

El Paso Independent School District
Morehead Middle School
2019-2020 Campus Improvement Plan



Mission Statement

Morehead Middle School will provide the highest quality instruction that will develop inquisitive, knowledgeable, and caring lifelong learners who seek to create a better and more peaceful world through intercultural understanding and respect.

Vision

The vision at Morehead Middle School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and the core values of respect, responsibility, readiness and pride. Students will have success for today and be prepared for tomorrow.

Value Statement

We, the faculty and staff at Morehead Middle School, believe that we can make a difference in the lives of all our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Morehead Middle School, home of the Raiders, is located in west El Paso, Texas. It is one of almost 100 campuses in El Paso Independent School District. Morehead Middle School opened its doors in 1966. Morehead Middle School ended the 2016-2017 school year with 698 students in grades 06, 07, and 08.

The student population is 1.20% (9) African-American, 5.80% (41) White, 1.40% (10) Asian, 88.25% (616) Hispanic, and .85% (6) Multiracial. The campus is comprised of 49.85% (348) male students and 50.14% (350) female students.

Our sub-populations are as follows: 70.63% (493) At-Risk; 33.09% (231) ELL; 15.75% (110) Gifted and Talented; 2.72% (19) Migrant; 4.17%; 14.18% (99) Special Education.

Demographics Strengths

Bilingual staff who is able to meet the needs of our community. Diverse background of faculty and staff Morehead has many classes and electives for our diverse population

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance has been on a steady declined over the last three years 2016 95.6%, 2017 95.05%, 2018 94.71% **Root Cause:** The school has had a difficult time adjusting to the removal of the 90% attendance rule

Student Academic Achievement

Student Academic Achievement Summary

Pending STAAR results: Critical to the academic success of Morehead Middle School is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the area of needed improvement in order to ensure meeting state student expectations and TEKS mastery. Data is disaggregated after any state or local assessment so that teachers are able to collaborate and identify the areas of weakness by individual student. This is followed by teachers creating methods and strategies to improve these areas of weakness. Student grades and attendance are also taken into consideration, allowing for the identification of patterns which may effect student success.

Student Academic Achievement Strengths

Teachers hold high academic expectations for the students at Morehead Middle School. If for some reason a student is needing assistance with anything related to their academic success, a homework center is provided to ensure adequate time to complete assignments. In addition to the homework center, all content area teachers hold individual tutoring for struggling students. Through the disaggregation of data, teachers look at past and current assessments and break them down by standard. This allows for lesson planning tied to state standards and ensures student mastery of content through multiple methods of teaching. Through progress monitoring the teachers are able to provide an RTI plan that assists struggling students and monitors for improvement or regression.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 65% of all students did not achieve meets grade level in reading and 62% of all students did not achieve meets grade level in math
Root Cause: Campus instructional leaders did not consistently documented expectations for maximizing instructional time and delivering effective instruction or provided effective feedback.

School Processes & Programs

School Processes & Programs Summary

Morehead Middle School critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to students learning. Through grade level meetings, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Each content area or department has a Department Chair responsible for sharing important campus information within administration and within PLC meetings. Through the efforts of the staff and faculty, our top priority is the safety of our students and ensuring that our campus is bully free. At least three times throughout the year, we have PBIS celebration days to serve as a reminder and to reinforce all policies and procedures that are in place. Our counselors also provide information to students on behavioral expectations and bullying. Teachers contribute to the overall vision and safety of the campus by participating in the CIT and other committees that give them a voice in the decision making process. 100% of the teachers at Morehead Middle School are Highly Qualified. Hiring determinations are based on decisions composed of all campus stakeholders. A record of the process is used to document responses of applicants and feedback from committees. Teacher performance records are kept by the school principal. All new teachers are provided a grade-level and administrative mentor to provide for successful implementation of instructional strategies and RTI interventions. As teachers attend professional development, strategies and best practices are shared in PLC. The implementation of new strategies is monitored through Administrative walkthroughs on a weekly basis. Explicit instruction with rigor is expected from all teachers at Morehead Middle School.

School Processes & Programs Strengths

All teachers at Morehead Middle School work together to achieve the goals that have been set, each and every academic school year. With the implementation of the T-TESS evaluation system, both evaluator and teacher are given the opportunity to discuss areas of strength and areas of needed improvement throughout the year. This multi-faceted system allows for a deeper conversation between administration and staff that builds the strength of teachers in the classroom and their delivery of valuable content material. This provides room to grow and gives teachers an opportunity to become a stronger and more effective educator as they move through their teaching career.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: High student to teacher ratios make it difficult to implement all programs with fidelity and success. **Root Cause:** As our enrollment decreases, our teacher to student ratio increases due to reductions in staff. As our class loads increase, teachers are not able to effectively meet the needs of all students.

Perceptions

Perceptions Summary

Morehead Middle School is named after Charles R Morehead. During 1893-94 he served as president of the Board of Education of the city, organized the public school system of El Paso, and was elected mayor in 1903. The first building opened in 1901 in the 400 block of Arizona St. In 1902 it became El Paso High School until 1915. When El Paso HS was built in 1916 the school went back to be Morehead School. Our school was built in 1966; we just turned 50 in 2016.

Now, more than 50 years later, Morehead is continuing an impressive legacy. Morehead Middle School is a place where all students have the opportunity to achieve success both academically, personally and in extra-curricular activities. Morehead Middle School is a wonderful place for students from diverse backgrounds to grow educationally, get involved, and have a meaningful middle school experience. In every way that schools are measured, whether it is academically, in the fine and performing arts, or athletically, Morehead Middle School excels.

Perceptions Strengths

We have a strong bond with our westside and Coronado community and have increased parent involvement this year by more than 10%. Once again, we have a PTA.

With the implementation of SEL and PBIS students report that they learn to respect others at school and that they feel their teachers believe in them. The percentage of students who feel they have been bullied is down by 10%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline has increased in comparison to last year by almost 10% **Root Cause:** Need more positive behavior interventions for students, and support and professional development for teachers.

Priority Problem Statements

Problem Statement 1: Our attendance has been on a steady decline over the last three years 2016 95.6%, 2017 95.05%, 2018 94.71%

Root Cause 1: The school has had a difficult time adjusting to the removal of the 90% attendance rule

Problem Statement 1 Areas: Demographics

Problem Statement 2: 65% of all students did not achieve meets grade level in reading and 62% of all students did not achieve meets grade level in math

Root Cause 2: Campus instructional leaders did not consistently document expectations for maximizing instructional time and delivering effective instruction or provided effective feedback.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

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.

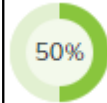



Directly Supports: Board Goals 1-3

Performance Objective 1: Increase performance for Morehead students in the meets category for the 2019-2020 school year as measured by the STAAR: Sixth Grade Math: 24% to 50% Reading: 21% to 50% 7th Grade Math: 30% to 50% Reading: 33% to 50% Writing: 20% to 40% Eighth Grade: Math: 50% to 60% Reading: 42% to 60% Social Studies: 14% to 40% Science: 34% to 50%.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This goal could not be measured due to Covid 19 Closures. Progress monitoring and BOY pre-assessments will be used to determine needs in the coming year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hold weekly PLCs to share ideas and lessons focusing on successful first teach strategies that increase student academic achievement.	2.5	Administration, ALLs, Dept Heads	Increase student academic achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 2) Provide extended day tutoring, RTI and/or modify schedule (Raider Day) intervention for struggling students based on common assessment data Create targeted interventions plans and conduct a writing symposium to better understand the needs of students in the classroom and before STAAR test	2.4, 2.5, 2.6	Administration, ALL, Dept Heads	Increase student success, increase in the number of students meeting STAAR expectations.				
3) Utilize walkthroughs to provide meaningful teacher feedback on instruction	2.5	Administration	Improve classroom environment, increase academic success for students.				
4) Once per semester, along with department heads, teachers will deconstruct assessments and analyze curriculum in order to plan reteaching and review initiatives.	2.4	Administration, department heads	Increase student success due to improved teacher preparedness				
5) ELAR Teachers will conduct data talks in PLCs to plan intervention after the December benchmark	2.4	ELAR Dept Head, ALL, Administration	Increase student success, increase number of students passing STAAR				
6) Create targeted interventions plans and conduct a Social Studies symposium to better meet the needs of students in class and before STAAR	2.4	ALL, Social Studies Dept Head, Administration	Increase student success, increase number of students passing SS STAAR				
7) Using small groups, teachers will pose questions, encourage students to suggest approaches to a problem or to hypothesize the result of an experiment in order to encourage participation in Science	2.4	ALL, Science Coach, Administration	Increase student comprehension in Science				
8) Create targeted intervention plans and conduct a Science symposium to better understand the needs of students in Science classroom and before STAAR	2.4, 2.6	ALL, Science Dept Head	Increase student success, increase in the number of students passing STAAR				
9) As a Instructional Leadership team we will meet regularly to analyze data, identify problem areas, conduct root cause analysis, select strategies and activities with an overall purpose to adjust as needed.	2.5, 2.6	CIT members	To accomplish goals as stated by the accountability system.				

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

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: Our attendance will be at 96% by the end of the school year

Evaluation Data Source(s) 2:

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: Covid 19 Closure negatively impacted 1st semester attendance with only 94% rate.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide students incentives for achieving the 97% club.	2.5	Attendance clerk, m Attendance committee, administration	Increase attendance by the end of the school year.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy</p> 2) The Attendance Review Committee will ensure Morehead middle adopts a comprehensive, actionable, tiered approach to improving attendance.	2.4, 2.5, 2.6	Administration, attendance clerk	Communication through the campus and Alpha initiative will be made to the parents/guardians of students who are chronically absent. The purpose of the communication is to empower families to help their children attend school				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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: Upon receipt of STAAR data, we will have 15 percent more SPED students reach meets level on all STAAR tests

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Provide interventions for SPED students to address areas of need.

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: We will have at least 10 percent more of At Risk students reach meets level on all STAAR tests

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue Raider Hour interventions and after school tutoring for sub pops.

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: Morehead will actively recruit when positions are available and ensure that all teachers are 100% highly qualified

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Next Year's Recommendation 1: Rather than recruit, we will focus on developing capacity with our teachers and support staff due to the cutting of FTEs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hire and retain personnel that will increase and maintain relationships with community stakeholders. These positions include Parent Liaison.	2.5	Principal	Increased community engagement				
2) Campus will hire/retain teachers in core subjects(some with periods off to Academically Coach) in order to reduce class sizes	2.5	Principal	Reduced class sizes, increasing the ability for smaller group instructions and student success				
Funding Sources: 211 ESEA Title I (Campus) - 168224.57							
3) Staff Testing Coordinator position to ensure fidelity of testing process	2.5	Principal	Accuracy in state testing and result reporting				
= 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: Morehead Middle School will increase staff development participation by 10%

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Embed training in all meetings and staff development that focuses on best practice.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will attend professional developments at ESC 19 as well as ESC 19 presenters will come to the campus and share newly learned practices in PLC s in order to ensure student success in the classroom. Teaches will also attend professional developments at other sites.	2.5	Principal	Increased student success of all student populations in the classroom				
	Funding Sources: 211 ESEA Title I (Campus) - 800.00						
2) Provide substitutes for teachers attending staff development Provide a substitute for Alternative Instruction	2.5	Principal	Increased student success of all students populations in the classroom				
	Funding Sources: 185 SCE (Campus) - 3047.60, 211 ESEA Title I (Campus) - 2030.00						
3) Provide for out of town travel, lodging and meals for teachers and Admin . This will include registration and entrance fees.	2.5	Principal	Improved leadership in the classroom				
	Funding Sources: 185 SCE (Campus) - 7500.00						
4) Provide for out of town travel, airfare, lodging and meals for administrators. This will include registration as well	2.5	Principal	Improved leadership				
	Funding Sources: 185 SCE (Campus) - 7500.00						
5) Purchase general supplies for nursing office	2.6	Principal	Increased health and well being of all students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Purchase general supplies for custodians	2.6	Principal, Head custodian	Improved environment for all students				
 = 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 --Morehead Middle School will decrease the amount of referrals

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Set up reoccurring meetings and invite students to participate.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain PBIS team and meet regularly to discuss Positive changes to school approach to discipline and students	2.5	PBIS team and Administrator	Decrease in discipline leading to increased classroom time for all students				
2) We will implement a campus wide discipline management plan to include for decreasing bullying and harassment of students , thereby improving the learning environment for our students	2.5	Assistant Principals	Increased student success due to decreased removals due to discipline				
3) Utilize counselors to train students on the identification and reporting of bullying , harassment, dating violence, sexual abuse and self harm. Use videos , and group discussion to spread awareness.	2.6	Counselors	Decrease in disciplinary in referrals , decrease in referrals to counselors office				
4) Provide for field trips admissions and awards for students	2.5	ALL, counselors Department chairs	Improvement in overall school climate and morale				
= 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: Budget management Morehead Middle School will spend 85% of Title I funds by January of 2020

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to Covid 19 Closure, some funds will be carried forward to the next fiscal year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Provide teachers and library with needed Reading Materials to ensure student success . This includes reading books and magazines	2.4	Principal	Increased student success in Reading				
	Funding Sources: 211 ESEA Title I (Campus) - 1000.00, 185 SCE (Campus) - 650.00						
2) Extended day tutoring will be used to ensure the success of all students	2.4	ALL, Department Chairs	Improved student success in the classroom				
	Funding Sources: 211 ESEA Title I (Campus) - 14411.00, 185 SCE (Campus) - 10653.00						
3) Provide general supplies used for student success in the classroom	2.4, 2.5	Principal	Increased student success				
	Funding Sources: 185 SCE (Campus) - 52269.40, 211 ESEA Title I (Campus) - 6734.43						
4) Provide for 12 month rental for the copier	2.5	Senior clerk	Access to copies for the teacher				
5) Purchase and pay for text books for students	2.5	Book room clerk senior clerk	Access to materials for all students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Purchase needed testing materials	2.5	Testing coordinator	Increased success on state and local testing				
	Funding Sources: 211 ESEA Title I (Campus) - 3000.00, 185 SCE (Campus) - 1000.00						
7) Purchase technology equipment for students and Library	2.5	Senior clerk, book room clerk Librarian	Increased accessibility to technology				
	Funding Sources: 185 SCE (Campus) - 3500.00, 211 ESEA Title I (Campus) - 4000.00						
8) Purchase software for student use and software license	2.5	Book room clerk, Department chairs , ALL	Increased access to programs				
	Funding Sources: 211 ESEA Title I (Campus) - 3000.00, 185 SCE (Campus) - 340.00						
9) Provide reading materials for the library	2.5	Librarian	Increased access to reading materials for students				
	Funding Sources: 211 ESEA Title I (Campus) - 1000.00						
10) Purchase general supplies for the library	2.5	Librarian	Increased access for students while visiting the library				
	Funding Sources: 211 ESEA Title I (Campus) - 1000.00						
11) Provide for support personnel overtime pay		Principal	Increased input from support personnel				
12) Purchase technology for administrators to include computers, desktops, laptops, etc		Principal	Increased access to technology				
13) Purchase office supplies for office staff		Principal, senior clerk	Increased access for office staff/admin				
14) Purchase general supplies for counselors		Principal	Increased student impact by counseling team				

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: Morehead Middle School will increase parent and community involvement by 10% for the school year 2019-20

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to use virtual options for parent engagement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide general supplies and coffee and snacks while attending to parent classes. Reading Materials and other miscellaneous items as needed.		Parental Engagement Leaders	Increase parental Involvement				
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							
= Accomplished = Continue/Modify = No Progress = 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 2: Family engagement Morehead Middle School will increase parent and community involvement by 10 % this coming year

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Create a matrix for measuring growth in parent engagement and offer virtual options for increased engagement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Invite parents to monthly " coffee with the principal" meetings where information on the pulse on campus as well as family educational information will be shared.	3.1, 3.2	Parental engagement	Increased parent involvement				
2) Invite fathers to participate in Project Male initiative to build relationships between fathers and sons	2.6	Administration	Improved student and parent relationships. Increase in needs of students being met				
3) Maintain " Community closet" and food pantry for those in community who are in need	2.6	Administration	Stronger healthier community and improved school relationships				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide extended day tutoring, RTI and/or modify schedule (Raider Day) intervention for struggling students based on common assessment data Create targeted interventions plans and conduct a writing symposium to better understand the needs of students in the classroom and before STAAR test
1	2	2	The Attendance Review Committee will ensure Morehead middle adopts a comprehensive, actionable, tiered approach to improving attendance.
3	1	1	Provide teachers and library with needed Reading Materials to ensure student success . This includes reading books and magazines

State Compensatory

Personnel for Morehead Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline Garcia	Middle School Mathematics	MS	100
Sarah Lowe	Middle School ELAR	MS	100
Timm Cornelius	MS Leadership	MS	100

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) Data was gathered from different sources as the needs and strengths of all campus staff and students were addressed; particularly the needs of our at-risk population.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals including teachers, principal, other school leaders, paraprofessionals present in the school, and other individuals determined by the school. Sec. 1114(b)(1-5).

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, the plan and its implementation will 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 in electronic and print form. The CIP is presented to the community during beginning of year parent meeting.

2.4: Opportunities for all children to meet State standards

The plan outlines performance objectives and strategies that 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. This will be accomplished through data monitoring, staff development and flexible scheduling.

2.5: Increased learning time and well-rounded education

Lee Elementary will use methods and instructional strategies that strengthen the academic program in the school to 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.

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

This plan 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 and how their needs will be met.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus will distribute, to parents and family members of participating children, the written parent and family engagement policy. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The policy will be presented to the community during a beginning of year parent meeting.

3.2: Offer flexible number of parent involvement meetings

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Lee elementary will provide a variety of opportunities for parents and families to be involved in their child's education. These activities will include:

- Providing 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.
- 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline Garcia	MS Math	Math	100
Jose Escobedo	MS Design	IB	50
Sarah Lowe	MS English/Reading	ELAR	100
Steven Wheeler	MS Social Studies	MS	100

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Peggy Gustafson	Principal
Non-classroom Professional	Mary Ann Venegas	Active Learning Leader
Classroom Teacher	Julio Escajeda	Math
Classroom Teacher	Melissa Nydia Gonzalez	Science
Classroom Teacher	Irene Halladay	ELAR
Classroom Teacher	Mildred Maldonado-Valenzuela	Social Studies
Clerical Staff Representative	Nena Estrada	Senior Clerk
Classroom Teacher	Patricia Porcher	CTE
Classroom Teacher	Jonathan Vogan	Fine Arts
Classroom Teacher	Eric Ott	Foreign Languages
Faculty Member	Timm Cornelius	CTC
Non-classroom Professional	Open Vacancy	IB Coordinator
Administrator	Rita Monsivais	Assistant Principal
Administrator	Rossana Jayme-Haugen	Assistant Principal
Business Representative	Carlos Miranda	Lawyer
District-level Professional	Monica Chavez	Title I Instructional Coordinator
Non-classroom Professional	Jordan Frescas	SPED Coach
Parent	Jamie Pelfrey	PTA President
Parent	Georgina Williams	PTA Treasurer
Non-classroom Professional	Kim Jaime	Counselor
Non-classroom Professional	Alliceann Perez	Active Learning Leader
Faculty Member	Francisco Vasquez	CIT Chair

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Substitutes (In Service)	185.11.6112.046.30.362.046	\$3,003.60
2	2	2	Fringes - Substitutes (In Service)	185.11.6141.046.30.362.046	\$44.00
2	2	3	Out of Town Staff Development - Principal/AP	185.23.6411.046.30.000.046.	\$6,000.00
2	2	3	Travel Employee Travel	185.13.6411.046.30.000.046	\$1,500.00
3	1	1	Reading Material	185.11.6329	\$650.00
3	1	2	Tutoring (certified tutors)	185.11.6117.046.30.100.046	\$10,272.00
3	1	2	Fringes - Tutoring (certified tutors)	185.11.614X.046.30.100.046	\$381.00
3	1	3	Instructional Supplies	185.11.6399.046.30.000.046	\$52,269.40
3	1	6	Testing Materials	185.11.6339.046.30.000.046	\$1,000.00
3	1	7	Technology	185.11.6395.046.30.000.046	\$3,500.00
3	1	8	Software	185.11.6397.046.30.000.046	\$340.00
Sub-Total					\$78,960.00
Budgeted Fund Source Amount					\$80,200.00
+/- Difference					\$1,240.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	English-Math-CT/Teacher Salaries	211.11.6119.046.24.801.046	\$135,621.80
2	1	2	Fringes - English-Math-CT/Teacher	211.11.614X.046.24.801.046	\$29,102.77
2	1	2	Stipends	211.11.6118.046.24.801.046	\$3,500.00
2	2	1	Regional ESC Services	211.13.6239.046.24.801.046	\$600.00
2	2	1	Miscellaneous Operating Costs/ Professional Dev Registration	211.13.6499.046.24.801.046	\$200.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Substitutes (In Service)	211.11.6112.046.24.362.046	\$2,000.00
2	2	2	Fringes - Substitutes (In Service)	211.11.6142.046.24.362.046	\$30.00
3	1	1	Reading Materials - Library	211.12.6329	\$1,000.00
3	1	2	Tutoring (certified tutors)	211.11.6117.046.24.100.046	\$12,946.00
3	1	2	Fringes - Tutoring (certified tutors)	211.11.614X.046.24.100.046	\$1,465.00
3	1	3	Instructional Supplies	211.11.6399.046.24.801.046	\$6,734.43
3	1	6	Testing Materials	211.11.6339.046.24.801.046	\$3,000.00
3	1	7	Technology - Library	211.12.6395.046.24.801.046	\$0.00
3	1	7	Technology	211.11.6395.046.24.801.046	\$4,000.00
3	1	8	Software	211.11.6299.046.24.801.046	\$3,000.00
3	1	9	Reading Materials - Library	211.12.6329.046.24.801.046	\$1,000.00
3	1	10	Supplies-Library	211.12.6399.046.24.801.046	\$1,000.00
4	1	1	Instructional Supplies-Parental Engagement Activities	211.61.6399.046.24.801.046	\$1,000.00
4	1	1	Reading Materials - Parental Engagement	211.61.6329.046.24.801.046	\$500.00
4	1	1	Parental Engagement - Snacks/In-town staff development	211.61.6499.046.24.801.046	\$500.00
Sub-Total					\$207,200.00
Budgeted Fund Source Amount					\$207,200.00
+/- Difference					\$0
Grand Total					\$286,160.00

Addendums

Campus Improvement Team
 Continuous Improvement Training Agenda
 September 24, & October 1, 2018

- Campus team:
- * Bring 10 copies of printout of Domain 1, 2, 3 data
 - Print CIP for all members and ensure all have digital access

8:00	CIT Team Building	Kathy
8:15	CIT Roles and Responsibilities CIT yearly calendar	Anna
8:30	Continuous Improvement Process- Intro - Team roles for today, (minutes taker) - Visioning	Kristine
8:45	Data Analysis, Problem Statements Module - Domain 1, 2, 3 data analysis - Develop 2-5 problem statements	Kristine/Glen
	Data Analysis Campus Improvement Plan Connection: - Review the following under Improvement Planning Checklist - Review/ refine Campus CNA - Review problem statements (add/refine existing problem statements) - Develop/Refine Goals (CIP Performance Objectives)	Kristine
10:45	Root Cause Analysis Module - Root Cause Analysis through Case Studies A & B - 4 Scaffolded Elements of Teaching Learning, Leadership Effectiveness, Teachers, School Culture - 5 Why's Model - Campus Improvement Plan Connection: Review/ Refine Root Cause Analysis	Monica
12:00	Lunch	

1:15	<p>Strategy Identification Module</p> <ul style="list-style-type: none"> - Strategy Identification through Case Studies A & B - Alignment of Problem Statement, Goals, Root Cause, Strategies - Campus Improvement Plan Connection: Review/Refine Strategies 	Lisa
2:15	<p>Implementation Module:</p> <ul style="list-style-type: none"> - Implementation: action steps, resources, monitor, strategy's expected results - Campus Improvement Plan Connection: Review Staff responsible, review expected impact (Nov. Feb. Apr.) Formative and summative 	Guy
3:15	<p>Connecting it All together: Monitoring for fidelity</p> <ul style="list-style-type: none"> - Add CIT workshop agenda to Plan for Learning - Add CIT workshop minutes to Plan for Learning - Clarify key refinements to CIP for review/adaption at next CIT meeting - Review refine agenda for next CIT meeting and roles 	Kristine
3:45	<p>Share out with partner table</p>	

Additional Materials <https://tea.texas.gov/si/accountabilityinterventions>