

El Paso Independent School District

Powell Elementary School

2019-2020



Mission Statement

The Powell Community of educators and parents will work together to maintain a child-centered environment that cares about, respects, and nurtures its members.

Vision

The Powell Community will promote student success while providing a physically and emotionally safe environment where students have a desire to learn and excel.

Table of Contents

Goals	4
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	4
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.	19
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.	25
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.	27
Comprehensive Support Strategies	28

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: Curriculum and Instruction - Ensure that EPISD Standards-Based Curriculum is being implemented at all grade levels in all content areas

Evaluation Data Source(s) 1: All grade levels implemented EPISD Standards-Based Curriculum in all content areas. Campus Curriculum Writers will update curriculum this summer and provide staff teachers with Professional Development in August. For 2019-2020, Powell teachers will be implementing the Active Learning through Fine Arts Curriculum in all content areas. Powell will also continue providing the GT STEM Connections Program for identified 4th and 5th Grade GT students. Powell 5th Grade Team will implement New Tech/Project Based Learning Targets with 5th Grade students,

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement Career Cruising for grades 3-5 to educate and encourage students to focus on graduation and career readiness	2.4, 2.5, 2.6	Administration GT STEM Teacher GT Grade level Teachers Instructional Support Team	1) Documented lessons from teachers will evidence teacher planning to include verification of best practices observed during administrative walkthroughs An increase in student products will evidence student knowledge in the area of career readiness An increase in GT student projects will evidence the use of best practices in applied learning of depth and complexity strategies				
2) Provide enrichment to all at-risk students not performing at grade level who are in need of intervention	2.4, 2.5, 2.6	Administration GT STEM Teacher GT Grade level Teachers Instructional Support Team	Assessment scores will document the progress of teaching practices implemented to increase proficiency scores for all students grades K-5 Formative: Reflections, Exit Tickets, Teacher Observations Summative: Unit Benchmarks, BOY, EOY, MOY Assessment Data Student Progress Reports will document student learning in all content areas Increase in number of students passing core content subjects				
3) Progress monitor all Tier II and III students in all sub groups	2.4, 2.5, 2.6	Administration GT STEM Teacher Grade level Teachers Instructional Support Team	CCRP/STAR 360 reports will show a positive impact on the academic progress of all Tier II and III students Progress Reports and Final 9 Weeks Grade Reports will document increased levels of achievement in Tier II and III students in all content areas Assessment Data will increase and show impact of quality first teach and intervention strategies for Tier II and III students				
4) Through the Coaching model, teachers will incorporate Active, Project-Based, and Blended Learning models through the Coaching Model to assist teachers in developing effective teaching strategies	2.4, 2.5, 2.6	Administration GT STEM Teacher Grade level Teachers Instructional Support Team	45/90-minute PLC meetings will provide teachers ample opportunity to plan instruction using TEKS Resources Teachers will be more confident in their teaching through Quality First Teach Teachers will lead PLC sessions and share best practices				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Continue to implement a Math/Science GT STEM Connections Program for 4th and 5th Grade GT students at Powell. The program will be designed to address GT depth and complexity strategies to increase student achievement on STAAR Math and Science.</p> <p>Continue with 5th Grade New Tech and add 3rd Grade New Tech for the 2019-2020 school year.</p> <p>STEM curriculum program will incorporated in to daily instruction for Grades 3-5.</p>	2.4, 2.5, 2.6	Admsitration GT STEM Teacher Grade level Teachers Instructional Support Team	GT Program Projects will document mastery of learning Targets GT Curriculum will include rigor and Project Based Learning Targets Assessment scores will increase for all GT students				
<p>6) Purchase testing materials to support academic objectives in Reading/ELA, Math, Science/Social Studies</p>	2.4, 2.6	Admsitration Grade level Teachers Instructional Support Team	K-5 students will show mastery of grade level standards through progress monitoring and use of testing materials.				
Funding Sources: 185 SCE (Campus) - 6000.00, 211 ESEA Title I (Campus) - 12000.00							
<p>7) Purchase and provide a variety of web-based reading/writing, math, science/social studies programs for use by classroom teachers to accelerate the delivery of instruction in all content areas</p>	2.4, 2.5, 2.6	Admsitration Grade level Teachers Instructional Support Team	K-5 students will show mastery of grade level standards through use of web-based programs; students will show mastery of grade level TEKS as measure by assessment data				
Funding Sources: 211 ESEA Title I (Campus) - 5000.00							
<p>8) Purchase and provide reading materials, subscriptions, and supplies to support the delivery of reading instruction in classrooms and the library</p>	2.4, 2.5, 2.6	Admsitration Librarian Grade level Teachers Instructional Support Team	K-5 students will show mastery of grade level reading skills and standards; master proficiency at the comprehension level.				
Funding Sources: 185 SCE (Campus) - 0.00, 199 General Fund - 1136.00							
<p>9) Purchase and provide instructional supplies and materials for use by students in all classroom for instruction in all content areas.</p>	2.4, 2.5, 2.6	Admsitration CIT Grade level Teachers Instructional Support Team	K-5 students will show mastery of grade level instructional skills and standards; master proficiency at the comprehension and independent levels of instruction				
Funding Sources: 199 General Fund - 4974.00, 185 SCE (Campus) - 6233.00, 211 ESEA Title I (Campus) - 14082.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 10) Purchase Reading materials and subscriptions for PK							
	11) Purchase classroom televisions to begin the process of replacing classroom overhead projectors						
Funding Sources: 185 SCE (Campus) - 4000.00, 211 ESEA Title I (Campus) - 4000.00							
12) Purchase new laminating machine for teacher work room							
	Funding Sources: 185 SCE (Campus) - 1500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3





Performance Objective 2: Ensure that Powell student population meets or exceeds the 97% Year-end Attendance Goal as set by EPISD.

Evaluation Data Source(s) 2: Attendance evaluation data will be reviewed per class and grade level each nine weeks. Data will be recorded and each grade level will continue to meet the 97% Attendance campus Goal for the 2019-2020 school year.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) An Attendance Committee will be formed to work with administration on a Campus Attendance Plan to include incentives to promote student attendance	2.5, 2.6	Administration PEIMS Clerk/Office Staff CIT Grade Level Teacher Teams	Powell students will increase attendance percentage and be in school each day; this will increase the academic opportunities of students who will perform better in school.				
2) Students will write individual attendance goals based on improving attendance performance from last year.	2.6	Administration PEIMS Clerk Grade Level Teacher Teams	Powell students will increase attendance percentage and be in school each day; this will increase the academic opportunities of students who will perform better in school.				
3) Powell parents will be provided with training on how to help improve attendance for students (assist with writing student attendance goals). Meetings will include opportunities for parents to participate in the education of their children pursuant to education act.	2.6	Administration Parental Engagement Team Grade Level Teacher Teams	Powell students will increase attendance percentage and be in school each day; this will increase the academic opportunities of students who will perform better in school. Parents will become more involved with academic goals and student learning.				
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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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Performance Objective 3: Special Education - Ensure that EPISD Standards-Based Curriculum is being implemented for all special needs students (inclusion/speech) at all grade levels and in self-contained special education units (PPCD/CRC). This will result in a 3% increase in Grades 3-5 Special Education students' math and reading STAAR scores as evidenced by the TEA Accountability Summary and Federal AYP Yearly Progress Performance Standard.

Evaluation Data Source(s) 3: Review student data to include benchmarks/common assessments to monitor Special Education Academic Plan

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that camous will meet the State's Least Restrictive Environment ratio by preparing special needs students for state mandated testing through rigorous grade level content	2.4, 2.5, 2.6	Administration SpEd Team Grade Level Teacher Teams	Special education students' proficiency levels in all content areas will increase				
2) Co-teach model will be utilized to provide Rresource and Homeroom Inclusion Teachers support in delivering the currilculum to special needs students.	2.4, 2.5, 2.6	Administration SpEd Team Instructional Support Team Grade Level Teacher Teams	Special education students' proficiency levels, work habits, and self-esteem will increase across all content areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Directly Supports:
Board Goals 1-3

Performance Objective 4: Dual Language/Bilingual Education/ESL - Ensure that all Dual Language/Bilingual Teachers have ample opportunity to increase knowledge and teaching of research-based Biliteracy practices that can be applied in Dual Language/Bilingual classes for the academic success of all students. Dual Language DRA/EDL scores (K-2) will increase by the end of the 2019-2020 school year per District Grade Level Goals

Evaluation Data Source(s) 4: DRA data will be recorded and used to plan and improve student instruction in all Dual Language/Bilingual classes. Elements of teaching will be reviewed to evaluate DL teaching and Learning.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide Professional Learning and Professional Development to improve knowledge, skills, and teaching abilities of DL Teachers	2.4, 2.5	Administration DL Team Instructional Support Team Grade Level Teacher Teams	Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.				
2) Select appropriate instructional tools and resources to teach content in Dual Language	2.4, 2.5	Administration DL Team Instructional Support Team Grade Level Teacher Teams	Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.				
3) Assess student learning in DL classes through DRA/EDL assessments	2.4, 2.5	Administration DL Team Instructional Support Team Grade Level Teacher Teams	Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.				

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

Goal 1: Active Learning






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Directly Supports:
Board Goals 1-3

Performance Objective 5: Migrant Student - Ensure that EPISD Standards-Based Curriculum is being implemented at all grade levels in all content areas for Migrant students

Evaluation Data Source(s) 5: Teacher lessons and student learning will be evaluated to determine progress of Migrant students

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide enrichment to all Migrant students not performing at grade level who are in need of intervention	2.4, 2.5, 2.6	Administration Counseling Team Instructional Support Team Grade Level Teacher Teams	Increase in academic assessment scores for all Migrant students as evidenced by lesson plans and student products				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 6: Gifted and Talented - Ensure that EPISD Standards-Based Curriculum is being implemented at all grade levels in all content areas for Gifted and talented students

Evaluation Data Source(s) 6: Project-Based Learning, Power Learning Tasks, and use of Thinking Maps used to engage students in Quality First Teach instruction will be reviewed to evaluate the academic success of GT students.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that all campus teachers are GT certified and trained to provide learning opportunities for GT students through a differentiated curriculum of depth, complexity, and pacing	2.4, 2.5, 2.6	Administration GT STEM Teacher GT Teachers Instructional Support Team Grade Level Teacher Teams	Increase in GT students academic assessment scores as evidenced by lesson plans and student products				
2) Provide GT students will ample opportunities to participate in school-wide programs and campus learning events such as Living Wax Museum and Shark Tank Science Expo.	2.4, 2.5, 2.6	Administration GT STEM Teacher GT Teachers Instructional Support Team Grade Level Teacher Teams	Increase in GT students academic assessment scores as evidenced by lesson plans and student products				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Directly Supports:
Board Goals 1-3

Performance Objective 7: At-Risk Student Support - Ensure that EPISD Standards-Based Curriculum is being implemented at all grade levels in all content areas for At-Risk students

Evaluation Data Source(s) 7: Teacher lessons and student learning will be evaluated to determine progress of At-Risk students

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide enrichment to all At-Risk students not performing at grade level who are in need of intervention	2.4, 2.5, 2.6	Administration GT STEM Teacher/GT Teachers Instructional Support Team Grade Level Teacher Teams	Increase in At-Risk students academic assessment scores as evidenced by lesson plans and student products				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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Directly Supports:
Board Goals 1-3

Performance Objective 8: To ensure that technology is integrated into daily instruction for all students; office staff has sufficient technology to manage job responsibilities

Evaluation Data Source(s) 8: Powell students will continue to have ample opportunities to learn with technology this school year. For 2019-2020, teachers will be trained on the use of Mimeo boards for student instruction in science.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase technology equipment such desktop, IPads and Document cameras to meet the needs of students in all classrooms and two campus computer labs	2.4, 2.5, 2.6	Administration Grade Level Teachers Campus Paraprofessionals	Students will use computers, laptops, Ipads in the classroom Students will receive weekly instruction in the computer lab				
Funding Sources: 211 ESEA Title I (Campus) - 11000.00, 185 SCE (Campus) - 5000.00							
2) Purchase technology equipment for office staff		Administration Office Staff CIT	Office staff will use computers to complete job duties				
Funding Sources: 199 General Fund - 0.00							
3) Purchase Adobe Pro to complete mandatory STAAR and discipline plans.		Administration					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 9: Develop a plan aligned to the Effective Schools Framework that addresses the Federal Accountability label for White Student Group that failed to score at the Meets Level for STAAR Math and Reading for the last three consecutive school years.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Review and reflect on the content and organizations of the Effective Schools Framework</p>	2.4, 2.5, 2.6	Campus Administration, Instructional Team/Teacher Leaders, Classroom Teachers					
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Conduct a Needs Assessment to identify interventions to address academic needs for all student groups.</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Develop a Targeted Improvement Plan (TIP) to address identified needs of student groups not meeting Federal Accountability.							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Implement and monitor the Targeted Improvement Plan.							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Great Community Schools

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

Performance Objective 1: Employee Retention and Recruitment - With the assistance of Human Resources, campus administration will hire and retain highly qualified teachers, support staff, and paraprofessionals

Evaluation Data Source(s) 1: 100% of Powell Teachers and Instructional Support Staff for the 2019-2020 school year will be highly-qualified.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hire two campus instructional paraprofessionals who are highly-qualified to work with teachers and students in grades PK-5	2.5, 2.6	Administration Head Secretary (Budget manager)	Learning opportunities for all students will be increased through the efforts of paraprofessionals				
Funding Sources: 211 ESEA Title I (Campus) - 21373.44, 185 SCE (Campus) - 17296.00							
2) Hire highly-qualified elementary literacy teacher to work with K-2 teachers and DRD qualified students in grades K-5; hire highly-qualified Campus Teaching Coach to work with teachers and students (Kp5) in all content areas	2.4, 2.5, 2.6	Administration Head Secretary (Budget manager) CIT	Learning opportunities for all students will be increased through the efforts of literacy teacher and CTC				
Funding Sources: 211 ESEA Title I (Campus) - 0.00, 199 General Fund - 0.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools							
3) Hire a Campus Teaching Coach to provide instructional resources and work with all teachers, PK-5, in all content areas.							
Funding Sources: 211 ESEA Title I (Campus) - 50772.36							
= 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 - Ensure that all teachers and instructional team members have ample opportunity to increase knowledge of research-based best practices that can be applied in the classroom for the academic success of all students

Evaluation Data Source(s) 2: EPISD Standards-Based Curriculum will be evaluated for all teachers

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pay registration fees for teacher/paraprofessional In-town/Out of town Professional Development	2.4, 2.5, 2.6	Administration Head Secretary (Budget manager) CIT	Learning opportunities for all students will be increased through the efforts of teachers trained through professional development				
Funding Sources: 211 ESEA Title I (Campus) - 3000.00							
2) Provide substitutes for teacher staff development and planning and paraprofessional absences	2.4, 2.5, 2.6	Administration Head Secretary (Budget manager) CIT	Learning opportunities for all students will be increased through the efforts of teachers trained through professional development				
Funding Sources: 199 General Fund - 5770.00, 185 SCE (Campus) - 6087.00, 211 ESEA Title I (Campus) - 10350.00							
3) Provide supplies for campus based staff development							
Funding Sources: 185 SCE (Campus) - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Great Community Schools

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

Performance Objective 3: Discipline/PBIS/SEL/School Culture -Ensure that all campus staff will implement strategies to improve our school culture; Powell will be a safe and drug free school where students can learn in a bully-free-zone.

Evaluation Data Source(s) 3: PBIS, SEL, and Discipline data will be monitored each six weeks; staff will monitor success of our culture plan through data review and program modifications

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that staff is trained how to properly follow all policies as written in the EPISD Student Code of Conduct	2.6	Administration PBIS/SEL Teams CIT	Postive behaviors will be demonstrated in classrooms and other common areas of the campus; staff will be more aware of frequent behavior issues and will be able to assist students with maintaining a bully-free zone				
2) Provide lessons for students on conflict resolutions, character education, and PBIS Core Behaviors	2.6	Administration Counseling Team PBIS/SEL Teams CIT	Postive behaviors will be demonstrated in classrooms and other common areas of the campus; staff will be more aware of frequent behavior issues and will be able to assist students with maintaining a bully-free zone; students will become more responsible for their behaviors				
3) Each grade level will be allowed to take one field trip with their students.	2.5, 2.6	Administration Counseling Team Grade Level Teams CIT	Students will be able to write and produce other instructional products demonstrating knowledge of field trip TEKS				
Funding Sources: 199 General Fund - 3412.00							
4) Purchase student incentives and awards	2.5	Administration Counseling Teams Grade Level Teams CIT	Students will feel appreciated and a part of the positive school culture				
Funding Sources: 199 General Fund - 3412.00							

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

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 4: Sanford-Harmony Social Emotional Learning Program will be implemented in Grades PK-5. The program will help teachers cultivate strong classroom relationships with lessons and activities that support the five core competencies of SEL.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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 5: Provide campus funding to support faculty who present GT STEM at the state CAST Conference

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Two GT STEM teachers and Campus Teaching Coach will travel to Dallas in November to present and attend training sessions at the state CAST (Conference for the Advancement of Science Teaching).</p>	2.4, 2.5		The information gained through presenting at the CAST Conference will provided the following for campus teachers and students (1) Writing curriculum for Grade 4-5 GT STEM Connections teachersand students (2) Standards-Based ideas and activities will support all students in science (3) Increase 5th Grade Science STAAR scores.		100%	100%	
<p>Funding Sources: 211 ESEA Title I (Campus) - 3500.00</p>							

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

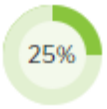





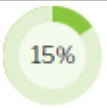



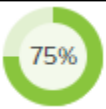

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: Budget Management - Powell will be 100% compliant with local, state, and federal guidelines as they pertain budget funds used to educate students; CIT will work as a unit to manage school budget and provide transparent communication with staff. Portions of the budget will be spent to support staff members.

Evaluation Data Source(s) 1: Budget process will be reviewed with CIT. Campus budget (funds) will be managed (spent) in a timely and equitable manner. Budget will be reviewed monthly through CIT meetings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase supplies for nursing/nursing center	2.6	Administration Nurse CIT	Nurse will be prepared to treat students with all necessary supplies.				
Funding Sources: 199 General Fund - 500.00							
2) Purchase supplies/materials for school counselor	2.6	Administration Counselor CIT	Counselor will be prepared to address student concerns with all necessary materials/supplies.				
Funding Sources: 199 General Fund - 570.00							
3) Purchase supplies/materials for school social worker	2.6	Administration Social Worker CIT	Social worker will be prepared to address student concerns with all necessary materials/supplies				
Funding Sources: 199 General Fund - 570.00							
4) Purchase supplies/materials for office		Administration Office staff CIT	Office staff will be prepared to complete job responsibilities				
Funding Sources: 199 General Fund - 3410.00							

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: Family Engagement- Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra curricular activities; Increase communication with parents on school-wide projects, student incentives, and campus policies;

Evaluation Data Source(s) 1: Evaluate attendance for all parent meetings; evaluate parent participation during school wide events and evaluate the number of VIPs for the school year

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase reading materials, instructional supplies for parental involvement	3.1, 3.2	Administration Parental Engagement Leader CIT	Parents will use materials during meetings and become more actively engaged in classroom/school activities				
Funding Sources: 211 ESEA Title I (Campus) - 1300.00							
2) Create parent teams to assist grade level teachers with classroom projects	2.4, 2.6	Administration Parental Engagement Leader CIT	Parents will become more actively engaged in classroom/school activities as partners in the learning process				
3) Purchase healthy refreshments for parental involvement activities.		Administration Parental Engagement Leader CIT	Increased parent participation.				
Funding Sources: 211 ESEA Title I (Campus) - 500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	9	1	Review and reflect on the content and organizations of the Effective Schools Framework
1	9	2	Conduct a Needs Assessment to identify interventions to address academic needs for all student groups.
1	9	3	Develop a Targeted Improvement Plan (TIP) to address identified needs of student groups not meeting Federal Accountability.
1	9	4	Implement and monitor the Targeted ImprovementPlan.
2	5	1	Two GT STEM teachers and Campus Teaching Coach will travel to Dallas in November to present and attend training sessions at the state CAST (Conference for the Advancement of Science Teaching).