

El Paso Independent School District
Hart Elementary School
2019-2020 Campus Improvement Plan



Mission Statement

The administration, faculty and staff at Hart Elementary School are committed to academic excellence for all students in each subject area and the development of strong character in an environment which recognizes individual differences and respects the rights of others.

Vision

At Hart New Tech, we are committed to providing an environment of respect, responsibility, and a high innovative level of learning and academic performance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographic at Hart Elementary is as follows:

- 96.8% Economically Disadvantaged
- 79.5% English Language Learners
- 12.2% Special Education
- 20.8% Mobility Rate
- 91% At-Risk
- 99% Hispanic

Demographics Strengths

Hart New Tech Elementary School is the first New Tech Dual Language elementary school in the nation.

Our faculty, staff and administrators are committed to the following:

- Promote and provide 21st Century Instruction to include Project Based Learning, Learning Outcomes (New Tech Network), Problem Based Learning, Social Emotional Learning, Dual Language, Balanced Literacy and Targeted Literacy Interventions to ALL our students
- Cultivate and promote a culture of high expectations for all Hart stakeholders
- Support the Integration of Technology and Instruction
- Provide counseling, social services, interventions, therapy, uniforms, and supplies

Our Kinder-5th grade staff and students integrate our Hart New Tech Gold Standard Project Based Learning. In addition, monthly events to the community and parents promote students' PBL products.

Our extra-curricular programs include Soccer, STEAM makerspace, Tocando.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate has decreased from 94.84% in 2017-18 to 94.24% in 2018-19.

Problem Statement 2: The need for continued community involvement in educational and behavioral issues exists.

Student Academic Achievement

Student Academic Achievement Summary

- Increase student achievement to 85% approaching grade level for all students on the STAAR Reading, Math , Science and Writing tests
- Project Based Learning in Kinder-5th Grades
- Implement SEL components
- Improve TELPAS Proficiency levels in all grades
- Literacy Makerspace, Media/Digital Makerspace, and STEAM makerspace for Kinder-5th
- PLCs for planning quality PBL instruction, data analysis, thorough understanding of curriculum and grade level standards

Student Academic Achievement Strengths

- Facilitate and Implement Hart New Tech Gold Standard Project Based Learning, Learning Outcomes, Problem Based Learning, Dual Language and Balanced Literacy by providing Professional Development, School-wide Systems and Planning Days
- Support Community Circle Time and SEL Components in master schedule and routines school-wide
- Implement 21st Century learning and best practices that include quality Tier I instruction, differentiation, technology integration and high levels of literacy
- Provide strategic literacy interventions for Tier 2 and 3 students
- Monitor student progress monthly through data PLCs and data driven instruction
- Literacy Makerspace, STEAM Makerspace and Digital/Media Makerspace Schedule and Projects
- PLCs will show evidence of quality planning of PBLs and Alongsides (NTN), data analysis, thorough understanding of curriculum and grade level standards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Staff lacks knowledge on how to implement effective RtI model. **Root Cause:** Some causes may be: staff needs campuswide training on RtI, time management, schedule implementation.

School Processes & Programs

School Processes & Programs Summary

- Hart New Tech Gold Standard Project Based that includes power standards, power learning outcomes, sustained inquiry, authenticity,
- Implement and cultivate collaborative adult and student school culture which promotes Growth mindset and SEL components
- Provide effective Dual Language training and resources for PreK-5th grade teachers
- Develop classrooms where students have increased responsibility for their own learning and participate in a positive growth mindset culture
- Use data sources such as STAAR, PBL/PrBL Assessments, DRA/EDL, Istation, TELPAS, and data walls to monitor progress
- Communicate campus and district goals on a frequent basis

School Processes & Programs Strengths

- 100% of all teachers and paraprofessionals are highly qualified
- Continue to employ three paraprofessionals which will assist teachers with Campus Vision and Goals
- Continue to employ Campus Teaching Coaches which will support implementation of PBL, PrBL, Dual Language, effective Tier 1 Instruction and Balanced Literacy
- Provide staff training on RTI, modifications, and IEP accommodations for SPED students
- Continue to provide mentors for new teachers and have mentor and new teacher attend district support for both mentor and new teacher
- Provide common planning every 9 weeks or as needed for PBL learning outcomes
- Purchase technology through campus funds to include student laptops, iPads, apps and programs
- Provide technology PD and support for teachers
- Structured calendar of events
- PLCs on data, instruction, and campus/district initiatives
- PBIS Campus wide school expectations
- Monthly faculty meetings
- Monthly Parent/community events
- Master schedule
- After school enrichment programs (Soccer Reading Club, Tocando)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The initial delivery of a concept may not be consistently including differentiation and scaffolds. **Root Cause:** Staff lacks knowledge of a strong first teach.

Problem Statement 2: There is not a clear understanding of the vertical alignment of Math TEKS. **Root Cause:** Staff lacks deeper understanding of standards, horizontally and vertically.

Problem Statement 3: High percentage of students are not reading at grade level. **Root Cause:** Enrollment mobility, lack of a consistent monitoring of RtI processes/data analysis, lack of fidelity to RtI implementation, lack of fidelity to continuous Guided Reading instruction

Problem Statement 4: K-2nd grade are not fully implementing science lab instruction. **Root Cause:** There is not a system for material distribution, or lab usage.

Perceptions

Perceptions Summary

- Provide Exhibition and Academic Nights for students to showcase their learning to parents and community
- Have cultural and holiday events for families (culture nights, Tocando performances)
- Host positive school activities such as Teacher Night and Coffee with the principal
- Provide incentives to students and parents for involvement in school activities
- Partnership with Community Schools Program
- Parent Liaison partnership with Guillen to establish parent training's and classes
- Social Worker partnership with Guillen to provide services to students and parents
- Enrichment after-school programs such as; Tocando, Reading Soccer Club, and STEAM Makerspace, has acquired valuable tools of teamwork, self-confidence, leadership, and academic success
- Implementation of Positive Behavior Intervention Strategies (PBIS) and SEL Core competencies

Perceptions Strengths

- Community School Program (food pantry, family evening session, partners in education luncheons, campus monthly meetings, support from volunteers, providing social services to parents and students)
- Partners in Education
- Tocando performances
- Academic and PBL Exhibition Nights
- Reading Soccer Club and games
- Strong Father Program Activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: How can we increase positive perceptions to our campus and community? **Root Cause:** multiple initiatives, teaching models are being implemented and not enough public communication due to time management, staff to support.

Problem Statement 2: How can we increase school culture and climate? **Root Cause:** Multiple initiatives, misunderstandings due to time constraints

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning

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

Directly Supports: Board Goals 1-3


Performance Objective 1: Increase student achievement to 85% approaching, 55% meets, 20% masters at grade level for all students on the STAAR Reading, Math, Science and Writing tests by June 2020.

Evaluation Data Source(s) 1: 2020 STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement and sustain Hart New Tech Project Based Learning Model in grades K-5 to include Power Standards, Learning Outcomes, Sustained Inquiry, and Authenticity	2.4, 2.5, 2.6	Principal and Leadership Team (Assistant Principals, PBL Instructional Coaches, Counselor, Active Learning Leader)	High academic achievement and rigor, development of learning outcomes in projects that relate to real world situations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Implement Hart New Tech Problem Based Learning for Math in grades K-5 to include math discourse and inquiry.	2.5, 2.6	Principal and Leadership Team	High Quality Instruction in math				
3) Provide substitutes to support Hart NT teachers with planning days for PBL and PrBL.	2.4, 2.5, 2.6	Principal and Leadership Team.	Support collaboration practices for Hart New Tech PBL and PrBL models				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
4) Employ 2 PBL Campus Teaching Coaches to provide support in success of Hart NT vision and mission		Principal and Leadership Team	High innovative levels of learning and academic performance				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
5) Purchase reading materials to support classroom libraries and high-interest non-fiction and fiction literature to support student literacy.		Principal and Leadership Team,	Increased literacy development, provide rich and complex reading material.				
Comprehensive Support Strategy 6) Implement a school-wide and systematic approach to data analysis by all teachers to improve student achievement. RtI model, Rubrics, data wall, PBL/PrBL assessments, ISIP/ISIP Espanol and other data as needed.		Principal and Leadership Team	Routinely analyze data to guide instructional decisions and meet high achievement through assessment, data analysis, goal setting, interventions and evaluations.				
Comprehensive Support Strategy 7)) Employ 3 instructional paraprofessionals that will provide support in PBL and interventions to struggling and at-risk students in grades K-5.		Principal and Assistant Principals	Increase student learning outcomes by providing additional support and interventions for students.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
Comprehensive Support Strategy 8) Provide field trips for grade PK-5th to enrich instruction for all at-risk students.		Principal, Assistant Principals, Secretary to Principal	Increase student learning experiences by providing field trips that enhance curriculum and support PBL and PbRL.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
9) Purchase online subscription to Reading A -Z that will support basic reading skills such as fluency and provide at home resources in English and Spanish .		Principal	Provide students with reading material to use in small group settings and increase reading materials for at home support.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Provide library with needed instructional materials, books to include for student incentives and professional development which will enhance library lessons, student library research, and home libraries.		Principal, Librarian, Secretary to the Principal	Increase Reading experiences by providing rich lessons in the library.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
11) Employ a Dyslexia teacher to implement Wilson Reading program to students who qualify for services		Principal, Assistant Principals, Secretary to Principal	Increase student reading levels, comprehension and fluency rates.				
12) Purchase intervention/ testing materials for at risk students.		Principal and Leadership Team	Increase student achievement by providing targeted instruction.				
Funding Sources: 185 SCE (Campus) - 0.00							
13) Purchase instructional materials and general supplies for students to be actively engaged in the classroom.		Principal					
Funding Sources: 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00							
14) Pay for fringes		Principal					
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
15) Employ a tutor to support Reading interventions after school		Principal and Leadership team	Increase student reading levels, comprehension and fluency rates.				
							

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: By the end of the 2019-2020 school year, teachers and students will increase their use and knowledge of technology by implementing the New Tech Deeper Learning pillar: Technology that enables, to support a technology rich environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5th grade students will use apps, programs, web applications, etc. to integrate technology for PBL outcomes and in content areas.		Principal, Leadership Team, and all Teachers	Increase teachers and students knowledge and use of Apple, apps and technology tools.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
2) Provide Professional Development for teachers to support technology integration, Office 365, Schoology, Texas Resource System, Digital Citizenship, Ipads, Macbook Air, apps and web applications.		Principal, Leadership Team, and Teachers	Integration of 21st century skills with technology.				
Funding Sources: 185 SCE (Campus) - 0.00							
3) Purchase technology devices or applications to support and maintain integration of technology in grade K-5th		Principal	Support students in achieving Technology that Enables				
							

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: By the end of the 2019-2020 school year, students in special education will improve academic performance, show student growth and close the achievement gap by 10%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy 1) Teachers will attend professional development, common planning meetings and be able to differentiate instruction by aligning methods and techniques to diverse student needs.</p>		Principal and Leadership Team	Decrease achievement gap by differentiating instruction for students with diverse needs.				
<p>Comprehensive Support Strategy 2) Implement a Response to Intervention program-CUBS Learning Time, with grade level teachers, Reading and Math Coaches, Librarian, and Art Teacher.</p>		Principal, Asst. Principal, Classroom teacher, Math Teacher, Reading Teacher, Teacher Leader, Secretary to Principal	Increase in student performance by providing intervention support.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Purchase instructional materials to address individual needs of all students to include gifted and talented students.		Principal, Asst. Principal, Reading Teacher, Math/Science Teacher, Secretary to Principal	Increase student learning outcomes.				
Comprehensive Support Strategy 4) Implement a Response to Intervention model, weekly Rtl teams, Cubs Literacy block, and Targeted Tier 3 skills to address academic gaps and growth.		Principal, Leadership Team and all teachers.	Close achievement gap				
Comprehensive Support Strategy 5) Support instructional instruction by conducting targeted walkthroughs using a focus TTESS dimension calendar and providing teacher feedback		Principal, Assistant Principal	Increase student learning outcomes through continuous growth and improvement.				
							

Goal 2: Great Community Schools

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

Performance Objective 1: Implement strategies to promote Social Emotional Learning that support a caring, safe, and vibrant learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) SEL team to include counselor will attend staff development to implement strategies that promote Social Emotional Learning Environment.		Principal and Leadership Team	Maintain a Safe and Caring Environment that supports student learning.				
2) PBIS team will focus on teaching academic, social and behavioral expectations that will reinforce responsible behavior.		Principal, Assistant Principals, Counselor, Faculty and Staff	Increase positive behavior that will reinforce responsible and respectable actions.				
3) Implement Community Circles Daily in PK-5th Grade to create a supportive social emotional learning.		Principal, Assistant Principal, Counselor, Faculty and Staff	Increase student self-esteem and provide students tools to support their emotional needs.				
4) Provide guidance lessons to all classrooms, and small group and 1:1 counseling sessions to promote SEL's 5 core competencies		Principal, Leadership Team Counselor	Apply positive behavior intervention and SEL competencies.				
5) Develop discipline, standard of excellence, and self confidence in students through Kids Excel that will positively impact their education and self-esteem.		Homeroom teachers, P.E. Coaches	Develop self-confidence and self-esteem.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Implement a mentor Check-in with Tier 3 Behavior students to support their Social Emotional Learning.		Principal and Leadership Team	Increase SEL competencies				
7) Implement anti-bullying and red ribbon drug-free initiatives for teachers, staff, parents and students that will increase and support a safe learning environment.		Homeroom teachers, Counselor, Principal	Maintain a safe learning environment.				
8) Provide activities to assist and support the emotional, physical, and academic needs of homeless students.		Principal, Assistant Principal, Counselor	Maintain a safe learning environment.				
9) Inform parents about SEL, PBIS and Parent/Student Code of Conduct during Meet the Teacher Night, Coffee with the Principal and Parent/Teacher Conferences.		Principal, Assistant Principal, Counselor	Increase culture and climate of school.				
10) Use Focus on Family and Children intervention specialist to provide social services and guidance to at-risk, economically disadvantaged, and other students in need.		Social Worker, Principal, Assistant Principal	Maintain a safe learning environment.				
Funding Sources: 185 SCE (Campus) - 0.00							



= 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: Hart will meet 100% compliance with federal, state, and local facility use requirements and initiatives as reported on internal and external audits.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase supplies and materials for office and staff to maintain organization of various reports including attendance, discipline, employee reports and position detail reports.		Principal, Assistant Principal, Secretary to Principal	Maintain 100% accuracy of attendance, discipline, and employee reports.				
2) Conduct employee reports audits and regular self-audits of PEIMS information to include attendance, discipline, failures, 504, SPED, LEP, GT, At-risk coding to ensure school is in compliance		Principal, PEIMS Clerk, Assistant Principal, Secretary to Principal, Counselor	Maintain 100% accuracy of all audits and PEIMS reviews.				
3) Provide funds for substitutes during STAAR testing and/or other necessary campus events in order to maintain compliance with all guidelines.		Principal and Assistant Principals	Continued compliance with state and federal guidelines such as: Testing, IEP's, and 504 documentation.				
4) Purchase and maintain office equipment and needed supplies for Teachers and Administration.		Principal	Increase student learning by providing needed supplies.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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: Hart Elementary will continue to maintain a positive and productive partnership with the community and parents.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Use parental involvement liaison to plan and present parent workshops to assist students at home	3.2	Principal, Assistant Principal, Secretary to Principal	Increase positive interactions with parents.				
2) Host parent activities such as "Meet the Teacher Night" and "Coffee with Principal" to promote positive and thriving partnerships, discuss positive parenting, strategies to help their child at home, and promote parental engagement in school		Principal, Leadership Team and Faculty and Staff	Increase positive relations with parents.				
3) Conduct Title I meeting for parents and provide Title I components, compact information, Campus and District Improvement Plans. Have ESL, nutrition, and 504 classes for parents to improve parental involvement and educational success.	3.1	Principal, Assistant Principal	Increase parental awareness of Title I components, CIP, and programs being offered at the campus.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Provide supplies, reading materials, and professional services for parental involvement sessions		Parental engagement leader, Secretary to Principal	Increase parental participation and involvement.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
5) Host Academic Nights such as: Exhibition, Reading, Math, and Science Nights to promote parental engagement with academics .		Principal, Leadership Team, Faculty, Staff and Parental Engagement Leader	Increase parental involvement and participation.				
6) Provide copies to promote effective school-parent communication through letters, flyers and other means of written communication.		Principal, Secretary to Principal	Promote and increase parent communication.				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Implement a school-wide and systematic approach to data analysis by all teachers to improve student achievement. RtI model, Rubrics, data wall, PBL/PrBL assessments, ISIP/ISIP Espanol and other data as needed.
1	1	7) Employ 3 instructional paraprofessionals that will provide support in PBL and interventions to struggling and at-risk students in grades K-5.
1	1	8	Provide field trips for grade PK-5th to enrich instruction for all at-risk students.
1	3	1	Teachers will attend professional development, common planning meetings and be able to differentiate instruction by aligning methods and techniques to diverse student needs.
1	3	2	Implement a Response to Intervention program-CUBS Learning Time, with grade level teachers, Reading and Math Coaches, Librarian, and Art Teacher.
1	3	4	Implement a Response to Intervention model, weekly RtI teams, Cubs Literacy block, and Targeted Tier 3 skills to address academic gaps and growth.
1	3	5	Support instructional instruction by conducting targeted walkthroughs using a focus TTESS dimension calendar and providing teacher feedback

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).**

Sec. 1114(b)(6)

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

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

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies that the 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 disadvantaged 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

2.1 Increased learning time and well-rounded education

2.5 ii. **will** use 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

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight 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.

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

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

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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.

3.1 Building Capacity for Involvement – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

Provide assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to improve their child’s achievement

Provide materials and training to help parents work with their child, such as literacy and technology training

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities

3.2: Offer flexible number of parent involvement meetings

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. (Note: Services must be in accordance with District policy.)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guadalupe Vela	instructional coach	Math and Science	
Leticia Mares	instructional coach	Literacy	

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Angelica Negrete	principal
Administrator	Maria Rayas	assistant principal
Administrator	Ashley McMillan	assistant principal
Non-classroom Professional	Leticia Mares	campus teaching coach
Non-classroom Professional	Cynthia Stonecipher	Active Learning Leader
Non-classroom Professional	Lilia Ortega	Special ed teacher
Classroom Teacher	Leia Lerma	1st teacher
Classroom Teacher	Rosario Ramirez	2nd grade teacher
Classroom Teacher	Virginia Olivas	3rd grade teacher
Classroom Teacher	Beatriz Palomino	5th grade teacher
Classroom Teacher	Bianca Provencio	4th grade teacher