

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



Mission Statement

Collins Elementary School, as a Professional Learning Community, will provide all students the necessary instruction and support to promote Advanced Levels of student achievement by providing students the tools to become responsible and global learners, who will positively impact the future, as a result of academic excellence achieved through our collaboration.

Vision

We will be a school that will foster student success to meet the demands of the 21st century while promoting the health and wellness of all stakeholders to help maintain exemplary achievement. We will inspire students to achieve high academic standards by collaborating toward common goals, preparing good instruction, taking risks and being respectful to all. We will make decisions through child focused collaboration, common goals and data driven instruction. We will do “whatever it takes”- reteaching, reassessment, interventions, alternative methods, contacting parents- to help struggling students succeed. We will be a campus that has frequent, open minded communication with parents and the community. We will promote a college ready atmosphere by helping students set high expectations, develop good study habits and technology skills We will become 21st century learners by increasing accessibility to technology training, increasing availability of technology to students and staff and building capacity to use it. We will work to help students become self motivated through high expectations so they can become responsible, independent and successful adults.

Value Statement

1. Students come first in all actions and decision-making.
2. In an appropriate setting and with the proper instruction, every child can learn.
3. Every child is entitled to a teacher that is the best we can hire for that position and who believes every child can learn.
4. Students will be more productive community members if they value community service and civic mindedness.
5. We must be open and transparent in our dealings with the public and be fiscally responsible with our resources in order to allocate appropriately.
6. The District will have zero tolerance for immoral, unethical, and illegal behavior.
7. We have a competitive advantage as our community is bilingual, bi-cultural, and bi-literate, through our Dual Language community.
8. Family engagement is critical to the success of students

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
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	11
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.	18
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.	21
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.	22
State Compensatory	24
Personnel for Collins Elementary School	24
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	27
3.1: Develop and distribute Parent and Family Engagement Policy	27
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	29
2020-2021 Campus Improvement Team	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics	Count	Percent
Gender		
Female	-	51.05%
Male	-	48.95%
Ethnicity		
Hispanic-Latino	-	84.62%
Race		
American Indian - Alaskan Native	<u>1</u>	0.23%
Asian	<u>5</u>	1.17%
Black - African American	<u>17</u>	3.96%
Native Hawaiian - Pacific Islander	<u>1</u>	0.23%
White	<u>33</u>	7.69%
Two-or-More	<u>9</u>	2.10%

Demographics Strengths

Our student and teacher demographics shows a diverse population. Students want to attend Collins Elementary because their parents and grandparents attended. 25% of students have a high mobility rate in the northeast.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 25% of students are mobile in the northeast **Root Cause:** families do not see the importance of staying at one campus

Student Learning

Student Learning Summary

Interventions for Reading, Writing, Science and Math will address Domains 1-3. Students in grades K-2nd received reading interventions to lower the % of students at late reader. Collins Met Standards. Collins received 6 Distinction Designation Academic Achievement in Reading/LA for Top Quartile, Academic Achievement in Science, Top 25% Student Progress, Top 25% Closing Performance Gaps and Post Secondary Readiness. System Safeguards Performance were at 91 % performance rates 15 out of 16, participation rates 5 out of 5. We did not meet System Safeguards for SPED students and ELL population. We lost 3 points on Domain 1. We will continue with STAAR ratings from 19-20 due to COVID19 TEA decision.

Student learning occurred virtually after spring break which will affect student growth measures.

Student Learning Strengths

Student Achievement Strengths 5th Grade students made outstanding gains in Math @100% passing, Reading- 81% and Science -84% 3rd grade students were at 81% met standards in Reading and Math. 4th Grade Reading 78% and Writing is at 67%. Collins received 6 Distinction Designation Academic Achievement in Reading/LA for Top Quartile. Domain 1-81% Domain 2 3-47% and Domain 3 for an overall B score%. RTI is embedded during school and RTIT2 will be provided after school.

This data is from the 2019 STAAR data. We know students will have academic gaps in which intensive RTI and tutoring will need to be maintained for all sub pops.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: due to Covid 19 academic gaps will be evident **Root Cause:** families struggled with technology

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary Student performance should increase when teachers increase rigor and relevance for all subgroups at Tier 1- First teach. Enrichment/Interventions will be in place for Tier I, Tier II and Tier III students during the day and after school. Teachers will receive a District common planning day every 9 weeks to focus on TRS curriculum guide and data Aug. , Sept. , Nov. , and Feb. Teachers will also have one planning period during the week to plan with their grade levels. Grade level reps turn in grade level minutes on a weekly basis.

Curriculum, Instruction, and Assessment Needs These areas of need are listed in order of priority:

1. Meet monthly with teachers to collaborate and set expectations, communicate progress, data walls and review TRS Units. Materials for a successful first teach and Active Learning are: Mentoring Minds, MYON, Accelerated reader, Educational Galaxy, Scholastic News, Forde-Ferrier, I-station, and IXL.
2. Meet with parents of struggling students not meeting criteria to be successful on 9 weeks assessment, AR, and STAAR.
3. Teachers will continue to plan on a weekly basis through grade level meeting to increase and maintain rigor in the classroom by implementing Best Practices, Student Expectations with focus on the verbs and STAAR question stems.
4. Collins Elementary will maintain Domain 1-3 and work towards the A rating and increase on STAAR Met Standards by 3 pts.
5. Attendance will need to increase above 96%. Discipline Referalls need to decrease by 10 referalls. System Safeguards for SPED will need to be met along with other subgroups as the bar is now at 65% for federal accountability. Sped will focus on Comprehension and Vocabulary using RTI material,
6. Enrichment/ RTI schedule will focus on reading mostly leveled books and Balanced Literacy, 3rd-5th RTI Forde Ferrier reading and math.

School Processes & Programs Strengths

Collins Elementary received all 6 designated distinctions and met Standards based on STAAR 2019. Achievement gaps will be identified BOY 2020 and addressed through RTI and instructional online programs.

These areas of need are listed in order of priority:

1. Have a monthly PLC on to discuss data, curriculum (TRS) and improve communications. Three Staff Development days to review data and plan for each 9 weeks.
2. Improve Strong 1st teach and reteach on the spot by providing opportunities for teachers to identify student misconceptions and gaps to address in the 1st teach through bell ringer, activity and exit ticket.
3. Active Learning Leader will meet with teachers for Data Driven Instruction of student work and interim assessment analysis on a bi-weekly basis with teachers scoring below a C on STAAR results and Interim Assessments from 2019 STAAR and DRA/EDL data.

3. Meet with parents of struggling students not meeting criteria to be successful on 9 weeks assessments, STAR 360, AR, and STAAR at parent-teacher conf., SSTs, and ARDs.
4. Teachers will continue to plan on a weekly basis through grade level meeting to increase and maintain rigor in the classroom by implementing Best Practices discussed from the TRS, Mentoring Minds, campus and district based training.
5. Teachers will continue to serve in committees to promote Positive School Culture.
6. Attendance will need to increase above 96%. Discipline Referalls have decreased by 10.

Staff Quality, Recruitment, and Retention Strengths 100% Highly Qualified, C&I provide training as needed for Dual Language and Balanced Literacy. ALL will provide instructional training for Data Driven instruction, for teachers new to a grade level and teachers that are below 75% on STAAR or minimal gains on TELPAS based on Student one year's growth. Low teacher transfer rate. Teachers are provided feedback on Accelerated Reading Diagnostic Reports and T-TESS. Walkthrough feedback is provided on the comments box on T-TESS rating tool and portfolios.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: students will have an increase of academic gaps **Root Cause:** Covid 19 disrupted the direct teach, and interventions

Perceptions

Perceptions Summary

School Culture and Climate Strengths Teachers receive training on discipline, anti-bullying, attendance, SST(RTI) and classroom expectations at the beginning of the year, as well as through-out the year. Monthly PLCs are held to gather data and to view IFD-Teks Resource System. Low teacher transfer requests, and positive parental and community partnerships are examples of a positive school-community relations. Teachers serve in various committees such as STEAM (GT), PBIS/SEL, Spirit/Courtesy, LPAC, and CIT to improve school-culture relationships. Newsletters go out to parents on a monthly basis, all activities are texted, information is sent to parents via school messenger as well as displayed on a monthly basis on website and marquee. Discipline is handled through a PBIS home notes minor offenses of levels 1 and 2. The counselor intervenes with conflict mediation when appropriate. Around three students are sent to DAEP a year on mandatory offenses. Parent survey indicates that 85% of parents are satisfied with the school. Employee survey demonstrate 85+ satisfaction at school as well. Some parents and students struggled with virtual learning due to technology issues.

Perceptions Strengths

Mission and vision is posted around campus and classrooms.

Discipline referrals have decreased due to PBIS/SEL strategies along with building relationships with students and parents.

Monthly grade level presentation showcase student art and music on a monthly basis.

Students attendcParent survey indicates that 90% of parents are satisfied with the school. 87% of students are satisfied with the school according to the student survey. Low transfer rate of teachers. Teachers serve in the following committees: CIT, PBIS/SEL, Courtesy and LPAC to reinforce a shared mission and vision.

after school tutoring to close the achievement gap. Blue Bonnet club is held weekly as well as library club.

Campus has been a Dual Language campus for 10+ years.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: September 8, 2020

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 - By May 2021, STAAR Reading, Math, Writing and Science will increase by 8% in Domain 1 from 82% to 90% in approaches expectations 54% to 60% in meets expectations, 24% to 30% in masters expectations. 80% of students will be reading on grade level K-2nd.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results, Istation reports, DRA/EDL reports, MYON reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 1. purchase reading, writing, math, and science materials, supplies, equipment, technology tools and equipment, online programs to assist students to close the achievement gap, meet school progress and meet student achievement through (Forde-Ferrier, Mentoring minds, Educational Galaxy, Scholastic News) Strategy's Expected Result/Impact: 80% of students will be at grade level. Staff Responsible for Monitoring: ALL, Literacy/Math teacher, principal, counselor Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: 211 roll over supplies - 211 ESEA Title I (Campus) - 211.11.6399.24.801 - \$6,756, Instructional Supplies - 185 SCE (Campus) - 185.11.6399.142.30.000.142 - \$9,100.31, Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.142.24.801.142 - \$30,923.80, Reading Materials (No allocation in TEAMS) - 211 ESEA Title I (Campus) - 211.11.6329.142.24.801.142 - \$7,000, Technology & Equipment (BT#996479)) - 211 ESEA Title I (Campus) - 211.11.6395.142.24.801.142 - \$2,900, Contracted Services (Web based programs/On-line) - 211 ESEA Title I (Campus) - 211.11.6299.142.24.801.142 - \$3,700, rollover 185 supplies - 185 SCE (Campus) - 185.11.6399.24.801 - \$4,638				

Strategy 2: maintain a reading and math teacher to provide RTI enrichment while teachers work with a small group for intensive intervention Strategy's Expected Result/Impact: 85% of students will be at approaching expectations. Staff Responsible for Monitoring: ALL, reading and math teacher, principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Salary - 211 ESEA Title I (Campus) - 211.11.6119.142.24.801.142 - \$58,479.87, Fringes - 211 ESEA Title I (Campus) - 211.11.614X.142.24.801.142 - \$12,118, Fringes allocated in Function 32 (To reallocate into Ops. after expenditure FY-2019 is reclassified) - 185 SCE (Campus) - 185.32.614X.142.30.000.142 - \$316.44	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: maintain a computer monitor to monitor students during RTI online interventions on iStation for beginners and intermediate on TELPAS Strategy's Expected Result/Impact: schedule will demonstrate students are attending lab to increase technology skills Staff Responsible for Monitoring: computer lab monitor Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - Comprehensive Support Strategy Funding Sources: Computer Monitor Salary - 185 SCE (Campus) - 185.11.6129.142.30.000.142 - \$18,819.05, Computer Monitor Fringes - 185 SCE (Campus) - 185.11.614X.142.30.000.142 - \$6,384.76	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: purchase online subscription, library books, supplies and materials along with incentives for the library Strategy's Expected Result/Impact: 80 % of books will be checked out based on circulation reports Staff Responsible for Monitoring: librarian Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Instructional Materials - Library - 211 ESEA Title I (Campus) - 211.12.6399.14224.801.142 - \$500, Reading Materials Library - 211 ESEA Title I (Campus) - 211.12.6329.142.24.801.142 - \$2,000, Contracted Services (Web based/Online subscriptions) - 185 SCE (Campus) - 185.12.6299.142.24.801.142 - \$1,326, Instructional Materials - Library - 185 SCE (Campus) - 185.12.6399.142.30.000.142 - \$0, Contracted Services (Web based/Online subscriptions) - 211 ESEA Title I (Campus) - 211.11.6299.142.24.801.142 - \$1,965	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: pay for upkeep and maintenance of copier machines Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: secretary Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 - Increase Attendance rates from 96% to 96.6%

Evaluation Data Sources: Alpha reports

Summative Evaluation: None

Strategy 1: provide students with awards for perfect attendance, Wow awards, AR awards and honor roll Strategy's Expected Result/Impact: student growth through student tracking sheets and goals Staff Responsible for Monitoring: principal Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: - 199 General Fund - 199.11.6499	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

Performance Objective 3: Special Education - Special Education students will make an increase on STAAR Reading, Math, Writing and Science from 36% to 44 % 3rd through 5th

75% of K-2nd SPED students will be at approaching grade level expectations on Istation

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results, Myon, and iStation,

Summative Evaluation: None

Strategy 1: provide Co-Teach and after school tutoring from the sped teacher Strategy's Expected Result/Impact: student growth in reading and math Staff Responsible for Monitoring: sped. teacher Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

Performance Objective 4: Dual Language/Bilingual Education/ESL - 85% of students will be on or above grade level in reading

Evaluation Data Sources: iStation reports , TELPAS progress measure

Summative Evaluation: None

Strategy 1: students scoring an intermediate and beginner ratings on TELPAS will receive after school tutoring on Istation reading and Istation math. Strategy's Expected Result/Impact: increase on reading composite scores from beginner to intermediate, intermediate to advanced on TELPAS. Staff Responsible for Monitoring: teachers Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Tutoring - salaries & fringes (Certified Tutors) - 211 ESEA Title I (Campus) - 211.11.6117.142.24.100.142 - \$9,635, Tutoring - fringes (Certified Tutors) - 211 ESEA Title I (Campus) - 211.11.614X.142.24.100.142 - \$840	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

Performance Objective 5: Migrant Student - 80% of Migrant Students will be on grade level in reading and math.

Evaluation Data Sources: iStation Math and Reading results

Summative Evaluation: None

Strategy 1: provide RTI opportunities through pullouts and after school tutoring Strategy's Expected Result/Impact: meet grade level expectations Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6, 2.6 Funding Sources: - 211 ESEA Title I (Campus)	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

Performance Objective 6: Gifted and Talented - 90% of students will be on or above grade level.

Evaluation Data Sources: iStation Reading and Math, Education Galaxy reports

Summative Evaluation: None

Strategy 1: Tier 1 students will receive 45 minutes of RTI with enrichment pullout utilizing online programs such as iStation, and Ed. Galaxy Strategy's Expected Result/Impact: 80% of students will be at grade level or above on STAAR, STAR and iStation Staff Responsible for Monitoring: literacy and math teacher Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 Funding Sources: Contracted Services (Web based/On-line programs) - 185 SCE (Campus) - 185.11.6299.142.30.000.142 - \$3,905	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

Performance Objective 7: At-Risk Student Support - 80% of students will be reading on grade level.

Evaluation Data Sources: iStation reports, DRA/EDL reports, RTI workbooks, 9 weeks benchmarks

Summative Evaluation: None

Strategy 1: small group instruction will be provided for 8 at-risk students during RTI by homeroom teacher by utilizing leveled readers, RTI workbooks (3rd-5th) and other intervention based online programs purchased by the campus. Strategy's Expected Result/Impact: students will show at least one year's growth based on STAAR, STAR (MYON), DRA/EDL (K-2nd, 3rd-5th DRA, MYON) and iStation Staff Responsible for Monitoring: ALL, Administration Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 Funding Sources: - 211 ESEA Title I (Campus)	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 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 - Teachers and paraprofessionals will be provided at least 2 professional development training days.

Evaluation Data Sources: Certificates

Summative Evaluation: None

Strategy 1: 1. Hire teachers within ten days upon vacancy. 2. pay for subs for teachers to attend training district and campus, Active Learning and Region 19 (K-5th grade) 3. provide PLC time during the week for teachers to plan and analyze data. 4. provide TEKS Academies for teachers to plan every 6 weeks of instruction. 5. Extra duty pay for teachers and ALLs Strategy's Expected Result/Impact: staff development and professional development will be appropriate for teacher growth as well as student growth Staff Responsible for Monitoring: ALL, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Extra Duty Pay Fringes - 199 General Fund - 199.13.6141.142.11.100.142 - \$0, Extra Duty Pay - 199 General Fund - 199.13.6117.142.11.100.142 - \$0, Substitute - salaries - 211 ESEA Title I (Campus) - 211.11.6112.142.24.362.142 - \$6,110, Substitute - Fringes - 211 ESEA Title I (Campus) - 211.11.6141.142.24.362.142 - \$90	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: maintain a part time library monitor to assist students in the library Strategy's Expected Result/Impact: students will continue with high circulation of library books Staff Responsible for Monitoring: librarian Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: Library Monitor Salary - 185 SCE (Campus) - 185.12.6126.142.30.100.142 - \$8,255.50, Library Monitor Fringes - 185 SCE (Campus) - 185.12.6141.142.30.100.142 - \$492.94	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Great Community Schools

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

Performance Objective 2: Professional Development - Faculty and staff will receive at least two professional development days by campus or district.

Strategies must reflect campus professional development plan.

Evaluation Data Sources: Certificates

Summative Evaluation: None

Strategy 1: pay for registration, consultation and supplies for teachers to attend local Forde-Ferrier, Step up to TEKS, Region 19 and Lead4Ward training Strategy's Expected Result/Impact: increase teacher quality through best practices Staff Responsible for Monitoring: principal Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: In-town staff development (Teachers) - 211 ESEA Title I (Campus) - 211.13.6499.142.24.801.142 - \$1,206.13, Contracted Services (Teachers) - 211 ESEA Title I (Campus) - 211.13.6299.142.24.801.142 - \$2,600	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: administration will attend legal and state conferences Strategy's Expected Result/Impact: have updated TEA information Staff Responsible for Monitoring: principal Funding Sources: - 199 General Fund - 199.23.6411	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 2: Great Community Schools

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

Performance Objective 3: Discipline/PBIS/SEL/School Culture - Collins will maintain a positive school culture.

Evaluation Data Sources: Student survey will demonstrate 80% of students feel safe and supportive.

Summative Evaluation: None

Strategy 1: provide faculty and staff with the SEL/PBIS components during staff development and PLCs. Strategy's Expected Result/Impact: student's social and emotional needs will matter. Reach the heart before you reach the mind. 80 % of student survey will demonstrate student feel cared for. Staff Responsible for Monitoring: counselor Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Contracted Services (Teachers) allocation in CIP 2.2.1 - 211 ESEA Title I (Campus) - 211.13.6299 - \$0, Instructional Materials (Teachers Training/Development) - 211 ESEA Title I (Campus) - 211.13.6399.142.24.801.142 - \$1,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: provide students with guided lessons by the counselor, purchase supplies for Red Ribbon, Career day Strategy's Expected Result/Impact: student survey will demonstrate students feel safe and respected Staff Responsible for Monitoring: counselor Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: maintain a cafeteria monitor to supervise students and decrease bullying Strategy's Expected Result/Impact: decrease discipline referrals and bullying reports 80% of student survey will indicate students feel safe Staff Responsible for Monitoring: Assistant Principal Funding Sources: - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: provide teachers with Fundamental 5 books and How to train a LLama for classroom management and instruction Strategy's Expected Result/Impact: classroom management will improve walkthroughs will demonstrate objectives, power zone, writing across the content, purposeful talk and improvement of classroom management Staff Responsible for Monitoring: administration, ALL, PLCs Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: fundamental 5 and how to train your llama - 211 ESEA Title I (Campus) - 211.13.6329.142.24.801.142 - \$1,432.20	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: Budget Management - Provide necessary funding account to support student needs, and campus needs based on CNA for local, SCE and Title I funds.

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

Evaluation Data Sources: Budget accounts spreadsheet and TEAMS accounts.

Summative Evaluation: None

Strategy 1: Review Budget every month with secretary and budget specialist. Strategy's Expected Result/Impact: 80% of budget will be spent by Jan. 31st in accordance to CIP Staff Responsible for Monitoring: Secretary, Budget Specialist Title I Schoolwide Elements: 2.5, 2.5	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 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- 80% of parents will be satisfied with family and community engagement.

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

Evaluation Data Sources: Parent survey

Summative Evaluation: None

Strategy 1: Parent involvement will include RTIT, ARDS, parent classes in literacy, nutrition, Fine Arts Grade level performances, and Strong Fathers/Strong Families Strategy's Expected Result/Impact: increase parent participation of school activities Staff Responsible for Monitoring: Parent Engagement Leader, counselor Title I Schoolwide Elements: 3.2, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: provide supplies, refreshments, materials for parent classes, student conferences, newsletter, nutrition classes and campus events. Strategy's Expected Result/Impact: 80% of survey will demonstrated parents are satisfied with school events Staff Responsible for Monitoring: parent engagement leader Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 Funding Sources: Instructional supplies for Parental Engagement Activities - 211 ESEA Title I (Campus) - 211.61.6399.142.24.801.142 - \$1,000, Snacks for Parental Engagement Activities - 211 ESEA Title I (Campus) - 211.61.6499.142.24.801.142 - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	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>				

State Compensatory

Personnel for Collins Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ginger McNicol	Paraprofessional	Literacy Monitor	.25
Maria Flores	Paraprofessional	Computer Lab Monitor	100%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

Sec. 1114(b)(6)

The campus must provide the date(s) that the CNA was developed Spring 2018 that the CNA was reviewed and/or revised quarterly for the school year.

Sept.-CIT elections

Oct.

Nov.

Dec.

Jan.

Feb.

March-CNA

April-CNA

May-

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.1 : Campus Improvement Plan developed with appropriate stakeholders

The CIP at Collins Elementary is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan,

including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5)

Parent-A.Biggs and Ms. Aparicio

Para-Maria Sanchez

Professional-Margie Lowenberg

Admin-Leticia Ewing

Kinder-Ms. Gonzalez

1st grade-Coleen Mchatton

2nd grade-Jacqueline Lawson

3rd grade- Rebecca Roy

4th grade- Michelle Mack

5th grade-Marivel Olivas

Community Rep-Theresa Juul

Business Rep-Mr. Tovar

District Rep-Robert Rocha

2.2: Regular monitoring and revision

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

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as "at-risk" students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs

provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

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

2.3 : Available to parents and community of Collins Elementary in an understandable format and language

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

CIP is located in the front office.

2.4: Opportunities for all children to meet State standards

2.4 : Opportunities for all children to meet State standards at Collins Elementary

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

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

2.5: Increased learning time and well-rounded education

2.5 : Increased learning time and well-rounded education

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

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

Address needs of all students, particularly at-risk at Collins Elementary

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

3.1: Develop and distribute Parent and Family Engagement Policy at Collins Elementary.

Sec. 1116(a)(2) and Sec. 1116(2)(c)(2) Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family

engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents at Collins Elementary

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

3.2: Offer flexible number of parent involvement meetings

3.2 : Offer flexible number of parent involvement meetings at Collins Elementary.

3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement at Collins Elementary.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marivel Urteaga	Teacher	Reading and Math Teacher	100%

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Terry Gonzalez	Kinder
Classroom Teacher	Colleen McHatton	1st Grade
Classroom Teacher	Jacqueline Lawson	2nd Grade
Classroom Teacher	Rebecca Roy	3rd Grade
Classroom Teacher	Michele Mack	4th Grade
Classroom Teacher	Marivel Urteaga	5th Grade
Non-classroom Professional	Margie Lowenberg	Nurse
Administrator	Leticia Ewing	Principal
Paraprofessional	Maria Sanchez	SpEd Para
Business Representative	Kirby Cotton	fundraiser
Parent	Alex Biggs	parent
Community Representative	Juul Teresa	community member
District-level Professional	Robert Rocha	District personnel

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	1		199.11.6499	\$0.00
2	1	1	Extra Duty Pay Fringes	199.13.6141.142.11.100.142	\$0.00
2	1	1	Extra Duty Pay	199.13.6117.142.11.100.142	\$0.00
2	2	2		199.23.6411	\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	185.11.6399.142.30.000.142	\$9,100.31
1	1	1	rollover 185 supplies	185.11.6399.24.801	\$4,638.00
1	1	2	Fringes allocated in Function 32 (To reallocate into Ops. after expenditure FY-2019 is reclassified)	185.32.614X.142.30.000.142	\$316.44
1	1	3	Computer Monitor Salary	185.11.6129.142.30.000.142	\$18,819.05
1	1	3	Computer Monitor Fringes	185.11.614X.142.30.000.142	\$6,384.76
1	1	4	Contracted Services (Web based/Online subscriptions)	185.12.6299.142.24.801.142	\$1,326.00
1	1	4	Instructional Materials - Library	185.12.6399.142.30.000.142	\$0.00
1	6	1	Contracted Services (Web based/On-line programs)	185.11.6299.142.30.000.142	\$3,905.00
2	1	2	Library Monitor Salary	185.12.6126.142.30.100.142	\$8,255.50
2	1	2	Library Monitor Fringes	185.12.6141.142.30.100.142	\$492.94
Sub-Total					\$53,238.00
Budgeted Fund Source Amount					\$53,238.00
+/- Difference					\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	211 roll over supplies	211.11.6399.24.801	\$6,756.00
1	1	1	Instructional Supplies	211.11.6399.142.24.801.142	\$30,923.80
1	1	1	Reading Materials (No allocation in TEAMS)	211.11.6329.142.24.801.142	\$7,000.00
1	1	1	Technology & Equipment (BT#996479))	211.11.6395.142.24.801.142	\$2,900.00
1	1	1	Contracted Services (Web based programs/On-line)	211.11.6299.142.24.801.142	\$3,700.00
1	1	2	Salary	211.11.6119.142.24.801.142	\$58,479.87
1	1	2	Fringes	211.11.614X.142.24.801.142	\$12,118.00
1	1	4	Instructional Materials - Library	211.12.6399.14224.801.142	\$500.00
1	1	4	Reading Materials_Library	211.12.6329.142.24.801.142	\$2,000.00
1	1	4	Contracted Services (Web based/Online subscriptions)	211.11.6299.142.24.801.142	\$1,965.00
1	4	1	Tutoring - salaries & fringes (Certified Tutors)	211.11.6117.142.24.100.142	\$9,635.00
1	4	1	Tutoring - fringes (Certified Tutors)	211.11.614X.142.24.100.142	\$840.00
1	5	1			\$0.00
1	7	1			\$0.00
2	1	1	Substitute - salaries	211.11.6112.142.24.362.142	\$6,110.00
2	1	1	Substitute - Fringes	211.11.6141.142.24.362.142	\$90.00
2	2	1	In-town staff development (Teachers)	211.13.6499.142.24.801.142	\$1,206.13
2	2	1	Contracted Services (Teachers)	211.13.6299.142.24.801.142	\$2,600.00
2	3	1	Contracted Services (Teachers) allocation in CIP 2.2.1	211.13.6299	\$0.00
2	3	1	Instructional Materials (Teachers Training/Development)	211.13.6399.142.24.801.142	\$1,000.00
2	3	4	fundamental 5 and how to train your llama	211.13. 6329.142.24.801.142	\$1,432.20
4	1	2	Instructional supplies for Parental Engagement Activities	211.61.6399.142.24.801.142	\$1,000.00
4	1	2	Snacks for Parental Engagement Activities	211.61.6499.142.24.801.142	\$500.00
Sub-Total					\$150,756.00
Budgeted Fund Source Amount					\$150,756.00
+/- Difference					\$0.00
Grand Total					\$203,994.00