - 185 SCE (Campus) - 185.11.6329.134.30.000.134</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Assist students with Dyslexia by providing a DRD teacher to support and provide intervention.</p> <p>Staff Responsible for Monitoring: Principal/AP ALL Instructional Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to fund a Full time instructional campus coach will provide focused additional standards and best practices in the areas of English Language Arts during the instructional day to enhance student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase student growth and academic achievement; increase support for At Risk students</p> <p>Staff Responsible for Monitoring: Principal/AP ALL Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Salary Campus Teaching Coach - 211 ESEA Title I (Campus) - 211.11.6119.134.24.801.134211.11.61xx.134.24.801.134 - \$25,605, Salary Campus Teaching Coach - 211 ESEA Title I (Campus) - 211.13.6119.134.24.801.134 - \$38,407, Salary Campus Teaching Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6141.134.24.801.134 - \$6,456, Salary Campus Teaching Coach Fringes - 211 ESEA Title I (Campus) - 211.13.6141.134.24.801.134 - \$8,969</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide student field trips to enhance and complement the core subject instructional program. Provide incentives for recognition of positive behavior, attendance and grades (ex: EOY awards for students)</p> <p>Strategy's Expected Result/Impact: Teachers will document learning outcomes as a result of field trips. Teachers will hold students accountable for attendance, behavior and grades.</p> <p>Staff Responsible for Monitoring: Principal/AP Instructional Coaches School Secretary</p> <p>Funding Sources: Fieldtrips - 211 ESEA Title I (Campus) - 211.11.6499.134.24.801.134 - \$2,700, Fieldtrips - 211 ESEA Title I (Campus) - 211.23.6499.134.24.801.134</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide reading materials and subscriptions for library, to encourage students/parents to read and support student achievement in all content areas. Students are encouraged to check out library materials/books to enhance reading opportunities.</p> <p>Strategy's Expected Result/Impact: Our library inventory will reveal more books that support curriculum. End of monthly library report.</p> <p>Staff Responsible for Monitoring: Principal/AP Instructional Coaches Librarian School Secretary</p> <p>Funding Sources: Reading material for library - 211 ESEA Title I (Campus) - 211.12.6329.134.24.801.134 - \$5,000, Reading material for library - 185 SCE (Campus) - 185.12.6329.134.30.000.134</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide classrooms with technology to support student achievement and hands on experience for all content areas. Will also enhance one to one devices so that students can use it in the classroom and during small group instruction.</p> <p>Strategy's Expected Result/Impact: Student progress in all content areas. Students will be able to use technology to access reading, math, social studies and science web based programs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Secretary ALL Instructional Coach Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - 185 SCE (Campus) - 185.12.6395.134.30.000.134, Technology - 211 ESEA Title I (Campus) - 211.11.6395.134.24.801.134</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will utilize District Funded Active Learning Leaders for Math and Literacy/Biliteracy to enhance and promote student achievement by providing staff development to teachers via PLC or after-school staff development.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of teachers by providing best Practices evident through TTESS and Learning Walks.</p> <p>Staff Responsible for Monitoring: Principal/AP ALL Instructional Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Continue to fund a Full time Instructional Paraprofessional in order to provide focused additional standards and best practices in the areas of English Language Arts during the instructional day and assist during small group intervention and instruction. Gather data and provide data progress to teachers and parents.</p> <p>Strategy's Expected Result/Impact: Intervention in the areas of English Language Arts; Enhance the area of phonics and phonemic awareness in order to close literacy gaps.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Classroom Teachers</p> <p>Funding Sources: Paraprofessionals Salary - 211 ESEA Title I (Campus) - 211.11.6129.134.24.801.134, Paraprofessionals Salary - 185 SCE (Campus) - 185.11.6129.134.34.000.134 - \$21,312, Paraprofessionals Fringes - 185 SCE (Campus) - 185.11.6141.134.30.000.134 - \$7,522</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 14)Provide general supplies for the library to support student instruction and achievement. This will include general housekeeping items.</p> <p>Staff Responsible for Monitoring: Principal Librarian School Secretary</p> <p>Funding Sources: General supplies - 211 ESEA Title I (Campus) - 211.12.6399.134.24.801.134 - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Supplies for student achievement in academics will be provided, such as, consumables, STAAR related, equipment, materials. Reading/math/science related as well.</p> <p>Strategy's Expected Result/Impact: Reinforce TEKS from curriculum. Enhance student performance.</p> <p>Staff Responsible for Monitoring: Principal AP School Secretary Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: General supplies - 211 ESEA Title I (Campus) - 211.11.6399.134.24.801.134 - \$16,063, Equipment - 211 ESEA Title I (Campus) - 211.11.6396.134.24.801.134 - \$5,000, General supplies - 185 SCE (Campus) - 185.11.6399.134.30.000.134 - \$8,366</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: High Impact Tutors and High Impact Instructor hired (Certified Employee, Certified Non Employee and Degreed Employee/Non Employee) to provide targeted instruction to address learning loss during Covid closure in the areas of ELAR and Math per HB4545.</p> <p>Strategy's Expected Result/Impact: To improve knowledge base and attain mastery of skills supported by improved test scores.</p> <p>Staff Responsible for Monitoring: Principal AP Campus Teaching Coaches Secretary</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: High Impact Tutors ESSER funds - 282 ESSER III ARP Funds - 282.11.6117.134.24.100.134</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: High Impact Tutors hired (Non Degreed 60 hrs + Employee/Non Employee and Non Degreed < 60 hrs Employee/Non Employee) to provide targeted instruction to address learning loss during Covid closure in the areas of ELAR and Math per HB4545.</p> <p>Strategy's Expected Result/Impact: To improve knowledge base and attain mastery of skills supported by improved test scores.</p> <p>Staff Responsible for Monitoring: Principal AP Campus Teaching Coaches Secretary</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: High Impact tutors non degreed ESSER funds. - 282 ESSER III ARP Funds - 282.11.6126.134.24.100.134</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3





Performance Objective 2: Attendance - Goal

Park will improve student attendance from 95% to 97%, using the districts Alpha intervention team and by implementing campus initiatives (Certificates, weekly announcements, EOY awards)

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Improve Attendance rate using the districts Alpha intervention team and by implementing campus initiatives. Strategy's Expected Result/Impact: Increase attendance rate to 96% Staff Responsible for Monitoring: Assistant Principal PEIMS clerk Counselor	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Follow through with Alpha Initiative protocols to create and implement 45 day attendance plans with parents, and send out Notice of Attendance letters in a timely manner. Strategy's Expected Result/Impact: Increase attendance rate to 96% Staff Responsible for Monitoring: AP Counselor Peims Clerk Teachers	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Have a system in place in order to do call outs to students whom are absent. Strategy's Expected Result/Impact: Increase attendance rate to 96% Staff Responsible for Monitoring: Campus Office Clerk Peims Clerk	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a variety of activities and/or incentives for the students that have perfect attendance for the month and or PBIS initiatives to promote positive behavior.</p> <p>Strategy's Expected Result/Impact: Increased school time is an increase for student achievement</p> <p>Staff Responsible for Monitoring: AP Counselor Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Active Learning

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





Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education - Goal

Support all sub populations and increase student growth and student academic achievement by 3%

High Priority

Evaluation Data Sources: District Assessments; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention for students in sub groups, including GT. Procure materials if needed and use district resources where applicable.</p> <p>Strategy's Expected Result/Impact: Improve student growth Improve academic achievement</p> <p>Staff Responsible for Monitoring: Teachers Principal/AP ALL Instructional Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a SPED teacher and a SPED Support Paraprofessional to provide instructional support to students identified SPED.</p> <p>Strategy's Expected Result/Impact: Improve sub populations and increase academic achievement</p> <p>Staff Responsible for Monitoring: Principal/AP Special Education Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Active Learning

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





Directly Supports:
Board Goals 1-3

Performance Objective 4: Dual Language/Bilingual Education/ESL

Increase student growth in areas of Dual Language. Monitor and improve on all language domains.

High Priority

Evaluation Data Sources: I-Station





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention and enrichment activities in all language domains. Procure materials and testing supplies where needed.</p> <p>Strategy's Expected Result/Impact: Increase in Dual Language - Spanish and English</p> <p>Staff Responsible for Monitoring: Dual Language Teachers ALL Instructional Coaches Principal/AP</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2 We will provide positive and productive partnerships with parents and community organizations to facilitate the success of all students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Family Engagement General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.134.24.801.134 - \$300, Miscellaneous Operating Costs - 211 ESEA Title I (Campus) - 211.61.6499.134.24.801.134 - \$100</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

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

Performance Objective 1: Employee Retention and Recruitment - Goal

Evaluation Data Sources: New Hires; Certification in each particular area (Monolingual, Dual, GT, SPED, etc)

Strategy 1 Details	Reviews			
Strategy 1: In order to enhance excellent customer service and efficiency, add additional person to the office staff. Staff Responsible for Monitoring: Principal/AP Secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will be interviewed and screened for highly qualified status. Strategy's Expected Result/Impact: Higher Student Learning Outcome Staff Responsible for Monitoring: Principal/AP Secretary	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide feedback to teachers during TTESS observations and SLO feedback. Staff Responsible for Monitoring: Leadership Team Administration	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Great Community Schools

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

Performance Objective 2: By June 2022, 75% of campus staff will continue to improve on Discipline/PBIS/SEL/School Culture.

Evaluation Data Sources: Committee Minutes
Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse station supplies to provide first aid during emergencies and accidents. Strategy's Expected Result/Impact: Nurse daily log Staff Responsible for Monitoring: Nurse School Secretary	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Positive Behavior Intervention and Support Model to promote student expectations. Strategy's Expected Result/Impact: PBIS Committee Discipline Data Discipline reduction Staff Responsible for Monitoring: AP School Counselor District Resources SEL strategies	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide materials/supplies for activities such as Red Ribbon Week, PBIS/SEL, Terrific Kids for student incentives. Materials/supplies for grief/trauma will be provided for students as well. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: School Counselor School Secretary	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The school will assign a campus representative to communicate and create coordinated school health activities to improve student, community and staff health and wellness.</p> <p>Strategy's Expected Result/Impact: Improve student and community knowledge of healthy habits.</p> <p>Staff Responsible for Monitoring: Administration John Adams</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain positive guidance to at risk, economically disadvantaged, military and other students in need.</p> <p>Strategy's Expected Result/Impact: Reduce the number of discipline referrals. Provide intervention for at risk students</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide safety items for Adult Cross guards such as double sided stop signs and safety vests. Provide replacement cafeteria seats in order to prevent accidents.</p> <p>Staff Responsible for Monitoring: Principal School Secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Great Community Schools

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





Performance Objective 3: Build capacity and effectiveness in faculty, staff and administration by providing professional development opportunities to increase student academic performance.

Evaluation Data Sources: STAAR

I-Station

Stemscopes Math

Supplemental Materials

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have the opportunity to attend professional development trainings provided by the district and other entities.</p> <p>Staff Responsible for Monitoring: Principal AP Secretary</p> <p>Funding Sources: Substitutes for teachers staff development - 211 ESEA Title I (Campus) - 211.11.6112.134.24.362.134, Substitutes fringe for 6141 - 211 ESEA Title I (Campus) - 211.11.6141.134.24.362.134, Registration fees for teachers/admin for Inservices - 211 ESEA Title I (Campus) - 211.13.6299.134.24.801.134</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 4: Staff Development based on Teacher Need

Evaluation Data Sources: Absence forms





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: Budget Management - Goal

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Sources: All necessary budget deadlines will be in compliance. PEIMS clearing results, budget and external funding reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Procure technology, office materials and supplies for office staff to provide accurate and prompt response for student and personnel records, LPAC and attendance information. Campus improvement/safety needs will be addressed as well.</p> <p>Strategy's Expected Result/Impact: Purchase Orders</p> <p>Staff Responsible for Monitoring: Principal School Secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Furniture, equipment and supplies will be purchased to create a customer friendly and safe environment for students, faculty, staff and community.</p> <p>Strategy's Expected Result/Impact: Purchase Orders</p> <p>Staff Responsible for Monitoring: Principal Secretary</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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: Family Engagement- Goal

Provide parents with classes that will target Math and Reading

Evaluation Data Sources: Evaluations
Istation

Strategy 1 Details	Reviews			
<p>Strategy 1: The Parent Engagement Leader will provide at least 5 parent involvement activities where parents can learn strategies to help their students at home.</p> <p>Strategy's Expected Result/Impact: Increased communication between school and home as parents access student grades and other achievement data.</p> <p>Staff Responsible for Monitoring: Principal/AP Secretary Parent Engagement Leader</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Engagement leader will assist parents with access to online services.</p> <p>Strategy's Expected Result/Impact: Increase communication between school and home.</p> <p>Staff Responsible for Monitoring: Parent Engagement Leader</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Procure technology, office materials and supplies for Parent Engagement Leader to provide accurate and prompt response for student/parent information.</p> <p>Strategy's Expected Result/Impact: Increase communication between school and home.</p> <p>Staff Responsible for Monitoring: Parent Engagement Leader</p> <p>Funding Sources: Maintain good relations with parents, community. - 211 ESEA Title I (Campus) - 211.61.6399.134.24.801.134 - \$300, Parent involvement - 211 ESEA Title I (Campus) - 211.61.6499.134.24.801.134 - \$100</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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 2: Parent Meetings to create and align Campus Compact & Parental Involvement Policy. Distribute to students and parents at registration, at parent meetings and distributing to students to take home.

Evaluation Data Sources: Campus Compact/Parental Involvement Policy
Send Campus Compacts and Parental Involvement policies during Parent/Teacher Conferences
Give during registration for new students
Send with home with students
Post on Website
ClassDojo

State Compensatory

Budget for Park Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Park Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Judith Tejada	Campus Teaching Coach	1
Linda Stammer	Paraprofessional Instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Imelda Tejada	CTC		1
Linda Stammer	Para Instruction		1