

El Paso Independent School District
Richardson Middle School
2017-2018 Campus Improvement Plan



Mission Statement

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

We are “Committed to Excellence”, and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm or learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

Vision

We believe all student will succeed academically if they are provided with the necessary support systems and resources needed to accomplish their goals.

Value Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment These programmes encourage students across the world to become active, compassionate, and lifelong learner who understand that other people, with their differences, can also be right.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Increase reteaching for students that are absent.

Incorporating more engaging learning strategies in the classroom.

Increasing Rigor in lessons and activities that will reflect content mastery.

Collaborating across content areas for thematic units of instruction.

Implementing effective interactive technology learning tools to increase student engagement.

Addressing special needs and English learner populations through appropriate strategies and interventions.

Nolan Richardson didn't meet system safeguards in the following student populations and subject areas: Special Education in Reading, Math and Writing, ELL in Reading and Math.

Student Achievement

Student Achievement Summary

- Increase reteaching for students that are absent
- Incorporating more engaging learning strategies in the classroom
- Increasing Rigor in lessons and activities that will reflect content mastery
- Collaborating across content areas for thematic units of instruction
- Implementing effective interactive technology learning tools to increase student engagement
- Addressing special needs and English learner populations through appropriate strategies and interventions.
- Nolan Richardson didn't meet system safeguards in the following student populations and subject areas: Special Education in Reading Math and Writing, ELL in Reading and Math

Student Achievement Strengths

- Targeted tutoring sessions by each core department in alignment with student weaknesses shown through TEKS
- Student support offered before and after school for HW and student enrichment
- Saturday symposiums
- Utilizing classroom observation and common assessment data to determine student needs
- Providing support to students that have failed the grading period via academic recovery
- Parent contact via email, phone calls, and home visit.
- Meeting daily to review and adjust lessons based on student need
- Meeting weekly with ALL to explore new teaching strategies and best practices
- Nolan Richardson earned 5 Distinctions in the State STAAR assessment in the areas of : Reading, Math, Science, Post Secondary Readiness and Closing Performance Gaps

School Culture and Climate

School Culture and Climate Summary

- For the 2016-2017 ISS/OSS noted the majority of offenses in the areas of: inappropriate physical contact, insubordination and classroom disruption.
- Students and teachers both are aware and understand the expectations that the campus holds them accountable for.
- NRMS has a low level of incidents that occur on campus, to ensure appropriate behavior NRMS offers the following interventions for students to deter any serious incidents: after school detention, in school suspension, out of school suspension, on campus AEP, as well as an off campus AEP.
- NRMS follows a campus wide discipline plan for all teachers and staff this provides for a proactive environment for all students.
- NRMS has a low number of referral submissions
- To reduce the threat of bullying NRMS provides constant hall monitoring by adults where students are present. Bullying is handled quickly and appropriately and a counseling component is in place.
- NRMS had 2 placements in the DAEP this being particularly low for the district. Also received 1 student from another campus that was placed in DAEP and had to finish placement time.
- NRMS promotes a safe and secure campus as both student and parents have advised that they appreciate the school climate when they are here.
- Upon returning to regular education classes students released from DAEP meet with a Counselor for 6 weeks to assist the student with social support
Our goal is to ensure students are able to return to classroom successfully.

School Culture and Climate Strengths

- Campus life is safe according to students
- Decrease in referrals and DAEP placements
- Discretionary DAEP placement was not used this year
- DAEP placements totaled 2 for the entire year
- Successful strategies in place to keep threat of bullying to a minimum
- Students in special programs have a lot of initiatives in place at NRMS
- Attendance was 96.6% for the entire 2016-2017 school year

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Professional development and resources that are needed include support in school wide cross-curriculum PLC . All grade levels to access data to disaggregate TEKS and target areas of weaknesses. Best Practice strategies need to be increased in the classroom that will result in student success.

Staff Quality, Recruitment, and Retention Strengths

- * All teachers and paraprofessionals are highly qualified
- * Retention rates at campus are high, less than five percent turnover rate.
- * New teachers attend Staff Development training involving Rigor, Best Researched Teaching Practices and Writing Across the Curriculum.
- * Active Learning Leader to conduct campus meetings to support developmental needs and increase rigor in lessons. Technology Tuesday will continue for all teachers on campus
- *Common planning time implemented in the Master schedule to support teacher planning.
- * Meeting daily during Professional Learning Community (PLC), mentoring and providing support for all teachers in a collaborative environment within and across grade levels. Monthly faculty meeting held to disseminate information by administration about curriculum and school/district procedures. Additionally, attendance at district PLC meetings.
- * Ensure teachers implement professionalism by maintaining department binders, (minutes, issues/concerns/planning for both staff and students). Data analysis by faculty to provide support in areas of TEKS weaknesses.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Need to increase classroom use of summative assessments
- Debrief following implementation of an RTI meeting to determine successes/weaknesses/additional needs

- Parental/Community involvement increases student success in the classroom
- Additional professional development opportunities for those teachers/staff not as familiar with technology implementation
- More time to address curriculum needs during weekly PLC meetings

- Curriculum needs are supported by district based lessons and YAG

Curriculum, Instruction, and Assessment Strengths

STRENGTHS

- Cross Curricular implementation by all subjects to include Electives
- Implementation of technology in every classroom
- Technology implementation can be utilized in both the classroom and at home, thereby extending the lesson beyond the classroom.
 - o DISTRICT-WIDE BYOD
 - o EDMODO
 - o COWS/IPAD Carts

- Campus-wide implementation of programs aimed at supporting struggling students
 - REN360 (lessons)
 - EMPOWERING WRITERS
 - THINK THROUGH MATH
 - STEM SCOPES
 - EDMODO
 - HISTORY ALIVE

- Continuous disaggregation of data through multiple venues
 - o PLC Meetings and Planning Periods

 - o Target Tutoring Meetings

 - o RTI Planning Meetings

- 50/50 Co-Teaching model for Special Education Students is promoted

Family and Community Involvement

Family and Community Involvement Summary

Summary:

School website not updated regularly

Parent PTA participation is low

Spanish flyers not readily available to parents

School office staff not trained on website technology

Family and Community Involvement Strengths

Strengths:

Parent Workshops increased in the 2016/2017 school year (participation)

Parent workshops were attended regularly

Parents are given opportunities to participate through parent workshops

Parent workshops are available after school hours

School Context and Organization

School Context and Organization Summary

Parental involvement needs to be increased
Lack of opportunities for community and school collaboration
Parent and Teacher communication needs to increase in addition to Parent Teacher Conference Dates
Turn around response time for parents from teachers needs to be quicker

School Context and Organization Strengths

Goal for Nolan Richardson/District include:

Meet/Approaches/Masters STAAR Exam in all content areas
Provide safe/happy environment for student, faculty and staff
Provide quality education for all students (Highly Qualified Teachers)
Meet/Exceed attendance for students, faculty and staff
Parent Involvement increased in the 2016-17 School Year
Provide excellent customer service for all guest, visitors and students
Goals, performance objectives and strategies are communicated through: Weekly Monday leadership meetings, Faculty meetings, Teacher PLC's Grade Level Planning meetings, Parent/Workshop meetings, NRMS monthly newsletter, Voice messages/call outs, School agenda, Evaluations, Quarterly Principal Drive-thru

Formative and summative reviews:

Review of collected data to meet best interest of students and employee performance

Teachers have a voice via: Grade level planning, PLC's, CIT Meeting, Open door policy, Faculty meeting

Academic programs include: Before/after school tutoring, Academic recovery-Saturday, Intervention programs, Study Slam

Support programs include: Get Fit be Strong, NJHS, Student Council, Junior Student to Student -New student initiative, Fine Arts, Athletics

Nolan Richardson's master schedule maximizes the amount of time spent in instruction. 8 periods, Continue 90 minute Math instruction.

In 2017-2018 NRMS will become an Inter Baccalaureate Campus, Includes-Design and foreign languages for all students

Administration limits any type of interruptions during instruction ie: phone calls, out calls etc...

Special Education Classes include" SLU"-Structured Learning Unit

Inclusion services- Math inclusion teacher, Reading inclusion teacher and a Special Education Coach. Inclusion teachers spend entire class period (45 minutes) in specified inclusion classes.

Professional development provided by Special Education Department at the Central Office level.

Technology

Technology Summary

- Not all students have an iPad or laptop accessible to them at school.
- No Specific guidelines for BYOD
- 1 and 5 year technology plan needs updating
- Wi-Fi network (signal) strength is currently not able to handle 100% capacity, it is being updated due to students receiving laptops for this school year.
- Laptop carts are becoming antiquated.
- Current process for teacher's to design webpages is not user friendly. Process should be streamlined so that web page template is already set up. Teachers simply log in and post relevant information to their page.
- Teachers may need more education in how to incorporate technology in to their lessons.

Teachers may need more training on better communication with parents through technology (web pages and apps like Remind).

Technology Strengths

- Administration and faculty have created a campus culture that is open to adopting technology driven strategies in the classroom.
- District is providing all students with laptops.
- 5 iPad carts available. 2 laptop carts
- Library open for student use of computers 7:30-3:35
- 1 year budget plan for technology created
- Projectors and Smartboards in every classroom
- Initiative to adopt electronic devices (i.e. laptops, iPads, smartboards) in the classroom have been ongoing since 2012.
- Technology trainings (Technology Tuesday) have been effective in integrating technology in to the classroom and educating teachers about available online resources.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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.

Performance Objective 1: Increase Reading and Writing scores for all students, Reading from 83% to 87% and Writing from 78% to 82%, as measured by STAAR by the end of 2017-2018 school year.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will use REN360 data, district benchmarks, and teacher developed assessments to identify and group students based on their needs; addressing academic gaps and growths.		Admin, Teachers and ALL	Increase student learning outcomes by using research based programs.				
2) Targeted intervention time during Jaguar Academy for each student based on common assessment data (two hours per month).	3, 9	Administration and Department Heads	Increased learning outcomes by focusing on targeted SEs.				
3) The PLC process will be structured to focus on improving TEIR 1 teaching strategies and increasing opportunities to provide differentiated instruction.	6, 9	Administration, ALL, Department Heads and Teachers	Teachers will be prepared for TEIR 1 instruction resulting in higher student academic achievement.				
4) Continue to use allocated DODEA 7 grant funds to increase student reading achievement.		Special Education Department, Co-Teachers, Teachers	Increase student learning outcomes by using research based programs.				
5) Utilize common planning period to review student writing samples and plan based on student's needs.		Administration, ALL, Teachers	Increased student learning outcomes evident through increased common assessment scores.				
6) Targeted interventions planned during common planning period and after school PLC's to identify specific SE's to be reinforced during Jaguar Academy or Target/Enrichment tutoring.		Administration	Increased student learning outcomes by focusing on targeted SEs.				
7) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.		Administration and ALL	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				

8) Closed reading strategies in ELAR classes. Based on district training (word wall, decoding, providing visuals). Intervention during Jaguar Academy two per month.		Administration, Teachers, ALL	Increased student learning results through RTI based on low SE.				
							

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.

Performance Objective 2: Increase Math scores for all students from 77% to 81%, as measured by STAAR by the end of the 2017-2018 school year.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will use REN360 data, district benchmarks, and teacher developed assessments to identify and group students based on their needs; addressing academic gaps and growths.		Administration, ALL and Department Heads	Increase student learning outcomes by using research-based programs.				
2) Targeted intervention time during Jaguar Academy for each student based on common assessment data (two hours per month).		Administration, ALL and Department Chairs	Increase student outcomes by focusing on targeted SEs				
3) PLCs will focus on planning and effective first teach guided by the TEKS resource system teaching and assessment process.		Administrator, Teachers, ALL, Department Chair	Teachers will be better prepared for TIER 1 instruction resulting in higher student academic achievement				
4) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.		Administration	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				

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.

Performance Objective 3: Increase Science scores for all eighth grade students from 86% to 90%, as measured by STAAR by the end of the 2017-2018 school year.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementing investigative practices that incorporate visuals for vocabulary understanding and access to resources that provide real-world experiences that relate to the concepts and previous knowledge.		Administration, ALL, Teachers	Increased student learning results through RTI based on low SE.				
2) Incorporate the use word walls and visuals to help students acquire academic vocabulary.		Administration, ALL, teachers	Increased student learning by focusing on targeted SEs.				
3) The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction.		Administration, ALL, Department Heads, Teachers	Teachers will be prepared for TIER 1 instruction resulting in higher student academic achievement.				
4) Targeted intervention time during Jaguar Academy for each student based on common assessment data (two hours per month).		Administration, ALL and Department Chairs	Increase student outcomes by focusing on targeted SEs				
5) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.		Administration	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				
							







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.

Performance Objective 4: Increase Social Studies scores for all eighth grade students from 75% to 79%, as measured by STAAR by the end of the 2017-2018 school year.

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will use Document Based Questioning (DBQ) strategies in planning and lesson implementation. Teachers will analyze student produced essays.		Administration, Teachers	Increase student learning outcomes through continued reading historical inquiries and document analysis.				
2) The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction	6, 9	Administration, ALL, Department Heads, Teachers	Teachers will be prepared for TIER 1 instruction resulting in higher student academic achievement.				
3) Campus wide intervention period (Jaguar Academy) that will target social studies one day a week planning by social studies teachers targeting low performing students.		Administration	Increased student learning by focusing on targeted SEs.				
4) Administration will support instruction practices by conducting targeted walkthrough and providing teacher feedback.		Administration	Increased student learning by focusing on targeted SEs.				


 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = 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.

Performance Objective 5: Richardson will target sub-populations in order to decrease the performance gap.

Evaluation Data Source(s) 5: Quarterly monitoring by administration and counselors with appropriate levels of intervention. Individual department monitored data of at-risk students, LEP, SPED etc. and implemented programs.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide tutors, hire additional staff and educational paraprofessional to assist in the learning of all students to include at-risk students and all students.		Administration	Classroom Observations, Professional Learning Communities, Assessments resulting increased STAAR results.				
	Funding Sources: 185 SCE (Campus) - \$30,600.00, 211 ESEA Title I (Campus) - \$147,370.00, 211 Title I (Focus/Priority Grant) - \$4,520.00						
2) Purposeful grouping will be implemented so that all students including Special Education and ELL, will be given ample opportunities to extend intervention with peers of varying academic skills.		Administration, ALL, Department Heads, Teachers	Increased ELL and Special Education learning by using researched-based strategies and best practices.				
3) Provide opportunities for professional/non-professional personnel to travel to off campus (in-town/out of town) conferences, seminars.		Administration	Progress on state and district assessment				
	Funding Sources: 211 ESEA Title I (Campus) - \$3,414.45, 211 Title I (Focus/Priority Grant) - \$5,041.00, 185 SCE (Campus) - \$2,583.00						
4) Provide classroom and library materials and technology for at-risk students and all students to enhance instruction in the classroom to include electives and tutoring.		Administration, ALL, Department Heads, Teachers	Increased student scores on state and district assessment.				
	Funding Sources: 211 ESEA Title I (Campus) - \$7,288.40, 185 SCE (Campus) - \$27,232.00, 211 Title I (Focus/Priority Grant) - \$12,530.00						
5) Closed reading strategies in classes. Based on district training (word wall, decoding, providing visuals). Intervention during Jaguar Academy two per month.		Administration, ALL, Teachers	Increased student learning results through RTI based on low SE.				
6) Provide buses and snacks for field trips and/or curriculum implementation tutoring, student out of town travel (at-risk students, Student Technology Competitions).		Administration	Increased student learning results.				
	Funding Sources: 185 SCE (Campus) - \$0.00, 211 ESEA Title I (Campus) - \$1,607.15						
							







Goal 2: Great 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: By June 2018, there will be an increase in student attendance from 96.6% to 97%, and a decrease in the number of referrals from 64 to 50.

Evaluation Data Source(s) 1: Attendance records and discipline reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify students with multiple incidents and inform PBIS team during the monthly meeting for further actions.		Administration, PBIS	Parent Student form for students who continue to get involved in incidents.				
2) PBIS team will conduct fidelity checks using PBIS benchmark monthly to identify areas of success, patterns and to develop plans to address immediate success.		PBIS team	To be consistent with PBIS code of conduct across campus.				
3) Identify student with excessive unexcused absences and put in place attendance contract.		Administration, Counselors, Attendance Clerk	Have students decrease the number of unexcused absences.				
4) Provide incentives for excellent attendance for students and faculty.		PBIS Team	Increase the attendance rate.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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: Systematically evaluate 100% of all instructional initiatives, programs and resources in the 2017-2018 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus administrator will use TEKS resource system Year At-a-Glance tool to conduct bi-monthly check-ins with teacher monitor scope and sequence progress.		Administration, ALL, Department Heads	Students will have access to a guaranteed and viable curriculum.				
2) IB Coordinator to conduct weekly training during planning period for faculty to increase student engagement with curriculum.		Principal, IB Coordinator	Campus survey Creation of Project Based Lesson Plan IB Programme Review				
3) Provide opportunities for IB Coordinator to meet with faculty and staff to prepare for authorization process.		Administration	Sign-In Sheets Authorization Results				

Goal 4: Community Partners: 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: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra-curricular activities.

Evaluation Data Source(s) 1: STAAR, Parent Sign in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Hire a parent engagement leader, and military liaison to increase community engagement and partnerships.</p>	2, 4	Administration	Sign-in sheets Parent Meeting				
Funding Sources: 211 ESEA Title I (Campus) - \$19,031.00							
2) Invite at least two new organizations to become campus Partners-in-Education.		Administration, Teachers	Increase or maintain student academic learning.				
3) Host an End-of-Reception for all campus partners.		Administration, Teachers	Increase or maintain student academic learning.				
4) Conduct monthly parent meetings/parent workshops (academic standing of NRMS, parent language workshops, gang awareness, Common Sense Digital Citizenship, and any workshop related to the needs of our educational community).	6	Administration, Parent Liaison	Increase or maintain student academic learning.				
Funding Sources: 211 ESEA Title I (Campus) - \$1,810.00							
							

Goal 5: Equity Focus: El Paso ISD will address equity gaps by recruiting, supporting and retaining effective teacher sand principals.

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		11.6117	\$30,000.00
1	5	1		11.6141	\$435.00
1	5	1		11.6148	\$165.00
1	5	3		23.6411	\$2,583.00
1	5	4		11.6399	\$26,232.00
1	5	4		12.6329	\$1,000.00
1	5	4		23.6395	\$0.00
1	5	6		11.6499	\$0.00
Sub-Total					\$60,415.00
Budgeted Fund Source Amount					\$60,415.00
+/- Difference					\$0
211 Title I (Focus/Priority Grant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		11.6117	\$4,000.00
1	5	1		11.6141	\$100.00
1	5	1		11.6146	\$330.00
1	5	1		11.6148	\$30.00
1	5	1		11.6149	\$60.00
1	5	3		11.6112	\$3,000.00
1	5	3		11.6499	\$541.00
1	5	3		13.6499	\$1,500.00
1	5	4		11.6329	\$4,500.00
1	5	4		11.6399	\$8,030.00
Sub-Total					\$22,091.00

Budgeted Fund Source Amount	\$22,091.00
+/- Difference	\$0

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		11.6119	\$96,600.00
1	5	1		11.6118	\$4,971.00
1	5	1		11.6129	\$16,018.00
1	5	1		11.6141	\$1,705.00
1	5	1		11.6142	\$15,968.00
1	5	1		11.6143	\$1,152.00
1	5	1		11.6146	\$9,057.00
1	5	1		11.6148	\$647.00
1	5	1		11.6149	\$1,252.00
1	5	3		11.6411	\$0.00
1	5	3		11.6412	\$0.00
1	5	3		23.6499	\$1,135.60
1	5	3		13.6499	\$278.85
1	5	3		11.6411	\$2,000.00
1	5	4		11.6329	\$400.00
1	5	4		11.6395	\$2,000.00
1	5	4		11.6396	\$2,071.00
1	5	4		11.6399	\$2,817.40
1	5	4		11.6397	\$0.00
1	5	6		11.6499	\$1,607.15
4	1	1		61.6129	\$13,048.00
4	1	1		61.6142	\$4,205.00
4	1	1		61.6141	\$189.00
4	1	1		61.6143	\$303.00

4	1	1		61.6149	\$196.00
4	1	1		61.6146	\$1,018.00
4	1	1		61.6148	\$72.00
4	1	4		61.6399	\$1,810.00
Sub-Total					\$180,521.00
Budgeted Fund Source Amount					\$180,950.00
+/- Difference					\$429.00
Grand Total					\$263,027.00