

El Paso Independent School District
Bliss Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Teachers will differentiate instruction to meet the unique needs of all students. Teachers will lead a mutually respectful and collaborative class and will actively engage all learners which will lead to students to mastery.

Vision

Teachers and staff will be culturally and linguistically aware in order to serve and be responsive to a diverse academic audience. Teachers will have high expectations for all students and provide excellent and effective instruction everyday.

Core Beliefs

1. Develop positive Teacher-Student/Parent relationships.
2. Provide highly effective instruction to students every day.
3. Demonstrate High expectations, high accountability, and high work environment for all students.
4. High performance and mastery on DRA/EDL, Benchmarks, and STAAR.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bliss is a diverse student body with 70 % male and 30 % female, 33% Hispanic, 31% white and 18% black, 2% two or more races, 2% Asian. For the school year, 2020 - 2021, Bliss Elementary had an enrollment of 502 students and 31 teachers, 5 paraprofessionals, 5 secretaries, 1 librarian, 1 school counselor, 1 assistant principal, 1 speech therapist, and 1 diagnostician. The grade levels are EE-05 and 62% of students were Economically Disadvantaged. Our special education population is approximately 18%. Five percent of our students were English Language Learners and the school had a Mobility Rate of 39.7% due to a high volume of US ARMY families changing stations.

School membership is always going up because this school is always in transition with the military. Our school counts remain the same because of military withdrawals. Numbers have decreased because of military housing being demolished or parents move to different housing. We have less in membership this year compare to three years ago.

School attendance rating is usually 95% year-round. Tardy rates are 4% per day. Block leave, deployed parent returns, and parent deploying have a great impact on attendance. Many families have to travel to another state for family emergencies. Another factor that impacts school attendance are federal holidays. Military and other government workers often get an extra day off during holidays such as Veteran's Day or Memorial Day. Thus, often time's students miss school to spend the extended weekends with their families.

Demographics Strengths

The diverse academic population at Bliss requires that teachers and other staff members are culturally responsive. In order to develop positive inter-ethnic relations, we encourage our teachers/staff to value and acknowledge the backgrounds of all of their students. We ensure that our teachers/staff understand that each student has something unique and special to contribute to the classroom.

Positive Behavioral Intervention Supports is implemented to encourage and praise good behavior in students. When students behave inappropriately, teachers/staff use those instances as learning opportunities to teach appropriate social behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EPISD's attendance goal is 97%. Bliss is at 96.1% with an intended goal of increasing attendance by informing parents on the importance of attendance and being on time. **Root Cause:** Extended holidays, one vehicle families, military leaves and deployments contribute to low attendance rates.

Problem Statement 2: Enrollment in the Dual-Language program has a significant drop in 3rd, 4th, and 5th grades; while the Gifted and Talented program has low enrollment in ALL grade levels. **Root Cause:** We have a high mobility rate of students coming and going due to families constantly moving throughout the school year, causing a lack of participation by students, and lack of education/knowledge for parents.

Student Learning

Student Learning Summary

3rd Grade Reading STAAR 72% of 3rd graders met the Approaches level, 40% met the Meets level, and 22% mastered the Reading STAAR.

3rd Grade Math STAAR 67% of 3rd grades met Approaches level, 36% met the Meets level, 15% mastered the Math STAAR

4th Grade Reading STAAR 69% of 4th grades met the Approaches level, 35% met the Meets level, and 15% mastered the Reading STAAR

4th Grade Math STAAR 75% of 4th graders met the Approaches level, 31% met the Meets level and 21% mastered the Math STAAR

4th Grade Writing STAAR 69% of 4th graders met the Approaches level, 23% met the Meets level and 6% mastered the Math STAAR.

5th Grade Reading STAAR 90% of fifth grades met the Approaches level, 66% met the Meets level, 32% master the Reading STAAR.

5th Grade Math 5th Grade Math STAAR 94% of fifth grade students met the Approaches level, 62% met the Meets level, 44% master the Math STAAR.

5th Grade Science STAAR 83% of fifth grade students met the Approaches level, 48% met the Meets level, 33% mastered the Science STAAR.

Our third grade students declined in their math scores while our 4th grade math scores increased significantly. Fourth grade writing is another area that requires growth.

We recognize there is still much room for growth. Currently, we are working diligently to revise strategies in our Campus Improvement Plan. We plan to implement campus-wide initiatives that will assist in the vertical alignment of specific strategies that will strengthen our instruction programs and their effectiveness. In addition, we plan effectively unitize TEKS Resource curriculum during intervention/enrichment blocks, after school and during tutorials.

Student Learning Strengths

Fourth Grade reading and math scores decreased from the previous year. Fifth grade science scores improved significantly from the previous year.

In terms of School Progress, Bliss Elementary met standard 85/100. Overall school rating is a B.

Bliss has the following four distinctions: Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Third through fifth grade students are performing below the "approaching" level on district unit assessments. **Root Cause:** Due to the pandemic teachers are learning how to teach face to face and virtual concurrently and with the different levels of technology knowledge/skills, teachers are having difficulty finding digital/online resources as their main source of instruction.

Problem Statement 2 (Prioritized): Students in third grade are performing below the "approaching" level on ELAR district unit assessments. **Root Cause:** Due to the lack of exposure to state testing and online test taking strategies, students are performing below the "approaching" level.

School Processes & Programs

School Processes & Programs Summary

Lesson documents are aligned to the Texas Essential Knowledge and Skills (TEKS) - the statewide curriculum, the English Language Proficiency Standards (ELPS) – the statewide expectation for English Language Acquisition, as well as to the State of Texas Assessments of Academic Readiness (STAAR) – the ultimate standardized state assessment used to assess students’ capacity and academic performance. Other resources used to plan for instruction, intervention/enrichment blocks, and tutorials are: DMAC data, previous STAAR results, DRA/EDL results, CPALS results, Running record data, REN360 data, Fluency Checks, Progress Monitoring, IEPs, IAPs, TELPAS results, RTI data, Teacher Observations, Unit results, Benchmark results, CIRCLE data, TXKEA results, MCLASS results, and other local data.

School Processes & Programs Strengths

Bliss Elementary focused heavily on ensuring the fidelity of the implementation of accommodations and supports available for Bliss students. Ensuring that teachers were well equipped with the knowledge and skills necessary for the proper implementation of such support was only half the battle. Once teachers were properly trained on campus expectations, the real challenge began. Through continuous monitoring and consistent revision, students are provided with accommodations and supports that are used routinely and successfully during daily instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The TEKS Resource System has been challenging for some teachers to implement. Revisions to the curriculum are difficult for some teachers to implement in a timely manner and plan effective lessons. **Root Cause:** Limited professional development to support teachers in utilizing the TEKS Resource System.

Problem Statement 2: The limited availability of programs such as science fair, spelling bee, science night, math night, STEAM Program. **Root Cause:** Limited student and parent interest and participation.

Perceptions

Perceptions Summary

Bliss Elementary has focused on building the school culture and climate with all stakeholders, including students, teachers, and parents. We foster a safe and nurturing learning environment that motivates and prepares students to be productive citizens of society. Bliss Elementary works hard to build strong relationships with parents and community members to develop collaborative efforts to build up our school community. Bliss Elementary has a Military Liaison that works closely with military families and guides them to resources available to meet their unique needs.

Perceptions Strengths

Parental Involvement has improved at Bliss. The majority of parents enjoy being involved and have a more positive outlook of the school as active members of the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The rate and delivery of communication results in barriers that directly influences student academic success. **Root Cause:** Lack of systemic consistencies and parent involvement due to relevancy.

Problem Statement 2: Some community members' perceptions towards virtual learning were misconstrued. **Root Cause:** The virtual on-line process for instruction and school operations is challenging for face-to-face and virtual students as well as their families.

Priority Problem Statements

Problem Statement 1: EPISD's attendance goal is 97%. Bliss is at 96.1% with an intended goal of increasing attendance by informing parents on the importance of attendance and being on time.

Root Cause 1: Extended holidays, one vehicle families, military leaves and deployments contribute to low attendance rates.

Problem Statement 1 Areas: Demographics

Problem Statement 3: The TEKS Resource System has been challenging for some teachers to implement. Revisions to the curriculum are difficult for some teachers to implement in a timely manner and plan effective lessons.

Root Cause 3: Limited professional development to support teachers in utilizing the TEKS Resource System.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The rate and delivery of communication results in barriers that directly influences student academic success.

Root Cause 4: Lack of systemic consistencies and parent involvement due to relevancy.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Students in third grade are performing below the "approaching" level on ELAR district unit assessments.

Root Cause 2: Due to the lack of exposure to state testing and online test taking strategies, students are performing below the "approaching" level.

Problem Statement 2 Areas: Student Learning

Goals

Revised/Approved: June 15, 2021

Goal 1: Active Learning

Bliss Elementary will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:
Board Goals 1-3

Performance Objective 1: Increase the number of all students who reach meets level in tested content by May 2022 as measured by STAAR. Reading from 47% to 57%; Math from 43% to 53%; Writing from 23% to 33%; Science from 48% to 58%

Evaluation Data Sources: STAAR results and common assessments.
TEKS Resource System to create targeted assessments and assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade will provide direct and intensive instruction for all Tier students using a variety of teaching materials in all content areas. To include Pebble Go subscription for school wide access by students. Teachers will utilize data to identify Tier 2 and Tier 3 students. Teachers will provide interventions during the 45 minute RTI time frame.</p> <p>Strategy's Expected Result/Impact: Increased student performance on unit assessments, formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers ALL Administration Librarian Literacy teacher (campus teaching coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Library books - 199 General Fund - 199.11.6329 - \$0, Office Computers - 199 General Fund - 199.23.6395.105.99.100.105 - \$7,000, Staff Development Reading Materials - 199 General Fund - 199.13.6329.105.11.100.105 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with active learning opportunities in all content areas that feature technology integration such as the use of Mimios, iPads, projectors, Elmos, lap tops, chargers, owl cameras and other technological devices to differentiate instruction. to include extra chargers for ipads and Macbooks . Additional Riso purchased for teachers to use.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Administration Active Learning Leaders Campus Teaching Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: owl cameras macbooks, ipads and extra chargers, projectors - 211 ESEA Title I (Campus) - 211.11.6395.105.24.801.105 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct field trips to facilitate authentic learning experiences and to build student background knowledge.</p> <p>Strategy's Expected Result/Impact: Lesson plans and enrichment activities.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Field Trips - 211 ESEA Title I (Campus) - 211.11.6494.105.24.801.105 - \$8,300.85</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase supplies to enhance teaching and learning for all students through reading software, on-line reading assessments, and data computation software along with reading materials for library. Laminator to be purchased to enhance teacher materials. Programs that enhance teacher lessons: United Streaming, Pebble go, and purchase materials from Barnes and Noble.</p> <p>Classroom supplies will be purchased to facilitate student learning. Purchase books/reading materials for school library.</p> <p>STAAR Writing Practice books will be purchased to prepare students for the 4th Grade Writing STAAR.</p> <p>Strategy's Expected Result/Impact: Teachers will develop, administer, and desegregate data from district benchmarks and REN 360 assessments.</p> <p>Staff Responsible for Monitoring: Teachers ALL Administration Librarian Literacy teacher (campus teaching coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Pebble Go - 211 ESEA Title I (Campus) - 211.12.6299.105.24.801.105 - \$1,699.15, Supplies - 211 ESEA Title I (Campus) - 211.11.6399.105.24.801.105 - \$12,388, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.105.24.801.105 - \$5,000, Library Books - 211 ESEA Title I (Campus) - 211.12.6329.105.24.801.105 - \$1,000, Classroom supplies - 185 SCE (Campus) - 185.11.6399.105.30.000.105 - \$4,592.42, Postermaker - 211 ESEA Title I (Campus) - 211.11.6396.105.24.801.105 - \$4,000, Classroom Supplies - 199 General Fund - 199.11.6399.105.11.100.105 - \$2,556.80, Nurse supplies - 199 General Fund - 199.33.6399.105.99.100.105 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Students in third grade are performing below the "approaching" level on ELAR district unit assessments. Root Cause: Due to the lack of exposure to state testing and online test taking strategies, students are performing below the "approaching" level.</p>





Goal 1: Active Learning

Bliss Elementary will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Decrease the number of students who miss three or more days of school during the fall semester by 50% and increase parental awareness about the importance of school attendance. By the end of 2021-2022 will increase attendance from 94% to 97%.

Evaluation Data Sources: PEIMS reports
Daily attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct parent meeting about attendance BOY and MOY to inform parents of the importance of their child attending school everyday.</p> <p>Strategy's Expected Result/Impact: Notification in written form. Increase academic performance</p> <p>Staff Responsible for Monitoring: Principal, Parent liaison, Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Active Learning





Bliss Elementary will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Dual language/bilingual students will be bi-literate, bilingual, and socially aware.

Evaluation Data Sources: STAAR
TELPAS
DRA/EDL
Benchmark Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Informal and formal assessments to measure student growth. Provide opportunities for students to achieve literacy and proficiency in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Students to become bilingual and bi-literate, to have high academic achievement, to be culturally competent, and to have high self-esteem and leadership skills.</p> <p>Students will have high levels of proficiency in more than one language.</p> <p>Students will hold a belief that Bilingualism/ Multiculturalism is a global and economic asset</p> <p>Staff Responsible for Monitoring: Teachers, Campus Teaching Coach, ALL (Literacy) Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Substitute teachers/Professional - 199 General Fund - 199.11.6112.105.11.362.105 - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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Goal 1: Active Learning

Bliss Elementary will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Gifted and Talented students will engage in challenging and project based active learning.

Evaluation Data Sources: Performance Standards Project
Classroom Activities
Gifted and Talented Progress Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Project-Based Learning Students will actively investigate solutions to complex, long-term challenges in groups. students will complete a project as a means of mastering an educational concept.</p> <p>Strategy's Expected Result/Impact: In addition to comprehension of individual subjects, students will gain an understanding of the relationship among them and an appreciation of the ways they all fit together.</p> <p>Staff Responsible for Monitoring: GT Teachers, GT Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Active Learning





Bliss Elementary will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:
Board Goals 1-3

Performance Objective 5: At-Risk students will be provided with extensive support through a variety of instructional methods, during and after hours. Implement differentiation instruction to meet the diverse needs of our Special Education population.

Evaluation Data Sources: By the end of the 2021-2022 school year we will increase student performance on core subjects.
Accelerated Reader

Prodigy Math and Freckle.

Strategy 1 Details	Reviews			
Strategy 1: Provide tutoring for at-risk students with weaknesses in reading, math, writing, and science. Strategy's Expected Result/Impact: Data from REN 360 and DRA/EDL Staff Responsible for Monitoring: Grade Level chairs and instructional coaches. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Tutors - 211 ESEA Title I (Campus) - 211.11.6117.105.24.100.105 - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 1: Hire highly effective teachers and create a climate and culture to increase the retention of teachers.

Evaluation Data Sources: Climate Surveys
Walk-throughs
T-TESS evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: When the applications and resumes are in, Admin will carefully review resumes and select applicants to interview with the skill sets to meet the needs of the diverse population at Bliss.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their educational practice. Increased teacher performance. Increased student performance on STAAR,benchmark tests,DRA/EDL</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Teaching Coach ALLS Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

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 100% Accomplished
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Goal 2: Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 2: Teachers and administration will be provided with at least one opportunity to attend professional development to enhance their teaching and educational practice. Teachers will be required to share their leanings with grade level and other teachers.

Evaluation Data Sources: Registration Forms
Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development that will lead to a fundamental change in a teacher's practice that will lead to increased student learning in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved the knowledge and skills important to teachers' positions and job performance. Increased teacher performance, increased student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Teaching Coach, ALLs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: TEPSA - 211 ESEA Title I (Campus) - 211.23.6411.105.24.801.105 - \$0, Teacher Professional Development - 199 General Fund - 199.13.6499.105.11.100.105 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The TEKS Resource System has been challenging for some teachers to implement. Revisions to the curriculum are difficult for some teachers to implement in a timely manner and plan effective lessons. Root Cause: Limited professional development to support teachers in utilizing the TEKS Resource System.</p>

Goal 2: Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 3: Provide a safe and secure learning environment conducive to learning.

Evaluation Data Sources: Climate surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create a classroom that is organized and that is characterized by mutual respect which will promote learning in a classroom environments where students feel safe.</p> <p>Strategy's Expected Result/Impact: Students will learn in a safe environment. Students will feel safe to participate and ask questions.</p> <p>Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The rate and delivery of communication results in barriers that directly influences student academic success. Root Cause: Lack of systemic consistencies and parent involvement due to relevancy.</p>





Goal 2: Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 4: Personnel will be hired with Title 1 funding to support student learning.

Three instructional para will be hired to assist teachers in the classrooms. A Campus Teaching Coach will be hired to support teachers with their instructional practice and assist with student achievement.

Evaluation Data Sources: Walks-Throughs
T-TESS
Employee Evaluations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Personnel will be used in classrooms to help with student and teacher growth. The campus teaching coach will help with small groups, one on one, and help use data from REN360 to focus on student needs.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP, ALL, campus teaching coach.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Salaries & Fringes - 185 SCE (Campus) - 185.11.6122.105.34.000.105 - \$24,207.58, Salaries & Fringes - 211 ESEA Title I (Campus) - 211.11.6112.105.32.801.105 - \$31,118, Salaries & Fringes - 211 ESEA Title I (Campus) - 211.13.6112.105.24.801.105 - \$33,294, Playground Monitor - 199 General Fund - 199.51.6126.105.99.000.105 - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Lead with Character and Ethics

Bliss Elementary will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all campus operations.

Performance Objective 1: Principal, secretary, CIT and leadership team will analyze and prioritize budget to ensure that resources are distributed in a timely and equitable manner by meeting once a month to review and discuss current and future purchases.

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Sources: CIT minutes
Monthly review of budget allocation





Strategy 1 Details	Reviews			
<p>Strategy 1: Forecasting next year's budget, while reviewing the current budget to identify areas where money could be moved to other resources in future.</p> <p>Strategy's Expected Result/Impact: Proposed expenditure does not exceed proposed income.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Principal's secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bliss Elementary will implement PBIS/SEL to help reduce bullying on campus.</p> <p>Strategy's Expected Result/Impact: Reduced instances of bullying on campus.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, School Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Community Partnerships

Bliss Elementary will maintain positive and productive partnerships with parents and community organizations to facilitate the success of all students.

Performance Objective 1: Engage family by allowing them to participate and engage in school activities.

Evaluation Data Sources: Sign in sheets
Flyers/announcements

Strategy 1 Details	Reviews			
<p>Strategy 1: Developing school, family, and community partnerships to improve school programs and school climate. Provide family services and support, increase parents' skills and connect families.</p> <p>Strategy's Expected Result/Impact: Family friendly and welcoming culture that is conducive to family engagement and student learning.</p> <p>Improved Attitudes: Self, Others, Learning, and Schools</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Military Liaison, Family Engagement Representative</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies-Parents - 211 ESEA Title I (Campus) - 211.61.6399.105.24.801.105 - \$700, Misc. Operating Costs-Parents - 211 ESEA Title I (Campus) - 211.61.6499.105.24.801.105 - \$700, EOY Awards - 199 General Fund - 199.11.6499.105.11.100.105 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The rate and delivery of communication results in barriers that directly influences student academic success. Root Cause: Lack of systemic consistencies and parent involvement due to relevancy.</p>

State Compensatory

Personnel for Bliss Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Frances Wilson	Paraprofessional Instruction	0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ivonne Torres	Instructional Para		1
Margarita Corral	Para Instruction		1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library books	199.11.6329	\$0.00
1	1	1	Office Computers	199.23.6395.105.99.100.105	\$7,000.00
1	1	1	Staff Development Reading Materials	199.13.6329.105.11.100.105	\$1,000.00
1	1	4	Classroom Supplies	199.11.6399.105.11.100.105	\$2,556.80
1	1	4	Nurse supplies	199.33.6399.105.99.100.105	\$500.00
1	3	1	Substitute teachers/Professional	199.11.6112.105.11.362.105	\$4,000.00
2	2	1	Teacher Professional Development	199.13.6499.105.11.100.105	\$1,000.00
2	4	1	Playground Monitor	199.51.6126.105.99.000.105	\$6,500.00
4	1	1	EOY Awards	199.11.6499.105.11.100.105	\$3,500.00
Sub-Total					\$26,056.80
Budgeted Fund Source Amount					\$26,056.80
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Classroom supplies	185.11.6399.105.30.000.105	\$4,592.42
2	4	1	Salaries & Fringes	185.11.6122.105.34.000.105	\$24,207.58
Sub-Total					\$28,800.00
Budgeted Fund Source Amount					\$28,800.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	owl cameras macbooks, ipads and extra chargers, projectors	211.11.6395.105.24.801.105	\$5,000.00
1	1	3	Field Trips	211.11.6494.105.24.801.105	\$8,300.85
1	1	4	Pebble Go	211.12.6299.105.24.801.105	\$1,699.15
1	1	4	Supplies	211.11.6399.105.24.801.105	\$12,388.00
1	1	4	Testing Materials	211.11.6339.105.24.801.105	\$5,000.00
1	1	4	Library Books	211.12.6329.105.24.801.105	\$1,000.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Postermaker	211.11.6396.105.24.801.105	\$4,000.00
1	5	1	Tutors	211.11.6117.105.24.100.105	\$10,000.00
2	2	1	TEPSA	211.23.6411.105.24.801.105	\$0.00
2	4	1	Salaries & Fringes	211.11.6112.105.32.801.105	\$31,118.00
2	4	1	Salaries & Fringes	211.13.6112.105.24.801.105	\$33,294.00
4	1	1	Supplies-Parents	211.61.6399.105.24.801.105	\$700.00
4	1	1	Misc. Operating Costs-Parents	211.61.6499.105.24.801.105	\$700.00
Sub-Total					\$113,200.00
Budgeted Fund Source Amount					\$113,200.00
+/- Difference					\$0.00
Grand Total					\$168,056.80

Addendums

CIT AGENDA

October 22, 2018

Review of Goal 1
Budget/Fund Raisers
PBIS Letter/Tentative Schedule
Tutoring
Demolition of Army Base Housing

PBIS Fun Day

December 19, 2018

Option A

Morning Sessions

8:00-8:30 Prek am

8:30-9:30 Kinder (Teachers' conference time 8:30-9:15)

9:30-10:30 First (Teachers' Conference time 9:30-10:15)

10:30-11:30 Second Grade (Teachers' Conference time 10:30-11:15)

Afternoon Sessions

1:00-1:30 PreK pm

1:45-3:15 pm 3-5 Grade Rotations

1:45-2:30 3rd and 4th conference time

2:30-3:15 5th Grade conference time

1:45-2:15 5th Grade in Gym

2:15-2:45 4th Grade in Gym

2:45-3:15 3rd Grade in gym

PBIS Fun Day
December 19, 2018

Option B

Morning Sessions

8:00-8:30 Prek am

8:30-9:15 Kinder

9:15-10:00 First

10:00-10:45 Third

10:45-11:30 Second (2nd grade lunch 11:30-12:10)

Afternoon Sessions

1:00-1:45 5th

1:45-2:30 4th

2:30-3:00 Prek pm

Bliss Elementary School

Memo for Record

Subject: Positive Behavior Intervention Support (PBIS)

October 22, 2018

Hello Parents,

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments(<http://www.sjUSD.org/student-services/pbis/what-is-pbis/>).

To encourage students to have positive behavior, Bliss Elementary will continue to implement School-wide PBIS strategies to help improve student behavior. Each teacher will use his or her classroom management plan to monitor student behavior. Students that maintain good behavior on a weekly basis will participate in "Fun Friday Enrichment Activities". Students that do not maintain positive behavior will participate in Character Development Enrichment activities. Students that continue to misbehave after being redirected will receive a PBIS form that goes home for parent/guardian signature. For severe misbehavior, students will receive an office referral. After three PBIS forms or one office referral, a student will not be able to attend the school-wide PBIS event. Bliss will hold a school wide fun event every nine weeks. There are four nine week periods in an academic school year. We just celebrated our first nine week PBIS event for the first nine weeks. The second nine weeks PBIS event will be on December 19, 2018.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

Thank you Bliss Parents/Guardians for your understanding in the implementation of PBIS. If you have any questions or concerns please email or give us a call.

Sincerely,

Narichica Handy, Ed.S
Principal
Bliss Elementary School

Sandra Burciaga, MA.Ed
Assistant Principal
Bliss Elementary School

2018-2019 Campus Improvement Team

Meeting Date: October 22, 2018

Committee Role	Name	Position	Signature
Administrator	Narichica Handy	Principal	<i>Narichica Handy</i>
Administrator	Sandra Burciaga	Assistant Principal	<i>Sandra Burciaga</i>
Campus Non-Certified Staff	Sandra Pinela	Secretary to Principal	<i>Sandra Pinela</i>
Classroom Teacher	Graciela Townsend	Facilitator/Teacher	<i>Graciela Townsend</i>
Campus Non-Certified Staff	Shelia Joplin	Military Liaison	<i>Shelia Joplin</i>
Classroom Teacher	Sandra Hernandez	PreK Teacher	<i>Sandra Hernandez</i>
Classroom Teacher	Stephanie Rocha	2nd Grade Teacher	<i>Stephanie Rocha</i>
Classroom Teacher	Alda Briones	3rd Grade Teacher	<i>Alda Briones</i>
Classroom Teacher	Rebecca Sarabia	4th Grade Teacher	<i>Rebecca Sarabia</i>
Classroom Teacher	Tina Lawrence	Kinder Teacher	<i>Tina Lawrence</i>
Classroom Teacher	Esteban Mercado	PE Coach	<i>Esteban Mercado</i>
Community Representative	Dr. Deborah Trexler	Director, Fort Bliss Youth Services	<i>Dr. Deborah Trexler</i>
Classroom Teacher	Martha Heath	Librarian	<i>Martha Heath</i>

Reply all | Delete Junk | ...



CIT Meeting in the Library

RH **Richie V Handy**
Fri 9/7, 11:02 PM



Reply all |

Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecc+6 more

Required: Richie V Handy; Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecca A Sarabia; Graciela A Townsend; Tina R Lawrence; Esteban Mercado; Trexler, Deborah A NAF USARMY USAG (US) <deborah.a.trexler.naf@mail.mil>; Sandra Pinela; Sandra R Burciaga; Martha Heath



When: Thu 9/20/2018 3:30p - 4:00p

Where: Bliss Elementary School (4401 Sheridan Rd, El Paso, TX, United States)

This invitation was updated after this message was sent. Open the update or open the item on the calendar.

Sent Items

Agenda

- Review of CIT Representatives/Discuss Selection Process
- Professional Development Needs
- Campus Needs Assessment(CNA)
- Campus Improvement Plan (CIP)

CIT AGENDA

October 22, 2018

Review of Goal 1
Budget/Fund Raisers
PBIS Letter/Tentative Schedule
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December 19, 2018

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2:45-3:15 3rd Grade in gym

PBIS Fun Day
December 19, 2018

Option B

Morning Sessions

8:00-8:30 Prek am

8:30-9:15 Kinder

9:15-10:00 First

10:00-10:45 Third

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1:45-2:30 4th

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Bliss Elementary School

Memo for Record

Subject: Positive Behavior Intervention Support (PBIS)

October 22, 2018

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Sincerely,

Narichica Handy, Ed.S
Principal
Bliss Elementary School

Sandra Burciaga, MA.Ed
Assistant Principal
Bliss Elementary School

2018-2019 Campus Improvement Team

Meeting Date: October 22, 2018

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Classroom Teacher	Martha Heath	Librarian	<i>Martha Heath</i>

Reply all | Delete Junk | ...



CIT Meeting in the Library

RH **Richie V Handy**



Reply all |

Fri 9/7, 11:02 PM

Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecc+6 more

Required: Richie V Handy; Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecca A Sarabia; Graciela A Townsend; Tina R Lawrence; Esteban Mercado; Trexler, Deborah A NAF USARMY USAG (US) <deborah.a.trexler.naf@mail.mil>; Sandra Pinela; Sandra R Burciaga; Martha Heath



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