

# El Paso Independent School District

## Mesita Elementary School

2019-2020



# Table of Contents

- Comprehensive Needs Assessment ..... 3
- Priority Problem Statements ..... 4
- Comprehensive Needs Assessment Data Documentation ..... 5
- Goals ..... 6
  - 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 ..... 6
  - 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. .... 11
  - 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. .... 15
  - 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. .... 16
- Comprehensive Support Strategies ..... 18
- Title I Personnel ..... 19
- Campus Funding Summary ..... 20

# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# 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:** Improve campus STAAR results

**Evaluation Data Source(s) 1:** With the exception of Strategy #9 (can only be determined with STAAR results), all strategies were successfully accomplished.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide additional reading teacher to support at-risk and economically disadvantaged struggling students in Gr. K-5.	2.4, 2.5	Principal	Plan of action; lesson plans; student roster; student achievement per grades, scores, Ren 360				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							
2) Identify students with dyslexia and provide part-time DRD Teacher to support them.		Principal	Number of students served; lesson plans, end of year student results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Identify students, especially those identified as Hispanic, LEP, Economically Disadvantaged, in need of small group instruction/tutoring in reading, math, writing, and science in order to plan/develop tiered instruction action plans based upon student data.	2.4, 2.5, 2.6	ALLs, Campus Teaching Coach, Reading Teacher	Student data, to include Ren 360; lesson plans				
4) Implement campus-wide writing process program for grades K-5 to provide opportunities for all students to compose both narrative (personal experience) and expository text, to support EPISD's Standards Based Curriculum and align instruction.		Campus Teaching Coach, Reading Teacher	Student portfolios; lesson plans				
<b>Comprehensive Support Strategy</b> 5) Provide Science teacher to support Science curriculum and those students identified as economically disadvantaged, at-risk, hispanic, and LEP.		Principal	Plan of action; lesson plans; student roster; student achievement per grades, scores				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							
6) Provide instructional materials and resources, to include Library reading materials and resources, to teachers, students and staff in order to increase student achievement and support curriculum especially for students identified as economically disadvantaged, at-risk, hispanic, and LEP.		Assistant Principal Librarians	Expenditure of funds; plans for success				
<b>Funding Sources:</b> 185 SCE (Campus) - 27275.00, 211 ESEA Title I (Campus) - 15430.74							
<b>Comprehensive Support Strategy</b> 7) Provide monthly faculty training/PLCs through Instructional Leadership personnel on student data, intervention plans, best practices, and district curriculum/TEKS especially to better support economically disadvantaged students achieve passing rates on STAAR to meet System Safeguards.	2.4, 2.5, 2.6	Principal	Agendas; sign-in sheets; plans for success; student data; student action plans; Ren 360				
<b>Comprehensive Support Strategy</b> 8) Identify and provide tutoring, mentoring, and RTI/tiered instruction, in the core subject area for those students who have been identified as At-Risk, Economically Disadvantaged, homeless, Hispanic, LEP, and struggling to include summer planning/training.	2.4, 2.5, 2.6	Principal, ALLs	Tutorial plans; student attendance; student data; action plans				
<b>Funding Sources:</b> 185 SCE (Campus) - 40580.50, 211 ESEA Title I (Campus) - 22630.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 9) Work to achieve 100% out of 100% in the System Safeguards of state accountability, especially in the area of Reading and Math for students identified as Special Education.		Principal	TEA TAPR				
10) Provide additional support to students and teachers in order to provide for small group testing during STAAR testing dates.		Principal, Assistant Principal (CTC)	Student data				
11) Continue implementation of Accelerated Reader Program.		Librarians	Number of books checked out of library; student data				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							
12) Develop/implement lessons through which students develop curriculum related products through instructional technology such as power points, digital story-telling/film-making, video presentations, and so on.		Principal, Assistant Principals	Student products				
13) Implement use of technology, hardware/software/web-based programs, to support instruction as per TEKS.		Principal, Assistant Principals	Lesson plans				
<b>Funding Sources:</b> 185 SCE (Campus) - 19000.00							
14) Continue implementation of Dual Language Programs, both Connecting Worlds and regular Dual Language (Two-Way 50/50 model) in grades PK-5.		Principal	Bilingual, Biliterate				
15) Provide G/T students with information regarding summer learning opportunities, including Connecting Worlds/Demonstration School.		Principal, Asst. Principal/Magnet Coordinator	Student products, Bilingual/Biliterate				
16) Continue implementation of Connecting Worlds (Dual Language G/T) Magnet Program especially to support those students who are typically under-identified and under-served, such as students who are identified as LEP, economically disadvantaged, and ethnic minority, especially Hispanic.		Principal, Asst. Principal/Magnet Coordinator	Student enrollment; student G/T identification				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
17) Provide support, through summer instructional planning, to increase academic achievement for students being served through the Dual Language, Monolingual English, and Connecting Worlds Programs, especially those students identified as Econ.Dis., LEP, Hispanic, At-Risk.	2.4, 2.5, 2.6	Principal	Student intervention/action plans; instructional/lesson plans				
<b>Funding Sources:</b> 185 SCE (Campus) - 15556.00, 211 ESEA Title I (Campus) - 6130.00							
18) Provide Campus Teaching Coach to support at-risk, economically disadvantaged and struggling students in the core content areas.		Principal	High student achievement per grades, scores				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							
19) Continue the Mesita Early Childhood Development Center (ECDC) to better support Early Childhood education, especially in the areas of dual language, gifted/talented, instructional technology, as well as the social, emotional and physical growth, for Pre-K, Kinder and Grade 1 students.		Principal	Student assessment outcomes, DRA/EDL, Istation, research outcomes, parental feedback, UTEP courses on-site, Teacher Leaders				
20) Participate in research studies, in conjunction with UTEP, which will evaluate the success of best practices in Early Childhood education at the Mesita ECDC.		Principal, ALLs, Campus Teaching Coach, Reading Teacher, Division of CL/DL Teacher Leaders	Results of research and evaluations				
21) Provide DRD Teachers to support students identified with Dyslexia.		Principal, Reading Teacher, DRD Teachers	Number of books complete by end-of-year				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Goal 1: Active Learning**











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

Directly Supports:  
Board Goals 1-3

**Performance Objective 2: Increase Student Attendance**

**Evaluation Data Source(s) 2:** Student attendance at the ECDC (year 1) was 95.6% and the Elementary building was 96.7% (maintained).

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Review student attendance on a monthly basis.		Assistant Principal, PEIMS Clerks	Increase in Student Attendance Rate				
2) Implement NBA (Never Been Absent) program		Counselors	Increase in Student Attendance Rate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## 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:** Implement strategies to provide a safe and secure learning environment


**Evaluation Data Source(s) 1:** All strategies have been implemented successfully. Counselors provided sessions to address anti-bullying, social/emotional learning. Wellness committee implemented year-long activities to address/support student/adult wellness and safety.

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement/provide anti-bullying training/programs for teachers, staff, parents, and students.		Counselors	Decrease in discipline incidents				
2) Provide guidance lessons/sessions on what is appropriate and inappropriate behaviors, to include sexual harassment and bullying, amongst peers, as well as emotional/support character building lessons		Counselors	Decrease in discipline incidents				
3) Provide activities/assistance to support the emotional, physical and academic needs of homeless students.		Counselors	Number of students served				
4) Provide Student Support Assistant (part-time) to monitor students in order to provide a safe and secure environment.		Principal	Decrease in discipline incidents				
5) Implement Student Wellness Committee to support student wellness, safe and secure environment, and positive school atmosphere for all students.		Wellness Committee	Decrease in discipline incidents; increase in student attendance; decrease in bullying reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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: Provide students with a positive learning environment**


**Evaluation Data Source(s) 2:** Students were provided with a variety of opportunities to share their talents, as well as succeeding, academically, socially, emotionally, and culturally, throughout the school year such as Science Fair, Art Fair, Winter Holiday Program, Literacy Fair, Field Day, Multicultural Program, fine arts programs, Mini-Dribblers, robotic, DI, UIL.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide student incentives that promote a positive environment through which students will succeed, academically and emotionally.		Counselors	Increase in Student Achievement; Decrease in Discipline Incidents				
2) Provide a variety of additional activities for positive student participation in the core content areas, fine arts, physical education, multicultural activities, instructional technology, and so on.		Principal, Asst. Principals, Fine Arts Teachers, Science Teacher	Increase in number of students participating in each activity; increase in student achievement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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:** Hire and retain highly qualified teachers and paraprofessionals.

**Evaluation Data Source(s) 3:** All strategies were implemented successfully. All faculty and staff, per HR, were highly qualified throughout the school year. Professional development on areas to address such as core content, dual language, GT, struggling learners was provided throughout the school year to include monthly vertical planning, weekly PLCs, book studies, program/grade level planning, and in/out-of town conferences. Presentations were made, by CW teachers, at in/out-of-town conferences such as TAGT, TAGT Plus, ATDLE. Partnership with UTEP allowed for coursework to be taught at the ECDC/Elementary buildings with pre-service students being actively engaged in the classrooms. A total of 5 courses will be taught at the ECDC and the Elementary building. Students teachers were placed at all grade levels.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Review all credentials of faculty/paraprofessionals who are candidates for hire or present faculty being placed in a new position on campus.		Principal	Review of certifications				
<p><b>Comprehensive Support Strategy</b></p> <p>2) Provide teachers and administrators support, through Professional Development, in-town and out-of-town, which will focus on closing gaps and improving student achievement, especially for students identified as at-risk, through core curriculum, dual language, G/T strategies, positive/safe environment, and intervention strategies, to include summer planning sessions, in-town and out-of-town conferences, in order for Highly Qualified teachers to enable all children to meet the state's academic standards.</p>		Principal	High student achievement; teacher professional growth				
<p><b>Funding Sources:</b> 185 SCE (Campus) - 16188.50, 211 ESEA Title I (Campus) - 16912.00</p>							
3) Teachers will continue to receive training on Core Curriculum through weekly and monthly PLC sessions with the instructional leadership team.		ALLs, Campus Teaching Coach, Reading Teacher	High student achievement; teacher professional growth				
4) All teachers will be required to attend weekly PLC's as well as monthly PLC's in order to train vertically as well horizontally.		ALLs, Campus Teaching Coach, Reading Teacher	High student achievement; teacher professional growth				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Professional book studies will continue for faculty/staff in order to support professional growth and student achievement.		Principal	High student achievement; teacher professional growth				
<b>Funding Sources:</b> 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00							
6) Connecting Worlds teachers, as well as administrators, will attend conferences for G/T and Dual Language for professional development and to make presentations about the magnet program.		Principal	High student achievement; teacher professional growth; presentation proposals				
7) Implement partnership plan with UTEP to provide coursework for College of Education pre-service teachers, at the Mesita ECDC and Mesita Elementary, to better prepare and develop a pool of future teachers in Early Childhood Education, dual language, instructional technology, and gifted/talented education.		Principal	UTEP coursework at the Mesita ECDC and Mesita Elementary; pre-service teacher hours spent in actual classrooms				
							

### 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:** Follow and implement district, state and federal policies/procedures/guidelines.


**Evaluation Data Source(s) 1:** All strategies were implemented successfully. The budget was modified as needed during the school year after weekly reviews of expenditures and needs. Beginning of year activities included the review of district policy on professional ethics as placed in the Faculty Handbook.

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Review of campus budget funds, purchase orders and expenditures on a weekly basis		Principal, Asst. Principal, Secretary to the Principal	Appropriate expenditures per district policy to support high student achievement				
2) Review district's policy on professional ethics at the beginning of the year faculty meeting.		Principal	Agenda; sign-in sheet				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


## 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:** Continue to provide programs to parents that allow for them to participate more fully in their child's education.

**Evaluation Data Source(s) 1:** Parent sessions were held throughout the school year through PTA General meetings and campus workshops. Many campus activities/programs, through which students were involved, allowed parents to attend.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide parents with a variety of training sessions/campus programs, on a monthly basis, to address their children's academic, social, and emotional growth especially those students identified as economically disadvantaged and at-risk.	3.1	PEL	Increased Parental Involvement; High Student Achievement				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							
2) Continue to provide programs such as Fall Carnival, Parent/Student Orientation, Math/Reading/Science Night, Bilingual Program, Science Fair, Art Fair, and so on, to parents that allow for them to participate more fully in their child's education.	3.1, 3.2	PEL, PTA	Increased Parental Involvement; High Student Achievement				
3) Provide parents with a variety of training sessions/campus programs on dual language, gifted/talented, special education, and core content so that they can better support their child's needs.	3.2	Principal, PTA	Increased Parental Involvement; High Student Achievement				
							



**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: Increase community and Partners in Education involvement in order to support students success**

**Evaluation Data Source(s) 2:** Partnership with UTEP allowed for coursework to be taught at the ECDC/Elementary buildings with pre-service students being actively engaged in the classrooms. A total of 3 courses were taught at the ECDC and 2 courses were taught at the Elementary building. Students teachers were placed at all grade levels. We have added new PIEs to the campus with the opening of two new businesses in the Mesita area.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to work with, as well as increase, the numbers of PIEs and community members such as UTEP, to be involved at the campus.		Counselors	Increase number of activities involving PIEs and community members				
2) Implement partnership plan with UTEP to provide coursework for College of Education pre-service teachers, at the Mesita ECDC and Mesita Elementary, to better prepare and develop a pool of future teachers in Early Childhood Education and dual language programs.		Prinicpal, UTEP Partner/College of Education	UTEP coursework at the Mesita ECDC and Mesita Elementary; pre-service teacher hours spent in actual classrooms				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Provide Science teacher to support Science curriculum and those students identified as economically disadvantaged, at-risk, hispanic, and LEP.
1	1	7	Provide monthly faculty training/PLCs through Instructional Leadership personnel on student data, intervention plans, best practices, and district curriculum/TEKS especially to better support economically disadvantaged students achieve passing rates on STAAR to meet System Safeguards.
1	1	8	Identify and provide tutoring, mentoring, and RTI/tiered instruction, in the core subject area for those students who have been identified as At-Risk, Economically Disadvantaged, homeless, Hispanic, LEP, and struggling to include summer planning/training.
1	1	9	Work to achieve 100% out of 100% in the System Safeguards of state accountability, especially in the area of Reading and Math for students identified as Special Education.
2	3	2	Provide teachers and administrators support, through Professional Development, in-town and out-of-town, which will focus on closing gaps and improving student achievement, especially for students identified as at-risk, through core curriculum, dual language, G/T strategies, positive/safe environment, and intervention strategies, to include summer planning sessions, in-town and out-of-town conferences, in order for Highly Qualified teachers to enable all children to meet the state's academic standards.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia I. Chavez-Martinez	Elementary Science	Title I	1.0
Monica Montes-Quinonez	Elementary Reading	Title I	1.0
Nicole M. Holmes	Campus Teaching Coach	Title I	1.0

# Campus Funding Summary

<b>185 SCE (Campus)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Instructional Materials	185.11.6399.130.30.000.130	\$15,275.00
1	1	6	Reading Materials - Library	185.12.6329.130.30.000.130	\$12,000.00
1	1	6	Reading Materials _Classrooms	185.11.6329.130.30.000.130	\$0.00
1	1	8	Tutors (non-certified) SCE	185.11.6126.130.30.100.130	\$40,000.00
1	1	8	Fringes - Tutors (Certified) SCE	185.11.6141.130.30.100.130	\$580.50
1	1	13	Technology	185.11.6395.130.30.000.130	\$19,000.00
1	1	17	Curriculum Writing	185.13.6117.130.30.100.130	\$14,510.48
1	1	17	Fringes for Curriculum Writing	185.13.614X.130.30.100.130	\$1,045.52
2	3	2	In-Town Professional Development - Teachers	185.13.6499.130.30.000.130	\$0.00
2	3	2	Substitutes for Teachers ( In-Service) SCE	185.11.6112.130.30.362.130	\$13,000.00
2	3	2	Fringes - Substitutes for Teachers (In-Service) SCE	185.11.6141.130.30.362.130	\$188.50
2	3	2	Reading Materials for Teachers Staff Development	185.13.6329.130.30.000.130	\$3,000.00
2	3	5		13.6329	\$0.00
<b>Sub-Total</b>					\$118,600.00
<b>Budgeted Fund Source Amount</b>					\$120,600.00
<b>+/- Difference</b>					\$2,000.00
<b>211 ESEA Title I (Campus)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Reading Teacher Salary	211.11.6119.130.24.801.130	\$0.00
1	1	1	Fringes - Reading Teacher	211.11.614X.130.24.801.130	\$0.00
1	1	5	Science Teacher Salary	211.11.6119.130.24.801.130	\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Fringes - Science Teacher	1211.1.614X.130.24.801.130	\$0.00
1	1	6	Instructional Materials	211.11.6399.130.24.801.130	\$15,430.74
1	1	8	Tutors (Certified) Title I	211.11.6117.130.24.100.130	\$6,605.00
1	1	8	Fringes - Tutors (Certified) Title I	211.11.614X.130.24.100.130	\$807.00
1	1	8	Tutors (non-certified) Title I	211.11.6126.130.24.100.130	\$15,000.00
1	1	8	Fringes - Tutors (non-certified) Title I	211.11.6141.130.24.100.130	\$218.00
1	1	11		12.6329	\$0.00
1	1	17	Curriculum Writing	211.13.6117.130.24.100.130	\$5,450.00
1	1	17	Fringes for Curriculum Writing	211.13.614X.130.24.100.130	\$680.00
1	1	18	Campus Teaching Coach (.6 FTE Function 11) Salary	211.11.6119.130.24.801.130	\$0.00
1	1	18	Fringes - Campus Teaching Coach (.6 FTE Function 11)	211.11.614X.130.24.801.130	\$0.00
1	1	18	Campus Teaching Coach (.4 FTE Function 13) Salary	211.11.6119.130.24.801.130	\$0.00
1	1	18	Fringes - Campus Teaching Coach (.4 FTE Function 13)	211.11.614X.130.24.801.130	\$0.00
2	3	2	Out of Town Staff Development - Teachers	211.13.6411.130.24.801.130	\$8,912.00
2	3	2	Out of Town Staff Development - Principal/AP's	211.23.6411.130.24.801.130	\$0.00
2	3	2	Substitutes for Teachers ( In-Service) Title I	211.11.6112.130.24.362.130	\$8,000.00
2	3	2	Fringes - Substitutes for Teachers (In-Service) Title I	211.11.6141.130.24.362.130	\$0.00
2	3	5		13.6329	\$0.00
4	1	1		211.61.6399	\$0.00
<b>Sub-Total</b>					\$61,102.74
<b>Budgeted Fund Source Amount</b>					\$258,000.00
<b>+/- Difference</b>					<b>\$196,897.26</b>
<b>Grand Total</b>					<b>\$179,702.74</b>