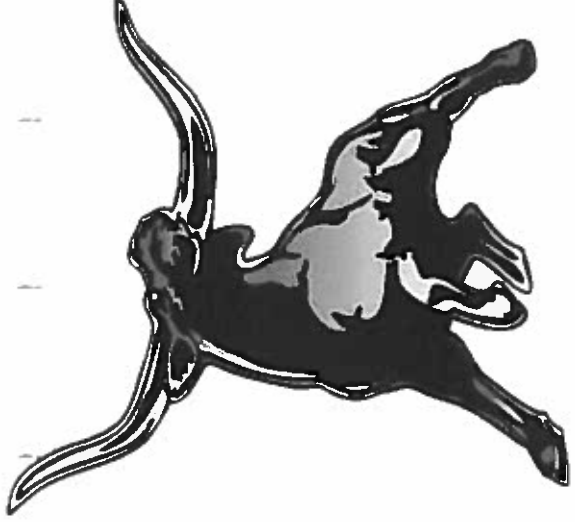


**El Paso Independent School District**

**Crockett Elementary School**

**2019-2020**

**Accountability Rating: B**



## **Mission Statement**

PROVIDE HIGH EXPECTATIONS WHERE ALL STUDENTS LEARN, GROW, AND SUCCEED.

## **Vision**

David Crockett Elementary provides a strong foundation that will enable our students to be life-long learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Staff Quality, recruitment and retention strengths.

Instructional, paraprofessionals are highly qualified, they are included in PLC's and trained by their respective cooperating teacher. Walk-through assessments, student's report cards and progress report cards are structures that are currently in place to ensure that teachers and others implement what they learn. All teachers are effective. Sharing is done during grade level and faculty PLC's weekly PLC's, walk-through with conference, and ALL's support of teacher's instruction. Staff Development on the identified areas of need are provided throughout the year such as professional development, district mandates or principal's recommendation.

Our approximate averages for the past three years are: enrollment decreased by 29 students. Hispanic population 97%, economically disadvantaged 100%, at risk 65%, EL's 45%, special education 11%, G.T. 2%, Migrant 0%, Homelessness 1%, Retention Rate 2.95%, Mobility 15% and attendance decreased by 1%. Total staff decrease by 1.5%. 13.5% average of teacher's years' experience. To meet with academic success, students are provided with RTI, Bilingual Literacy Teacher, Tutors, Pull-out services, tutoring before and after school, a mentoring program, SST/GT referrals and the most appropriate first instruction. For students who are struggling, parents are provided with resources to take home, conferences to assist with delivery of instructions, suggestions on parenting skills, and awareness of the resources available through TEA. The withdrawal forms confirms that 5% of students transferred or withdrawal. Under at risk are identified by criteria set by the state and district. EL's who successfully exit the dual language program for our monitor for three years. Teachers are provided with staff development on dual language balanced literacy, technology, lesson planning, desegregation of data, and delivery of instruction to improve children achievement.

Conferences of the parents reveal that 90% of them want their children to attend college. Parents are offered adult education sessions to improve personal interest. A variety of activities are offered to enhance parental involvement.

### Demographics Strengths

Turnover rate of teachers is due to retirement or decrease in population; otherwise they remain at Crockett.

Almost all teacher's walkthroughs and evaluations are at or above the proficient level.

We have strong support from various partners in education; such as the US army.

Crockett had a low discipline referral rate for the past three years.

Our student attendance plan has proven to be effective.

Universal Pre-K dual language program is open to any child who is four years old by September 1<sup>st</sup>.

100% of the students and teachers are in compliance with the digital citizenship course

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Crockett's attendance has decrease by 1% the past three years. **Root Cause:** High absenteeism from pre-k and Kinder

**Problem Statement 2:** Student's mobility rate for the past three years is at 5%. **Root Cause:** There is no plan created to attract and keep students.

## Student Academic Achievement

### Student Academic Achievement Summary

Crockett implemented I-station, Raz-kids, RTI, Johnny can Spell in addition we are currently using Education Galaxy for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. Students showed significant growth as measured by I-station and substantiated with STAAR, teacher grades, and Education Galaxy. Our scores for students that Mastered expectations in STAAR test is approximately 22% test in all subjects. Science approaching level increased by 4.74% from the year 2017 to 2018.

RTI is scheduled in the master calendar and is a precursor to referring students through the SST process for special education testing after three interventions tried and monitor during a six week period. RTI/enrichment is provided for 30 minutes daily. Identified students are provided with additional after school tutoring every Monday, Tuesday, and Thursday. During the day, T3 students are receiving pull out services by the Bilingual Literacy Teacher (K-5<sup>th</sup>) and (K-4<sup>th</sup>) adult tutors (Mrs. Ramirez and Mr. Barraza) provide based on their scores ( STAAR, 9wk. tests) and teacher/district assessment and or identified needs of the teacher. Students receive services specific to each as per identified data derived from classroom grades, teacher observations, and referrals, Benchmarks, Common Assessments, Mock Tests, State Assessments, attendance and discipline records. Services are implemented through computer-based instruction, small groups, classroom instruction, and other specific needs of the student throughout the day. - Services are monitored through computer-generated results, teacher quizzes, exams, teacher observations on student's academic progress, attendance and discipline records. All services are adjusted through computerized assessments with the recommended level of intervention and teacher observation. Parental Involvement is used as an intervention for students. Parents are provided with strategies to assist students at home on the core subject area through academic nights, coffee with the principal and student-led conferences. Our SPED students are in an inclusion/mainstream setting to receive the full benefit of an on grade level instruction.

Overall STAAR scores have shown an increase of 2% or more in the area of Math, Science and Reading from the year 2016 to 2018.

Writing shows a decrease of 16% at the approaches level, an increase of 7% in the meets level and 8.48% decrease in the masters' level.

From 2017 to 2018, LEP population has shown an increase of 12.5% in Math, 8% in Reading, 11% increase in Writing and 11.33% increase in Science.

From 2017 to 2018, SPED population has shown an increase of 4% in Reading, 11% increase in Math, 9 % decrease in Writing and 8.23% decrease in Science.

Crockett student' performance in all subjects decreases by 3% in the Masters level, increased by 1% in the Meets level and 2% decrease in the approaches level (source Texas Performance Reporting System 2016-2017).

Our retention rate is at 1% from grade levels 2-4 and 4% for grade 1.

### Student Academic Achievement Strengths

Math scores have increased significantly from 2016 to 2018.

Dual Language implementation is supporting instruction.

All 3<sup>rd</sup>-5<sup>th</sup> subgroups have increased at least 3% or more based on STAAR scores.

2018 Performance – Met Standard Rating and Science distinction for Academic Achievement

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Writing scores decreased by 16% at the approaches level from the year 2018 to 2019 **Root Cause:** No vertical alignment.

**Problem Statement 2:** The masters level in all grades and all areas have decreased by 3% from the year 2018 to 2019. **Root Cause:** Tier 1 instruction is not rigorous enough to move students to the master's level.

## School Processes & Programs

### School Processes & Programs Summary

To ensure student achievement campus staff hold monthly calendar planning meetings. It is recommended that grade level representatives and a representative from office and custodial staff be included in the monthly calendar planning meetings.

Grade level planning days are provided twice a year. However, ALLs and administration disseminate information during this time. Grade level reps meeting with administration to relay information to other grade level members is suggested in order to limit planning interruptions.

As a campus, our main goal is to improve student achievement. This can be done with an emphasis on SEL, using "Focus on the Family" and utilizing resources to close educational gaps and promote parental involvement. The educational gap can be closed with quality training and professional development. As well as integrating all subjects during ELAR/SLAR through the use of Balanced Literacy

### School Processes & Programs Strengths

Over the past year, the Crockett Library has acquired authentic resources for use in the Dual Language Program.

Very few parents have requested that their student be removed from the Dual Language Program.

Ongoing implementation of the Jan Richardson Guided Reading Program (K-2) has been set in place to fill the gaps in student's reading performance.

We have a schoolwide preplanned emergency procedure protocol in place.

Professional development has been provided on Social Emotional Learning.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 0% of teachers are included or involved in the planning/implementation/decision making of policies and procedures with regard to student achievement. **Root Cause:** There is a lack of adequate time set aside for (linear) vertical grade level planning/conversations

**Problem Statement 2:** There is no plan for professional development. **Root Cause:** There is no master calendar/ plan introduced at the beginning of the school year.



# Priority Problem Statements

**Problem Statement 1:** Crockett's attendance has decrease by 1% the past three years.

**Root Cause 1:** High absenteeism from pre-k and Kinder

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Writing scores decreased by 16% at the approaches level from the year 2018 to 2019

**Root Cause 2:** No vertical alignment.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** The masters level in all grades and all areas have decreased by 3% from the year 2018 to 2019.

**Root Cause 3:** Tier 1 instruction is not rigorous enough to move students to the master's level.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** 0% of teachers are included or involved in the planning/implementation/decision making of policies and procedures with regard to student achievement.

**Root Cause 4:** There is a lack of adequate time set aside for (linear) vertical grade level planning/conversations

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There is no plan for professional development.

**Root Cause 5:** There is no master calendar/ plan introduced at the beginning of the school year.

**Problem Statement 5 Areas: School Processes & Programs**

**Problem Statement 6:** 20% of the time fire drills procedures are not being implemented with consistency.

**Root Cause 6:** There is not a schedule in place for fire drills in our campus.

**Problem Statement 6 Areas: Perceptions**

**Problem Statement 7:** Less than 1% of parents attended STAAR meeting.

**Root Cause 7:** Meeting was held in the morning, which caused many working parents not able to attend

**Problem Statement 7 Areas: Percceptions**

**Problem Statement 8:** Student's mobility rate for the past three years is at 5%.

**Root Cause 8:** There is no plan created to attract and keep students.

**Problem Statement 8 Areas: Demographics**

# 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:** By the end of the 2019-2020 school year, academic performance of all students in reading, math, writing and science will increase by 5% at the meets level and/or campus assessments.

**Evaluation Data Source(s) 1:** STAAR, DRA, EDL, Istation, Campus generated assessment, unit assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
<p><b>Comprehensive Support Strategy</b></p> <p>1) We will provide RTI services to all students in order to increase their academic performance so that all students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6, 3.2	Teachers ALLs Bilingual Literacy Teacher Administration	Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at beginning, middle and end of the school year. PLC's will reflect focused interventions provided to identified students at beginning of school year to meet the 3% growth as identified by a state approved diagnostic test.	30%	65%	
	<p><b>Problem Statements:</b> Student Academic Achievement 2  <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>2) We will evaluate all students at the beginning, middle and end of the school years in order to provide appropriate interventions so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Teachers All Administration	Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at middle and end of the school year.	30%	65%	
	<p><b>Problem Statements:</b> Student Academic Achievement 2</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>3) We will implement the Johnny Can Spell/Estrellitas , RAZ iStation program in grades K-2 program in order to support the Balance Literacy approach so that students phonological awareness increase students' reading ability.</p>	2.4, 2.5, 2.6	Teachers ALL Administration	Students' phonological awareness will increase students fluency rate to the expected target levels: 1st 70 wpm and 2nd grade to 90 wpm additionally teachers will use Johnny Can Spell and Estrellitas for 60 minutes per week for tier 3 students, 30 minutes/week for tier 2 students.	25%	60%	
	<p><b>Comprehensive Support Strategy</b></p> <p>4) We will provide Web-based programs to support teachers in addressing academic performance of all students in the core subjects so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Teachers and Staff Administration	Student performance on state/campus approved assessments will increase by 3% when compared to the same assessments administer 2017-2018 school year.	30%	65%
<p><b>Funding Sources:</b> 211 ESEA Title I (Campus) - 4752.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>5) We will provide instructional resources (technology, reading, general supplies, etc.) all core subjects areas in order to impact student learning so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Administration Teachers	Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test .	30%	65%	
	<p><b>Funding Sources:</b> 211 ESEA Title I (Campus) - 85409.19, 199 General Fund - 3768.80, 185 SCE (Campus) - 31418.42</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>6) We will supply funding for tutoring in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.</p>	2.4, 2.5, 2.6	Administration ALL Bilingual Literacy Coach	Students will decrease learning gaps and increase academic progress by 3% as identified by a state approved diagnostic test .	30%	65%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
7) We will conduct weekly PLC's in order to improve planning and delivery of instruction so that students increase in their academic performance.	2.4, 2.5, 2.6	Grade Level Representatives Principal Assistant Principal All	Overall impact is expected to have 2/3 of teachers be proficient or above in Domains 1 & 2 as evidenced by walk throughs and observations.	30%	65%	June
<b>Problem Statements: School Processes &amp; Programs 1</b>  = Accomplished  = Continue/Modify     0%  = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> The masters level in all grades and all areas have decreased by 3% from the year 2018 to 2019. <b>Root Cause 2:</b> Tier 1 instruction is not rigorous enough to move students to the master's level.
School Processes & Programs
<b>Problem Statement 1:</b> 0% of teachers are included or involved in the planning/implementation/decision making of policies and procedures with regard to student achievement. <b>Root Cause 1:</b> There is a lack of adequate time set aside for (linear) vertical grade level planning/conversations

**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 the overall attendance for 2019-2020 by 1% as compared to the 2018-2019 school year.

**Evaluation Data Source(s) 2:** PEIMS attendance report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) The attendance committee will meet once a month in order to review students with perfect attendance/ excessive absences so that students' attendance is recognized / addressed. Clubs will be offered to attract students to attend school daily.</p>	2.4, 2.5, 2.6	Administration Teachers Faculty and Staff PEIMS clerk	PEIMS attendance report will reflect the 1% increase when reviewed bi-monthly. Students will be recognized and excessive absences will be addressed accordingly.	25%	50%		
<p><b>Problem Statements:</b> Demographics 1, 2</p>				<p>100% = Accomplished      → = Continuc/Modify      0% = No Progress      X = Discontinue</p>			

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Crockett's attendance has decrease by 1% the past three years. <b>Root Cause 1:</b> High absenteeism from pre-k and Kinder
<b>Problem Statement 2:</b> Student's mobility rate for the past three years is at 5%. <b>Root Cause 2:</b> There is no plan created to attract and keep students.

**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 population will meet their individual goals as stated in their IEP.

**Evaluation Data Source(s) 3:** IEP and state assessments

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) We will meet once a month in order to review students academic performance so that students meet their IEP goal or expected academic growth.	2.4, 2.5, 2.6	Special Ed Instructor Teacher Administration	Student performance on state/campus approved assessments will increase by 3% and/or meet their IEP goal.	10%	50%		
 = 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 4:** 100% of students in Dual Language will show a years growth in their native language and academic gains in their second language acquisition

**Evaluation Data Source(s) 4:** TELPAS, Istation, DRA and EDL

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) We will implement Dual language strategies such as creating environments that include children's home languages and cultures along with SIOP strategies in the classroom so that students background knowledge and vocabulary supports their academic growth.</p>	2.4, 2.5, 2.6	Teachers Administrators Faculty and staff Bilingual Literacy Teacher LPAC ALL	<p>TELPAS scores will reflect a years growth and STAAR will reflect a 3% increase</p>	30%	60%		
<p>100% = Accomplished</p> <p>→ = Continue/Modify</p> <p>0% = No Progress</p> <p>X = Discontinue</p>							

**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: Gifted and Talented -**  
Increase number of GT population by 2%

**Evaluation Data Source(s) 5: District Assessment -RIAS**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Promote critical thinking and reasoning abilities. Develop and expand thinking skills. Utilize differentiated strategies for learning. Build / extend cognitive language skills.		Principal teachers	Complete district's projects.	20%	65%		
 = Accomplished  = Continuc/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 6: At-Risk Student Support -**

Students will show growth in campus and state assessments by 5%

**Evaluation Data Source(s) 6: Assessments results**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) We will address At-Risk students individualized academic deficiencies in order to address the academic gaps so that students show progress academically.</p> <p><b>Comprehensive Support Strategy</b> 2) We will provide instructional resources and supplies to the counseling center in order to address the social emotional learning of all students so that students meet the required student achievement rate or progress measure.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Bilingual Literacy teacher All Teachers Administration</p>	<p>Show one years growth based on assessments (state and campus)</p>	<p>30%</p>	<p>65%</p>		
<p>2.4, 2.5, 2.6</p>	<p>Administration Counselor Focus on Family</p>	<p>Show growth in state and campus assessments by 3%.</p>	<p>30%</p>	<p>65%</p>			
<p>Funding Sources: 199 General Fund - 0.00, 185 SCE (Campus) - 0.00</p>							
<p>  = Accomplished                           = Continuc/Modify                          0% = No Progress                           = Discontinuc                 </p>							





## Goal 2: Great Community Schools

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

Performance Objective 1: Employee Retention and Recruitment -

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	Summative
				Nov	Feb	Apr
Comprehensive Support Strategy 1) Professional development for teachers and paraprofessionals provided by ALL and district staff development	2.4, 2.5, 2.6	Administration PEIMS clerk Teachers	100% highly qualified personnel	30%	65%	
 = 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: Professional Development -**

Provide Staff Development training for Administration, Teachers, and staff to address the areas of concern identified in the comprehensive needs assessment.

Strategies must reflect campus professional development plan.

**Evaluation Data Source(s) 2: Professional Dev' Rosters**  
PLC sign in sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) We will provide Professional Development based on CNA results and new state changes in order to address the findings so that student achievement increases.	2.4, 2.5, 2.6	Administration ALL	Improved first instruction TTESS Walk throughs				
	<b>Problem Statements: School Processes &amp; Programs 2</b> <b>Funding Sources: 211 ESEA Title I (Campus) - 5803.16, 185 SCE (Campus) - 5600.04</b>						
<b>Comprehensive Support Strategy</b> 2) Establish clear routines and procedures as a campus (fire drill, lockout, lockdown). Provide incentives for good behavior every quarter.	2.4, 2.5, 2.6	Faculty and staff	Reduced number of office referrals by 1%				
	<b>Problem Statements: Perceptions 1</b>						
<b>Comprehensive Support Strategy</b> 3) We will provide staff development 2/month and weekly PLC's for teachers in order to address the specific needs of students identified through data.	2.4, 2.5, 2.6	Administration and teachers	Students show growth from BOY to EOY as measured by state approved diagnostic test				
	= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** There is no plan for professional development. **Root Cause 2:** There is no master calendar/ plan introduced at the beginning of the school year.

**Perceptions**

**Problem Statement 1:** 20% of the time fire drills procedures are not being implemented with consistency. **Root Cause 1:** There is not a schedule in place for fire drills in our campus.

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**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 -**  
Provide a safe and positive school culture to reduce number of discipline referrals

**Evaluation Data Source(s) 3: Referrals submitted to administration**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	
				Nov	Feb	Apr
1) Collecting positive data in the classroom by establishing common behaviors & expectations and provide school-wide recognition PBIS incentives		Faculty and staff Administration	Decrease the number of referrals by 1%	30%	60%	
<b>Funding Sources: 199 General Fund - 0.00</b>						
TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 3: Positive School Culture 2) Provide opportunities for student to participate in clubs..	2.5	Elco Ramos Jennifer Mata Beatrice Garza	Positive culture and climate of school. Reduction in disciplinary actions. Increase in parental involvement.	30%	65%	
 = Accomplished  = Continue/Modify  = 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: Purchase 90% of all non personal funds, identified by CNA allocated by Dec. 2018

Evaluation Data Source(s) 1: Budgets, purchase orders and invoices

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr June
<b>Comprehensive Support Strategy</b> 1) We will retain a Highly Qualified Social Worker in order to address the social emotional learning of all students so that they can make progress in their academic learning  <b>Comprehensive Support Strategy</b> 2) We will retain Highly Qualified Bil. Teachers in order to provide student academic support so that student's academic gap will decrease.	2.4, 2.5, 2.6, 3.1	Administration	Student Academic performance of students that were served by focus of families will increase by 3% as measured by state approved diagnostic assessments	25%	65%	
	Funding Sources: 185 SCE (Campus) - 19886.54			30%	65%	
<b>Comprehensive Support Strategy</b> 3) We will provide reading materials for the library and classrooms in order to foster a love of reading and increase student achievement.	2.4, 2.5, 2.6	Administration Teacher	We expect student's academic gap in all core subject areas to increase by 3% in their academic performance as identified by a state approved diagnostic test	30%	65%	
	Funding Sources: 211 ESEA Title I (Campus) - 83905.65			30%	65%	
<b>Comprehensive Support Strategy</b> 4) We will supply funding for tutors in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.	2.4, 2.5, 2.6	Library Faculty Administration	Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test and AR test reports.	30%	65%	
	Funding Sources: 199 General Fund - 0.00			30%	65%	
Funding Sources: 185 SCE (Campus) - 12175.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
Comprehensive Support Strategy 5) We will retain a Highly Qualified Instructional Support Paraprofessional in order to provide assistance to teachers so that teachers can provide accelerated instruction to identified students.	2.4, 2.5, 2.6	Administration	We expect students' academic gap in all core subject areas to increase by 3% in their academic performance as identified by a state approved diagnostic assessments.	 = Accomplished	 20%	 65%	
 = Continue/Modify  = Discontinue  0% = No Progress							



**Goal 4: Community Partnerships  
Increase number of 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: Family Engagement-**

Engage parents and community members in a minimum of 7 meaningful student/parent learning experiences by May of 2020  
Strategies should reflect campus family and community engagement process/framework/activities

**Evaluation Data Source(s) 1:** Parent and community members increase in attendance by 3 people

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	
				Nov	Feb	Apr
1) <b>Comprehensive Support Strategy</b> Conduct monthly meeting with the principal to increase parental involvement. Meetings will be offer AM & PM in both languages.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	Increase of 10 more new parents per session			
<b>Problem Statements: Perceptions 2</b>						
<b>Funding Sources: 211 ESEA Title I (Campus) - 0.00</b>						
2) <b>Comprehensive Support Strategy</b> conduct core subject area family night to increase parental involvement in student academic performance	2.4, 2.5, 2.6, 3.1, 3.2	ALL Focus on Family Teacher	Increase of 10 more new parents per session			
3) <b>Comprehensive Support Strategy</b> Continue with strong fathers program	2.4, 2.5, 2.6, 3.1, 3.2	social worker administration ALL teachers counselor	Increase attendance by 10 more new parents each session			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
4) We will provide for student field trips in order to increase the background knowledge so that they can make connections to their academic learning.	2.4, 2.5, 2.6	Principal Assistant Principal Faculty	We expect student results on diagnostic test to increase by 3% in all core subjects.	30%	65%	
5) We will provide for a variety of parental involvement nights (ELL, GT SPED, STAAR night, Reading night, math night, science night and/or cultural awareness, GED program, literacy program, and reading for parents) in order to inform parents so that parent can assist their child in the core academic areas.	2.4, 2.5, 2.6	Principal Assistant Principal Faculty Staff	We expect student results on diagnostic test to increase by 3% in their academic performance as identified by a state approved diagnostic test.	30%	50%	
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00						
 = Accomplished				 = No Progress		
 = Continue/Modify				 = Discontinue		

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Less than 1% of parents attended STAAR meeting. <b>Root Cause 2:</b> Meeting was held in the morning, which caused many working parents not able to attend

**Goal 4: Community Partnerships**  
Increase number of 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 2:** We will provide technology, general supplies and miscellaneous operating costs so that parents can assist their students academic success.





**Evaluation Data Source(s) 2: Student Report Card Grades**

Parent teacher Conference Surveys

State assessments

Campus assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative	Summative	
				Nov	Feb	Apr
1) We will provide technology, general supplies and miscellaneous operating costs so that parents can assist their students academic success.	2.4, 2.5, 2.6	Parent Liaison	Increase State assessment Campus assessment Parent surveys/evaluations Student report cards	30%	60%	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>100%</p> </div> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> <p>Funding Sources: 211 ESEA Title I (Campus) - 4600.00</p>						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will provide RTI services to all students in order to increase their academic performance so that all students meet the required student achievement rate or progress measure.
1	1	2	We will evaluate all students at the beginning, middle and end of the school years in order to provide appropriate interventions so that students meet the required student achievement rate or progress measure.
1	1	3	We will implement the Johnny Can Spell/Estrellitas , RAZ iStation program in grades K-2 program in order to support the Balance Literacy approach so that students phonological awareness increase students' reading ability.
1	1	4	We will provide Web-based programs to support teachers in addressing academic performance of all students in the core subjects so that students meet the required student achievement rate or progress measure.
1	1	5	We will provide instructional resources (technology, reading, general supplies, etc.) all core subjects areas in order to impact student learning so that students meet the required student achievement rate or progress measure.
1	1	6	We will supply funding for tutoring in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.
1	1	7	We will conduct weekly PLC's in order to improve planning and delivery of instruction so that students increase in their academic performance.
1	2	1	The attendance committee will meet once a month in order to review students with perfect attendance/ excessive absences so that students' attendance is recognized / addressed. Clubs will be offered to attract students to attend school daily.
1	3	1	We will meet once a month in order to review students academic performance so that students' meet their IEP goal or expected academic growth.
1	4	1	We will implement Dual language strategies such as creating environments that include children's home languages and cultures along with SIOP strategies in the classroom so that students background knowledge and vocabulary supports their academic growth.
1	6	1	We will address At-Risk students individualized academic deficiencies in order to address the academic gaps so that students show progress academically.
1	6	2	We will provide instructional resources and supplies to the counseling center in order to address the social emotional learning of all students so that students meet the required student achievement rate or progress measure.
2	1	1	Professional development for teachers and paraprofessionals provided by ALL and district staff development

Goal		Objective	Strategy	Description
2	2	1		We will provide Professional Development based on CNA results and new state changes in order to address the findings so that student achievement increases.
2	2	2		Establish clear routines and procedures as a campus (fire drill, lockout, lockdown). Provide incentives for good behavior every quarter.
2	2	3		We will provide staff development 2/month and weekly PLC's for teachers in order to address the specific needs of students identified through data.
3	1	1		We will retain a Highly Qualified Social Worker in order to address the social emotional learning of all students so that they can make progress in their academic learning
3	1	2		We will retain Highly Qualified Bil. Teachers in order to provide student academic support so that student's academic gap will decrease.
3	1	3		We will provide reading materials for the library and classrooms in order to foster a love of reading and increase student achievement.
3	1	4		We will supply funding for tutors in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.
3	1	5		We will retain a Highly Qualified Instructional Support Paraprofessional in order to provide assistance to teachers so that teachers can provide accelerated instruction to identified students.
4	1	1		Conduct monthly meeting with the principal to increase parental involvement. Meetings will be offer AM & PM in both languages.
4	1	2		conduct core subject area family night to increase parental involvement in student academic performance
4	1	3		3) Continue with strong fathers program
4	1	4		We will provide for student field trips in order to increase the background knowledge so that they can make connections to their academic learning.
4	1	5		We will provide for a variety of parental involvement nights (ELL, GT SPED, STAAR night, Reading night, math night, science night and/or cultural awareness, GED program, literacy program, and reading for parents) in order to inform parents so that parent can assist their child in the core academic areas.

# 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 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)

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP 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

### 2.2: Regular monitoring and revision

The CIP 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)

### 2.3: Available to parents and community 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)

### 2.4: Opportunities for all children to meet State standards

To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where opportunities for all children are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

## **2.5: Increased learning time and well-rounded education**

To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where methods and instructional strategies that strengthen the academic program in the school, 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 are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

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

To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rita Villanueva	Elementary Biligual		1

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# Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional supplies and resources	185.11.6399.112.30.100.112	\$10,474.46
1	1	5	Technology	185.11.6395.112.30.000.112	\$12,000.00
1	1	5	Reading Materials	185.11.6329.112.30.000.112	\$8,943.96
1	6	2	FCF	185.32.6619.112.30.000.112	\$0.00
2	2	1	Substitutes Teachers K-5	185.11.6112.112.30.362.112	\$5,200.00
2	2	1	Substitutes Teachers Pre-K	185.11.6112.112.34.362.112	\$320.00
2	2	1	Benefit	18511.6141.112.30.362.112	\$80.04
3	1	1	Social Worker Salary	185.32.6119.112.30.100.112	\$17,365.38
3	1	1	Benefit	185.32.6141.112.30.100.112	\$249.59
3	1	1	Benefit	185.32.6142.112.30.100.112	\$1,757.00
3	1	1	Benefit	185.32.6143.112.30.100.112	\$127.00
3	1	1	Benefit	185.32.6148.112.30.100.112	\$129.86
3	1	1	Benefit	185.32.6149.112.30.100.112	\$257.71
3	1	4	Adult tutors & benefits	185.11.6126.112.30.100.112	\$12,000.00
3	1	4	Benfits	185.11.6141.112.30.100.112	\$175.00
				<b>Sub-Total</b>	<b>\$69,080.00</b>
				<b>Budgeted Fund Source Amount</b>	<b>\$69,080.00</b>
				<b>+/- Difference</b>	<b>\$0</b>
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Adult tutors	211.11.6126.112.24.100.112	\$0.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Web based programs such as Lexia, Education Galaxy, RAZ-KIDS, I-station.	211.11.6299.112.24.801.112	\$4,752.00
1	1	4	Web based programs pre-k	211.11.6299.112.32.801.112	\$0.00
1	1	5	Instructional supplies and resources pre-k	211.11.6399.112.32.801.112	\$1,196.43
1	1	5	Instructional supplies and resources	211.11.6399.112.24.801.112	\$18,125.58
1	1	5	Technology Equipment Pre-k	211.11.6395.112.32.801.112	\$9,429.00
1	1	5	Reading Materials	211.11.6329.112.24.801.112	\$3,133.56
1	1	5	Reading Materials	211.11.6329.112.32.801.112	\$0.00
1	1	5	Reading Materials	211.12.6329.112.24.801.112	\$10,000.00
1	1	5	Technology	211.11.6395.112.24.801.112	\$43,524.62
2	2	1	Staff Development	211.13.6499.112.24.801.112	\$0.00
2	2	1	Staff Development	211.13.6499.112.32.801.112	\$0.00
2	2	1	Reading materials	211.13.6329.112.24.801.112	\$803.16
2	2	1	Staff Development	211.13.6299.112.24.801.112	\$5,000.00
3	1	2	Salary and Benefits	211.11.6119.112.24.362.112	\$83,905.65
4	1	1	Miscellaneous Operating Costs	211.61.6499.112.24.801.112	\$0.00
4	1	5			\$0.00
4	1	5	Technology equipment	211.61.6395.112.24.801.112	\$0.00
4	1	5	Software	211.61.6397.112.24.801.112	\$0.00
4	1	5	General Supplies	221.61.6399.112.24.801.112	\$0.00
4	2	1	Technology equipment	211.61.6395.112.24.801.112	\$3,910.00
4	2	1	General Supplies	211.61.6399.112.24.801.112	\$390.00
4	2	1	Miscellaneous	211.61.6499.112.24.801.112	\$300.00
				<b>Sub-Total</b>	<b>\$184,470.00</b>
				<b>Budgeted Fund Source Amount</b>	<b>\$184,470.00</b>

**211 ESEA Title I (Campus)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0
<b>Grand Total</b>					<b>\$253,550.00</b>