

# **El Paso Independent School District**

## **Powell Elementary School**

### **2022-2023 Goals/Performance Objectives/Strategies**



# 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.

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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. 23

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. 32

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. 34

# 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 Sources:** 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 2022-2023, Powell teachers will be implementing Tier 1 Quality First Teach Curriculum in all classrooms .

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Career Cruising for grades 3-5 to educate and encourage students to focus on graduation and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> 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 startegies</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration GT STEM Teacher GT Grade level Teachers Instructional Support Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide enrichment to all at-risk students not performing at grade level who are in need of intervention</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration            GT STEM Teacher            GT Grade level Teachers            Instructional Support Team</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Progress monitor all Tier II and III students in all sub groups</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration            GT STEM Teacher            Grade level Teachers            Instructional Support Team</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Administration GT STEM Teacher Grade level Teachers Instructional Support Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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 be incorporated into daily instruction for Grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Administration GT STEM Teacher Grade level Teachers Instructional Support Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Purchase testing materials to support academic objectives in Reading/ELA, Math, Science/Social Studies monitoring and use of testing materials.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 students will show mastery of grade level standards through progress monitoring and use of testing materials.</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration Grade level Teachers Instructional Support Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.175.24.801.175 - \$10,852, Testing Materials - 185 SCE (Campus) - 185.11.6339.175.30.000.175 - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration Grade level Teachers Instructional Support Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Misc. Contracted Services - 211 ESEA Title I (Campus) - 211.11.6299.175.24.801.175 - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Purchase and provide reading materials, subscriptions, and supplies to support the delivery of reading instruction in classrooms and the library</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 students will show mastery of grade level reading skills and standards; master proficiency at the comprehension level.</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration Librarian Grade level Teachers Instructional Support Team</p> <p><b>Funding Sources:</b> Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.175.24.801.175</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Purchase and provide instructional supplies and materials for use by students in all classroom for instruction in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 students will show mastery of grade level instructional skills and standards; master proficiency at the comprehension and independent levels of instruction</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration CIT Grade level Teachers Instructional Support Team</p> <p><b>Funding Sources:</b> General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.175.24.801.175 - \$6,172, General Supplies - 185 SCE (Campus) - 185.11.6399.175.30.000.175 - \$708</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Purchase Reading materials and subscriptions for PK</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
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Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> High-Impact Tutors and Teachers will provide HB 4545/RTi Learning Loss Tutoring for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful on EOY, MOY, and EOY State Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, High-Impact Tutors, CILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring - 211 ESEA Title I (Campus) - 282.11.6117.175.24.100.175, Tutoring - 211 ESEA Title I (Campus) - 282.11. 6126.175.24.180.175</p>	Formative			Summative
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Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> For 2022-23 SY, we will schedule and conduct HB 4545 Parent Meetings as needed to address Intervention (Tutoring) for all qualified 4th/5th Grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be informed of student progress and students will be successful on EOY, MOY, and EOY State Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, CILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> High Impact Instructors will provide HB 4545/RTi Learning Loss Tutoring for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful on EOY, MOY, and EOY State Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> (3) High-Impact Instructors</p> <p><b>Funding Sources:</b> Tutoring Funding - 211 ESEA Title I (Campus) - 282.11.6117.175.24.180.175</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> For 2022-23, CILT will develop and use a Lesson Plan Rubric that will assist teachers with "Look Fors" when planning Tier 1 Quality First Teach plans with rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plan Rubric will be used for all planning sessions as a guide for teachers who are planning comprehensive lessons based on data and student needs.</p> <p><b>Staff Responsible for Monitoring:</b> CILT Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> CILT will modify the Instructional Rounds Template that will be used to document teacher progress and lesson implementation during Learning Walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with feedback on how to improve teaching practices with students.</p> <p><b>Staff Responsible for Monitoring:</b> CILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  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 94% Year-end Attendance Goal as set by EPISD.

**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> An Attendance Committee will be formed to work with administration on a Campus Attendance Plan to include incentives to promote student attendance</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PEIMS Clerk/Office Staff CIT Grade Level Teacher Teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will write individual attendance goals based on improving attendance performance from last year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PEIMS Clerk Grade Level Teacher Teams</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parental Engagment Team Grade Level Teacher Teams</p> <p><b>Funding Sources:</b> Reading Materials-Parents - 211 ESEA Title I (Campus) - 211.61.6329.175.24.801.175, General Supplies-Parents - 211 ESEA Title I (Campus) - 211.61.6399.175.24.801.175</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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Directly Supports:  
Board Goals 1-3

**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 minimum of 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 Sources:** Review student data to include benchmarks/common assessments to monitor Special Education Academic Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that campus will meet the State's Least Restrictive Environment ratio by preparing special needs students for state mandated testing through rigorous grade level content</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' proficiency levels in all content areas will increase</p> <p><b>Staff Responsible for Monitoring:</b> Administration SpEd Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Co-teach model will be utilized to provide Resource and Homeroom Inclusion Teachers support in delivering the curriculum to special needs students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students' proficiency levels, work habits, and self-</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>


esteem will increase across all content areas.


**Staff Responsible for Monitoring:** Administration  
SpEd Team  
Instructional Support Team  
Grade Level Teacher Teams

**Title I:**  
2.4, 2.5, 2.6

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 No Progress

 Accomplished

 Continue/Modify

 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:** 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 2022-2023 school year per District Grade Level Goals

**Evaluation Data Sources:** 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Professional Learning and Professional Development to improve knowlege, skills, and teaching abilities of DL Teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Admistration DL Team Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Select appropriate instructional tools and resources to teach content in Dual Language</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Admistration DL Team Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assess student learning in DL classes through DRA/EDL assesments</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of all DL students in all elements of instruction to include language development, cross linguistic connections, and 1st/2nd Language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Admistration DL Team Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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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 Sources:** Teacher lessons and student learning will be evaluated to determine progress of Migrant students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide enrichment to all Migrant students not performing at grade level who are in need of intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic assessment scores for all Migrant students as evidenced by lesson plans and student products</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Team Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 Sources:** Project-Based Learning, Power Learning Tasks, Project Lead the Way will be incorporated in all classroom instruction to engage students in Tier 1 Quality First Teach instruction. Student data will be reviewed to evaluate the academic success of GT students.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in GT students academic assessment scores as evidenced by lesson plans and student products</p> <p><b>Staff Responsible for Monitoring:</b> Administration GT STEM Teacher GT Teachers Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide GT students will ample opportunities to participate in school-wide prgrams and campus learning events such as Living Wax Museum and Shark Tank Science Expo.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in GT students academic assessment scores as evidenced by lesson plans and student products</p> <p><b>Staff Responsible for Monitoring:</b> Admistration            GT STEM Teacher            GT Teachers            Instructional Support Team            Grade Level Teacher Teams</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 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 Sources:** Teacher lessons and student learning will be evaluated to determine progress of At-Risk students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide enrichment to all At-Risk students not performing at grade level who are in need of intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in At-Risk students academic assessment scores as evidenced by lesson plans and student products</p> <p><b>Staff Responsible for Monitoring:</b> Administration GT STEM Teacher/GT Teachers Instructional Support Team Grade Level Teacher Teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
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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 Sources:** Powell students will continue to have ample opportunities to learn with technology this school year. For 2022-23, teachers will be trained on the use of Mimeo boards for student instruction in science.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase technology equipment such desktop, iPads, Document cameras and charging stations to meet the needs of students in all classrooms and two campus computer labs</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use computers, laptops, Ipads in the classroom Students will receive weekly instruction in the computer lab</p> <p><b>Staff Responsible for Monitoring:</b> Administration Grade Level Teachers Campus Paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Technology equipment - 211 ESEA Title I (Campus) - 211.11.6395.175.24.801.175 - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase Adobe Pro to complete mandatory STAAR and discipline plans.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
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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 two student groups (White and African American) that failed to score at the State Target Meets Level for STAAR Math and Reading for the last three consecutive school years.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and reflect on the content and organizations of the Effective Schools Framework</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher awerness of campus goals and student success priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Adminstration, Instructional Team/Teacher Leaders, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct a Needs Assessment to identify interventions to address academic needs for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success.</p> <p><b>Staff Responsible for Monitoring:</b> CILT Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a Targeted Improvement Plan (TIP) to address identified needs of student groups not meeting Federal Accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success for instruction and assessments in all classrooms</p> <p><b>Staff Responsible for Monitoring:</b> CILT Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor the Targeted Improvement Plan and meet with District Staff for TIP Implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> TIP will assist campus staff with a plan that will result in academic success for all students.</p> <p><b>Staff Responsible for Monitoring:</b> CILT Team Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Great Community Schools**

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

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

**Evaluation Data Sources:** 100% of Powell Teachers and Instructional Support Staff for the 2022-23 school year will be highly-qualified.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Retain two campus instructional paraprofessionals for SY 2022-23 who are highly-qualified to work with teachers and students in grades PK-5</p> <p><b>Strategy's Expected Result/Impact:</b> Learning opportunities for all students will be increased through the efforts of paraprofessionals</p> <p><b>Staff Responsible for Monitoring:</b> Administration Head Secretary (Budget manager)</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Salaries - 211 ESEA Title I (Campus) - 211.11.6129.175.24.801.175 - \$42,403</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Retain highly-qualified elementary literacy teacher for 2022-23 SY 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</p> <p><b>Strategy's Expected Result/Impact:</b> Learning opportunities for all students will be increased through the efforts of literacy teacher and CTCs</p> <p><b>Staff Responsible for Monitoring:</b> Administration Head Secretary (Budget manager) CIT</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Salaries - 211 ESEA Title I (Campus) - 211.11-6119.175.24.801.175</p>	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Retain a Campus Teaching Coach to provide instructional resources and work with all teachers, PK-5, in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for teachers and greater impact on student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CILT</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Salaries - 211 ESEA Title I (Campus) - 211.11.6119.175.24.801.175 - \$30,042, Salaries - 211 ESEA Title I (Campus) - 211.13.6119.175.24.801.175 - \$30,042, Salaries - 211 ESEA Title I (Campus) - 211.11.6141.175.24.801.175 - \$1,051, Salaries - 211 ESEA Title I (Campus) - 211.11.6142.175.24.801.175 - \$15,648, Salaries - 211 ESEA Title I (Campus) - 211.11.6143.175.24.801.175 - \$1,080, Salaries - 211 ESEA Title I (Campus) - 185.11.6146.175.24.801.175 - \$6,519, Salaries - 211 ESEA Title I (Campus) - 211.11.6148.175.24.801.175 - \$544, Salaries - 211 ESEA Title I (Campus) - 211.11.6149.175.24.801.175 - \$1,232, Salaries - 211 ESEA Title I (Campus) - 211.13.6141.175.24.801.175 - \$436, Salaries - 211 ESEA Title I (Campus) - 211.13.6142.175.24.801.175 - \$3,130, Salaries - 211 ESEA Title I (Campus) - 211.13.6143.175.24.801 - \$216, Salaries - 211 ESEA Title I (Campus) - 211.13.6146.175.24.801.175 - \$2,703, Salaries - 211 ESEA Title I (Campus) - 211.13.6148.175.24.801.175 - \$226, Salaries - 211 ESEA Title I (Campus) - 211.13.6149.175.24.801.175 - \$511</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Retain a Highly-Qualified Focus on Families Social Worker for the 2022-23 SY to work with school counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Powell students will be served and needs addressed through the involvement of our FCF and program Therapist.</p>	Formative			Summative
	Oct	Dec	Mar	June

**Staff Responsible for Monitoring:** FCF Social Worker/Therapist

School Counselor  
Administration

**Title I:**

2.6

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Funding Sources:** Salaries - 185 SCE (Campus) - 185.32.6119.175.30.000.175 - \$29,063, Salaries - 185 SCE (Campus) - 185.32.6141.175.30.000.175 - \$421, Salaries - 185 SCE (Campus) - 185.32.6142.175.30.000.175 - \$3,130, Salaries - 185 SCE (Campus) - 185.32.6143.175.30.000.175 - \$216, Salaries - 185 SCE (Campus) - 185.32.6148.175.30.000.175 - \$218, Salaries - 185 SCE (Campus) - 185.32.6149.175.30.000.175 - \$494



No Progress



Accomplished



Continue/Modify







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 Sources:** EPISD Standards-Based Curriculum will be evaluated for all teachers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pay registration fees for teacher/paraprofessional In-town/Out of town Professional Development</p> <p><b>Strategy's Expected Result/Impact:</b> Learning opportunities for all students will be increased through the efforts of teachers trained through professional development</p> <p><b>Staff Responsible for Monitoring:</b> Administration Head Secretary (Budget manager) CIT</p> <p><b>Funding Sources:</b> Professional development - 185 SCE (Campus) - 185.13.6411.175.30.000.175 - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide substitutes for teacher staff development and planning</p> <p><b>Strategy's Expected Result/Impact:</b> Learning opportunities for all students will be increased through the efforts of teachers trained through professional development</p> <p><b>Staff Responsible for Monitoring:</b> Administration Head Secretary (Budget manager) CIT</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.175.24.362.175 - \$10,145, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.175.24.801.175, Substitutes - 211 ESEA Title I (Campus) - 211.11.6141.175.24.362.175 - \$148</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 2:** Great Community Schools






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

**Performance Objective 3:** Discipline/PBIS/SEL/School Culture -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 Sources:** 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that staff is trained how to properly follow all policies as written in the EPISD Student Code of Conduct</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Administration PBIS/SEL Teams CIT</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide lessons for students on conflict resolutions, character education, and PBIS Core Behaviors</p> <p><b>Strategy's Expected Result/Impact:</b> 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 resonsible for their behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Team PBIS/SEL Teams CIT</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Each grade level will be allowed to take one field trip with their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to write and produce other instructional products demonstrating knowledge of field trip TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Team Grade Level Teams CIT</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase student incentives and awards</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel appreciated and a part of the positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counseling Teams Grade Level Teams CIT</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Incorporate Multi-Tiered Support System (MTSS) within the school culture</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained on MTSS and student success will be impacted through a comprehensive approach to support students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team Administration Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create a Crisis Team to respond to situations involving student behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students safety will be monitored and behavior incidents will be addressed quickly and without further incident.</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Team Administration MTSS Team</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 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.

**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:** For 2022-23 Powell will be 100% compliant with all Safe Schools Expectations to include Threat Assessment Policies and Procedures, Weekly Door Checks, and Camus Wide Safety Drills.

**Evaluation Data Sources:** Drill Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on Threat Assessment and Safety Protocols.  <b>Strategy's Expected Result/Impact:</b> Teachers will be aware of Safety Protocols and Safety Drill procedures that will help keep students and staff safe each day.  <b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a Threat Assessment/Safety Team to assist with planning and implementing safety protocols on the campus  <b>Strategy's Expected Result/Impact:</b> Team will assist administration with monitoring safety protocols on campus; campus safety will be increased.  <b>Staff Responsible for Monitoring:</b> Threat Assessment/Safety Team</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
	0%			
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**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 Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase supplies for nursing/nursing center <b>Strategy's Expected Result/Impact:</b> Nurse will be prepared to treat students with all necessary supplies. <b>Staff Responsible for Monitoring:</b> Administration Nurse CIT	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase supplies/materials for school counselor <b>Strategy's Expected Result/Impact:</b> Counselor will be prepared to address student concerns with all necessary materials/supplies. <b>Staff Responsible for Monitoring:</b> Administration Counselor CIT  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Dec	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase supplies/materials for school social worker <b>Strategy's Expected Result/Impact:</b> Social worker will be prepared to address student concerns with all necessary materials/supplies <b>Staff Responsible for Monitoring:</b> Administration Social Worker CIT  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase supplies/materials for office <b>Strategy's Expected Result/Impact:</b> Office staff will be prepared to complete job responsibilities <b>Staff Responsible for Monitoring:</b> Administration Office staff CIT	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase new desk tops for front office.	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** Evaluate attendance for all parent meetings; evaluate parent participation during school wide events and evaluate the number of VIPS for the school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase reading materials, and instructional supplies for parental involvement</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will use materials during meetings and become more actively engaged in classroom/school activities</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parental Engagement Leader CIT</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Reading Materials Parents - 211 ESEA Title I (Campus) - 211.61.6329.175.24.801.175 - \$500, General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.175.24.801.175, Technology - 211 ESEA Title I (Campus) - 211.61.6395.175.24.801.175</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create parent teams to assist grade level teachers with classroom projects</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become more actively engaged in classroom/school activities as partners in the learning process</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parental Engagement Leader CIT</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				