

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



# Mission Statement

Whitaker Elementary Embraces Learning Experiences and Growth Opportunities.

## Vision

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

## Value Statement

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Special Pop	2016-2017	2017-2018	2018-2019	2019-2020
Total Students	429 (100%)	435 (100%)	443(100%)	429 (100%)
504	24 (5.6%)	29 (6%)	27(6%)	10 (2%)
LEP	132 (30.77%)	126 (29%)	133(30%)	129 (30%)
SPED	48 (11.19%)	44 (10%)	47(11%)	53 (12%)
LEP/SPED	19 (4%)	18 (4%)	21(5%)	14 (3%)
GT	17 (4%)	24 (5.5%)	25(6%)	45 (10%)
Hispanic	386 (89.98%)	392 (90%)	399(90%)	394 (92%)
White	16 (3.72%)	18 Non Hispanic/White (4%)	19(4%)	13 (3%)
		369 H/White (85%)	380(86%)	394 (92%)
African American	15 (3.50%)	41 (9%)	17(4%)	16 (4%)
Asian	5 (1%)	7 (2%)	9(2%)	5 (1%)
American Indian	1 (.2%)	7 (2%)	1(.2%)	1 (.02%)
ESL	1 (.2%)	1 (.2%)	0	2 (.04%)
Migrant	3 (.7%)	4 (.9%)	3(.7%)	1 (.02%)
At Risk	270 (62.94%)	170 (39%)	249(56%)	152 (35%)
Attendance	92.48% K-5 91.82% Pre-K	--	95.16%	97.13% K-5 94.26% Pre-K
Eco. Dis.	323 (75.29%)	--	381(86%)	378 (88.14%)

### Demographics Strengths

- Class sizes are small.
- Teachers have over 10 years of teaching experience.

- Teacher awareness of special programs and special needs of students is communicated consistently and documented/reviewed in teacher's data binders during PLC and data meetings.
- Teachers are familiar with the student population and their families.
- Attendance Committee reviews attendance and creates attendance plans as well as recognition/reinforcement activities are in place.
- The number of students who have been identified as Gift and Talented (GT) has increased.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rate is at 95.53% for grades K-5, and 93.16% for Pre-Kinder. Our 97% goal for attendance has not been met. **Root Cause:** Parents do not understand the importance of daily attendance and the campus needs to communicate this more effectively.

**Problem Statement 2:** Enrollment data indicates our student population has only slightly increased. Enrollment in the 2017-2018 school year was 435, and the current 2018-2019 enrollment is 443 students. Our current enrollment is 430 students. **Root Cause:** The school is established in an established neighborhood with few school age children.

# Student Academic Achievement

## Student Academic Achievement Summary

### MATH

2018-2019

Grade Level	Approaches	Meets	Masters
3rd	65%	33%	17%
4th	56%	29%	21%
5th	76%	40%	21%

### READING

2018-2019

Grade Level	Approaches	Meets	Masters
3rd	68%	29%	23%
4th	59%	32%	10%
5th	76%	30%	13%

### Science/Writing

2018 2019

Grade Level/Subject	Approaches	Meets	Masters
4th grade Writing	60%	28%	12%
5th grade Science	55%	34%	13%

### Historical Data

	2012	2013	2014	2015	2016	*2017	*2018	2019
3 <sup>rd</sup> Reading	80%	78%	72%	69%	74%	55%	73/34/16	68/29/23
						<b>-19%</b>	+18%	-5%
3 <sup>rd</sup> Math	60%	70%	69%	49%	57%	55%	69/33/10	65/33/17
						<b>-2%</b>	+15%	-4%
4 <sup>th</sup> Reading	77%	72%	71%	71%	63%	64%	53/27/14	59/32/10
						<b>1%</b>	-9%	+6%
4 <sup>th</sup> Math	77%	84%	62%	58%	61%	64%	68/32/14	56/29/21
						<b>3%</b>	+4%	-12%
4 <sup>th</sup> Writing	78%	68%	68%	70%	56%	58%	50/21/0	60/28/12
						<b>2%</b>	-8%	+10%
5 <sup>th</sup> Reading	71%	69%	80%	85%	84%	58%	81/30/9	76/30/13
						<b>-26%</b>	+23%	-5%
5 <sup>th</sup> Math	82%	82%	85%	76%	86%	65%	81/26/9	76/40/21
						<b>-21%</b>	+16%	-5%
5 <sup>th</sup> Science	79%	69%	76%	42%	68%	37%	75/21/0	55/34/13
						<b>-31%</b>	+38%	-20%

### Student Academic Achievement Strengths

- Dual language has moved through 5th grade and all dual teachers have received training and support.
- Grades 3-5 are departmentalized in math and reading to increase teacher content specialization.
- All K-5 teachers were trained using TRS by Region 19 to support rigor and good first teach.
- 1 Active Learning Framework (ALF) unit per 9 weeks was uploaded in EStudio and completed in class.
- All students were provided one 45 minute intervention block daily in grades K-5.
- Data is used to plan interventions and instruction.
- Response to Intervention (RtI) meetings are held every 3 weeks to track progress and make changes.



- All teachers have been trained in Balanced Literacy and are implementing it in the classroom.
- Students in grades 3-5 took place in TEKS targeted rotations to boost student achievement on the STAAR.
- Campus Schedule has been revised to allow for maximum teaching time at all grade levels.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** STAAR Math overall performance in grades 3-5 65% approaches, 34% meets, 20% masters for the 2019 STAAR assessment. **Root Cause:** Teachers need additional support on differentiated instruction for low standards.

**Problem Statement 2:** STAAR Reading overall performance in grades 3-5 was 66% approaches, 30% meets and 14% masters for the 2019 STAAR assessment. **Root Cause:** Teachers need additional support on planning instruction, unpacking and recognizing high leverage standards and how to differentiate workstations for interventions when addressing low standards. Campus created a TIP using ESF to address planning, leadership responsibilities, and data analysis.

**Problem Statement 3:** STAAR Writing performance was below standards results indicate approaches 60%, meets 20% masters, 12% for the 2018 -2019 assessment. **Root Cause:** The campus writing program was not aligned to meet the rigor of the state tested skills and application of these skills were not addressed during instruction until the second semester. In addition to this, our instructional writing block lacks structure and fails to include the integration of oral and written conventions in all grades. Furthermore, student evaluation tools, such as rubrics were currently not utilized.

**Problem Statement 4:** STAAR Science performance was below standards in grade 5 results indicate approaches 55% meets, 34%, masters 13% for the 2018 - 2019 assessment. **Root Cause:** Science was not a focus in K-5 and there is a lack of depth and rigor in the instruction.

**Problem Statement 5:** Enrollment data indicates our student population has only slightly increased. Enrollment in the 2017-2018 school year was 435, and the current 2018-2019 enrollment is 443 students. Our current enrollment is 430 students. **Root Cause:** The school is established in an established neighborhood with few school age children.

# School Processes & Programs

## School Processes & Programs Summary

Our campus is committed to aligning instruction and integrating rigor and relevance to increase student achievement. Building relationships is also important to ensure a safe and positive learning environment. TRS trainings have helped teachers understand the standard expectation and use the planning documents, plan for PAs, and plan checkpoints to assess students. Lesson plans are done weekly and uploaded into our schoology page. Our campus engages in 90 minute biweekly PLCS to support planning and effective implementation of the curriculum. Some work is needed in making sure teachers calibrate their idea of authentic work and align it to the standards. Teachers are expected to post student samples by genres and teachers provide opportunities within the instructional framework for students to engage in authentic writing work. More vertical alignment is needed to support student growth. Daily 45-minute interventions are taking place at all grade levels utilizing the computer lab for I Station. Activity based learning lab opened for Tier 3 intervention for K-2 students.

## School Processes & Programs Strengths

- TRS and TEKS Guide are utilized to plan for instruction that is TEKS based.
- Objectives are posted in student friendly language in every classroom.
- Lesson plans are uploaded and monitored weekly in Schoology.
- ALF, SEL, Balanced Literacy, and Guided Math are implemented and monitored through learning walks.
- LEGO interventions are implemented K-5 utilizing I Station and I Station lessons as well as the ABLL.
- Manipulatives are abundant and used to support instruction K-5.
- Content and Language objectives are communicated verbally and written as well as posted in student friendly language in Dual Language Classrooms.
- Content and language objectives are monitored through questioning and walk throughs.
- LPAC decisions and accommodations are followed.
- SIOP strategies are utilized K-5.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a need to improve teacher lesson planning to connect the planning to the instruction to the assessment (ESF 5.1) **Root Cause:** Perception that basic lesson planning is adequate for planning for instruction.

**Problem Statement 2:** There is a need to improve student achievement through weekly progress monitoring checkpoints and use the data to address high

leverage low standards. student. (ESF 5.3) **Root Cause:** Data is not being used to drive instruction.

**Problem Statement 3:** Accelerated Reader is not used by all teachers in all grade levels consistantly. **Root Cause:** AR is not viewed as a priority as it should be.

**Problem Statement 4:** I Station usage is not consistant throughout all grade levels. **Root Cause:** I Station is not a priority for many teachers.

**Problem Statement 5:** Much of the technology on campus is out of date and needs refurbishing or replacing such as desk top computers in classrooms and many of the older I Pads on campus. **Root Cause:** I Pads that are older than a few years are no longer able to be updated and updated apps will not work with older versions of IOS.

**Problem Statement 6:** There is a need to develop campus instructional leaders with clear roles and responsibilities. **Root Cause:** Typically leadership roles are assigned as need comes up (ESF 1.1)

# Perceptions

## Perceptions Summary

Whitaker Elementary core values stress the importance of our Whitaker rainbows B.E.A.M. *ing* excellence by being responsible, earning respect, always being safe and making someones day to promote a positive and conducive learning environment. Teachers model these expectations and these are communicated on a daily basis. Evidence of our expectations are seen throughout our campus in the form of anchor charts created during the first weeks of school that remind students of our expectations, procedures, and routines. These core values are also communicated on a daily basis during our morning announcements. Our campus' PBIS team celebrates and rewards students with monthly celebrations based on the data collected from our classroom teachers and school staff. Our district's culture and climate survey shows that 91.6% of parents feel that they are treated with respect and included at our school. Most parents feel that their children are offered opportunities after school and that they have been made aware of the various opportunities. 90.6% of students at Whitaker feel that their teachers believe in them. They feel that they are challenged to learn and have the material needed to do their work.

Whitaker elementary strives to create a family-friendly, positive and safe school learning environment. Events are held in the evening and during the day to promote family involvement such as Grandparents Lunch, monthly family nights, take your dad to school day, academic nights, fall festival, Fiesta night, coffee with the principal, garden club work days, STAAR information night, and other parent information nights. Flyers were sent home to encourage families to volunteer. The PTA is actively promoting a positive school/home connection and have set a goal to reach levels of recognition at the State.

## Perceptions Strengths

- PBIS, Brag Tags, and SEL classes are positive disciplinary policies.
- Goals and progress are communicated to teachers, faculty, parents, community, and staff routinely through a variety of sources.
- The campus is very focused on improving student achievement.
- A variety of after school activities are offered to the students-Boys and Girls Club, UIL, Garden Club, and tutoring.
- Monthly grade level performances and Core Essential Awards during Family Night.
- Family and Community Events are scheduled throughout the school year. For example, Trunk-or-Treat, Talent Show, Family Night.
- Parent/Student Handbook and School Compacts are created to provide parents and students with the expectations of the teachers and the school.
- Teachers are afforded an opportunity to give feedback through grade level chairs or CIT.
- Student discipline referrals decreased from 110 in 2017-2018 to 96 in 2018-2019.
- Children being bullied at school has decreased by 2.5%. The bullies are being held accountable and issues are being addressed.
- Students enjoy coming to school and BEAM with Whitaker Rainbow pride.
- There is an increase in student participation during "fun weeks" such as Red Ribbon, Bike Rodeo, and Veteran's Day.
- Coffee with the Principal takes place on a monthly basis.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Only 67.2% of student responses on the 2018/2019 Climate Survey feel that Whitaker Elementary is clean. **Root Cause:** Additional training is needed to address paper procedures.

**Problem Statement 2:** According to the 2018/2019 Climate Survey, fewer students feel that technology is utilized in the classroom and they feel that they are not taught how to use technology in school. **Root Cause:** Much of our student technology on campus is out dated and unable to be updated due to age.

# Priority Problem Statements

# 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

#### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Communications data



- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Active Learning

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

### **Directly Supports: Board Goals 1-3**

**Performance Objective 1:** Increase Student Achievement in grades 3-5 in all areas of the STAAR by increasing the number of students performing at the Approaches, Meets, Masters, with an overall average of 43 (from a D to a C rating):

Writing 75%,30%,15%

Reading 72%, 37%, 22%

Math 70 %, 39%, 23%

Science 70%, 40% 18,%

during the 2019-2020 school year.

Increase students achievement in K-2 to reflect district DRA/EDL reading goals Kinder @ 86.5%,72.1%, First @75%, 60.1%, and Second @ 75.2%, 72% by the end of the 2019 -2020 school year.

**Evaluation Data Source(s) 1:** STAAR Scores, Benchmarks, MOCKS, Unit Assessments, TEA Interim Assessment

**Summative Evaluation 1:**




**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Campus and district personnel will provide ongoing professional development that focuses on Balanced Literacy, Phonics, Guided Reading implementation, and guided math to increase academic achievement in all reading for students in grades Pre K-5. AR will be monitored weekly through a goal tracking chart displayed in main hallway. Provide reading materials.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration , Pre K-5 Teachers	Students will increase literacy skills that will positively impact all areas of the curriculum.				
<b>Funding Sources:</b> 185 SCE (Campus) - 5000.00							
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 2) The campus will provide students with real world experiences to facilitate hands on quality rich educational opportunities off campus.	2.4, 2.5, 2.5, 2.6, 2.6	Administration, Teachers	Student will have the opportunity to have hands on educational experiences off campus.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 6000.00							
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Campus teacher and instructional staff will provide additional support and learning opportunities for at risk students through tutoring focused on increasing academic achievement through best practices.	2.4, 2.4, 2.5, 2.5, 2.6	Administration Teachers	Students will have some extended opportunities to practice TEKs.				
<b>Funding Sources:</b> 185 SCE (Campus) - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>4) Campus administration and instructional leadership will provide opportunities for teachers to collaborate during 90 minute biweekly PLC's to analyze student data, share best practices and to plan for instruction and intervention.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration ALL Teachers	Teachers will have the opportunity to plan, prepare lessons and assessments, with their grade level cohorts.				
<p><b>Funding Sources:</b> 185 SCE (Campus) - 3088.00, 211 ESEA Title I (Campus) - 10145.00</p>							
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>5) Campus will provide materials and supplies to increase student learning through various strategies. Utilize the copy machine and purchase technology such as contracted services like Pebble go. And to purchase a laminating machine for the campus.</p>	2.4, 2.4, 2.5, 2.6, 2.6	Administration ALL Teachers	Increase student learning opportunities to allow more support for all students to include at-risk students that will lead to higher achievement across the campus.				
<p><b>Funding Sources:</b> 211 ESEA Title I (Campus) - 45939.39, 185 SCE (Campus) - 31512.00, 199 General Fund - 11400.00</p>							
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>6) The Campus will purchase high interest reading materials and supplies for the library to increase student love of reading and increase student reading levels.</p>	2.4, 2.4, 2.5, 2.5, 2.6	Administration Librarian	Students will have the opportunity to read high interest material to increase reading performance.				
<p><b>Funding Sources:</b> 199 General Fund - 1500.00, 211 ESEA Title I (Campus) - 4000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Campus will implement a K-5 Writing Plan to include writing in all genres to display once a month using grade level appropriate rubrics and daily editing and revising practice utilizing TRS to plan for instruction.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration, ALLs, Teachers	Increase consistency in writing in all grade levels to improve writing skills in grades K-5.				
<b>Funding Sources:</b> 185 SCE (Campus) - 2500.00							
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 8) The Campus will create a 45 minute RTI structure within the school day to address tiered level support for all students in grades K-5 based on data.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration, ALLs, and Teachers	All students will benefit academically from small group tiered support.				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 9) The campus will provide Stem Scopes resources to be utilized by 4th and 5th grades to plan and conduct hands on learning actives in the science lab by bridging the 2-D paper pencil activities to the 3-D hands on experiment.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration, ALLs, teachers	Teachers will be able to create a well rounded experience for student in 4th and 5th grade science class.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 10) The campus will participate in the Bluebonnet reading program for grades 3-5 as well as utilize AR K-5 to promote reading.	2.4, 2.5, 2.6	Librarian, Administration	Improve reading skills across all grade levels.	0%	0%	0%	

 = Accomplished     
  = Continue/Modify     
 0% = No Progress     
  = Discontinue

**Goal 1: Active Learning**

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

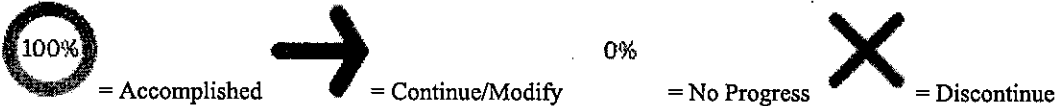
Directly Supports:  
Board Goals 1-3

**Performance Objective 2:** Increase student attendance rate from 95.07% to 97% by the end of the 2019-2020 school year.

**Evaluation Data Source(s) 2:** Attendance will be monitored monthly using TEAMS

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) The campus will promote good attendance for students through recognition and incentives by monitoring attendance monthly using a perfect attendance board, spelling out perfect attendance in each classroom, a monthly perfect attendance lunch, weekly announcement of classes that reached at least 97% attendance, and display of perfect attendance flags in each classroom. Attendance committee meets on a monthly basis and will implement a 45-day attendance plan when necessary.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration, attendance clerk, Teachers, attendance committee	Increase weekly attendance rates to ensure all students are attending school regularly.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Campus leadership will recognize students and teachers who have met annual goals in academics, attendance, sportsmanship, and citizenship with awards at the end of the school in an effort to improve student academics, attendance, citizenship, and sportsmanship.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration Counselor Coaches	Improved student academics, attendance, citizenship, and sportsmanship creating well rounded students.				
	<b>Funding Sources:</b> 199 General Fund - 3488.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Campus leadership will host a family night to provide information on the importance of regular school attendance and our PBIS program early in the 2019/2020 school year.	2.5, 2.5, 2.6, 2.6, 3.1, 3.2, 3.2	Administration, attendance committee, PBIS team	To improve student attendance and behavior.				
							



**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:** Based on the 2018/2019 STAAR results of Domain 3, Closing the Performance Gaps, students met 1 area of the the targeted indicators across all tested subjects. We will increase student achievement and performance by 15% on the 2019/2020 STAAR.

**Evaluation Data Source(s) 3:** Assessment data will include I Station data, STAAR data, benchmarks, and MOCK testing.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Campus SPED Team will provide monthly trainings for all grade level teachers, for example accommodation implementation, referral process, data collection, differentiation, and PLAAFP completion to better meet the needs of all students and teachers.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration Teachers SPED Department	Students will be receiving individualized instruction needed to meet their needs and close the achievement gaps.				
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) The campus will provide substitutes for SPED staff to attend 90 minute biweekly PLC meetings to ensure that SPED and general education teacher are collaborating to meet the needs of all students. Staff development activities.	2.4, 2.5, 2.5, 2.6, 2.6	Administration Teachers	Students will receive individualized instruction to meet the needs of all students.				
<b>Funding Sources:</b> 199 General Fund - 2030.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) The campus will track SPED student data in all subjects throughout the school year through collaborative efforts between classroom teachers and SPED teachers to monitor student progress by reviewing low standards and providing on going specific, targeted support.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration, ALLS, teachers	Increased student learning and achievement in all areas.				
<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;">           0% = 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 4:** Promote the Dual Language program to increase enrollment, bi- literacy, and bilingualism.

**Evaluation Data Source(s) 4:** We will monitor through PEIMS data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) The campus will provide an opportunity for Dual language events showcasing student projects or products once per semester bringing awareness to the dual language program.	2.4, 2.5, 2.5, 2.6, 2.6, 3.2	Dual Language Teachers Administration	Increase bi literacy and bi-culturalism.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>0%</p> <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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.

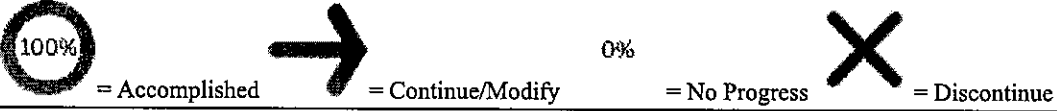
Directly Supports:  
Board Goals 1-3

**Performance Objective 5:** Whitaker Elementary will identify and monitor all migrant students on our campus.

**Evaluation Data Source(s) 5:** PEIMS data.

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will identify and monitor migrant students to ensure their academic and social needs are being met.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	PEIMs clerk, counselor, administration	Increase achievement of migrant students.				
							

**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 6:** Increase the number of students identified as gifted and talented by 10% for the 2019-2020 school year.

**Evaluation Data Source(s) 6:** GT testing

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) The campus will provide opportunities for TIER I students to participate with identified GT students using the district GT curriculum during the daily 45 minute intervention block to increase student achievement and engagement at all levels.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	GT Teachers, Administration	Increase student achievement and engagement.				
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>2) The campus will provide an opportunity for GT students to showcase their projects with the community, family, and campus at 2 of our family nights to promote GT awareness and participation.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2, 3.2	GT Teachers, Administration	Increase student achievement and engagement.				
<p>3) The campus will encourage two teachers per grade level to become GT certified to better meet the needs of all students.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	GT Teachers, Administration	Increase student achievement and engagement.				

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 7:** By the end of the 2019/2020 school year students in grades Pre K - 2 will acquire the prerequisite skills necessary in the next grade level and close the achievement gap. Students in grades K-2 will increase DRA levels from 70% to 80% and EDL levels from 45% to 52%

**Evaluation Data Source(s) 7:** DRA Records

**Summative Evaluation 7:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Campus and district personnel will provide ongoing professional development that focuses on Balanced Literacy, Phonics, AR, Guided Math, and Guided Reading implementation, monitoring, and support to increase academic achievement in all areas Pre K-2.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Administration , Pre K-2 Teachers	Students will increase literacy skills that will positively impact all areas of the curriculum.				
<p><b>Comprehensive Support Strategy</b> 2) The campus will provide students with real world experiences to facilitate hands on quality rich educational opportunities off campus.</p>	2.5, 2.6	Administration, Teachers	Student will have the opportunity to have hands on educational experiences off campus.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus administration and instructional leadership will provide opportunities for teachers to collaborate during 90 minute biweekly PLC's to analyze student data, share best practices and to plan for instruction and intervention.	2.4, 2.5, 2.6	Administration ALL Teachers	Teachers will have the opportunity to plan, prepare lessons and assessments, with their grade level cohorts.				
4) Campus will provide materials and supplies to increase student learning through various strategies. Utilize the copy machine and purchase technology such as contracted services like Pebble go and service center contract for TEKS RS support.	2.4, 2.6	Administration ALL Teachers	Increase student learning opportunities to allow more support for all students to include at-risk students that will lead to higher achievement across the campus.				
5) Campus will implement a K-2 Writing Plan to include writing expository once a month using a grade level appropriate rubric, daily editing and revising practice utilizing TRS to plan for instruction.	2.4, 2.5, 2.6	Administration, ALLs, Teachers	Increase consistency in writing in all grade levels to improve writing skills in grades K-5.				
6) The Campus will create a 45 minute RTI structure within the school day to address tiered level support for all students in grades K-5 based on data.	2.4, 2.5, 2.6	Administration, ALLs, and Teachers	All students will benefit academically from small group tiered support.				



= Accomplished



= Continue/Modify

0%

= No Progress



= Discontinue



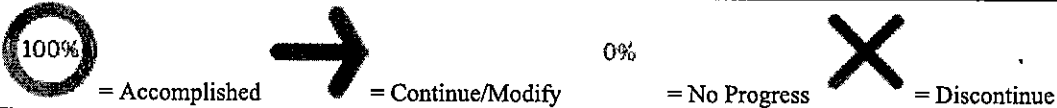
## Goal 2: Great Community Schools

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

**Performance Objective 1:** Whitaker Elementary will hire and retain certified faculty and qualified staff in all areas of the campus.

**Evaluation Data Source(s) 1:** All hiring will be done in a timely manner as per campus needs.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) The campus will provide a Campus Teaching Coach for reading to help meet the needs of all students on campus.	2.4, 2.4, 2.5, 2.5, 2.6, 3.2	Administration	Increase student learning outcomes.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 70445.98							
							

**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 will be provided as related to the areas of need identified in the CNA.

**Evaluation Data Source(s) 2:** Campus Needs Assessment, Teacher Reflection Logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 5: Effective Instruction                      1) Provide registrations and travel fees for local and out of town staff development to provide learning experiences and growth opportunities to our administrators, faculty, and staff.</p>	2.4, 2.5, 2.6	Administration, Teachers, ALLs	Teachers and administration will receive research based staff development to support student learning.				
<p><b>Funding Sources:</b> 211 ESEA Title I (Campus) - 4150.00, 185 SCE (Campus) - 2700.00</p>							
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      2) Provide materials and books for staff development to provide learning experiences and growth opportunities to our faculty and staff.</p>	2.4, 2.5, 2.5, 2.6	Administrators, Teachers, ALLs	Students will receive added support to improve student learning.				
<p><b>Funding Sources:</b> 185 SCE (Campus) - 5600.00, 199 General Fund - 6562.20</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Fund substitutes to allow teachers to attend Professional Development and PLC's.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	administrators, Teachers, ALLs	Increased planning opportunities to increase student achievement.				
<b>Funding Sources:</b> 199 General Fund - 1015.00							
<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;"> 0% = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

**Goal 2: Great Community Schools**

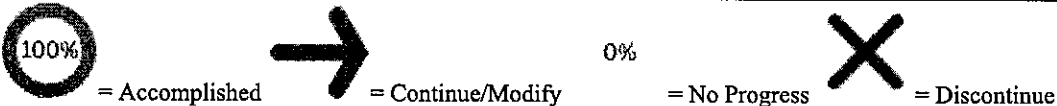
El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 3:** Reduce discipline referrals by 20%, from 38 offenses to 32 offenses. We will continue using PBIS strategies, and successfully launch and implement SEL during the 2018-2019 school year.

**Evaluation Data Source(s) 3:** TEAMS data and PBIS data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote awareness of the Core Essentials and Campus Core Values through PBIS and SEL competencies to improve social emotional learning and promote a positive campus environment.	2.4, 2.5, 2.6	Administration Counselor Teachers	Students and teachers will benefit from direct instruction for social emotional learning.				
2) Provide Guidance services for students in need of assistance emotionally, socially, academically, and/or at-risk.	2.4, 2.5	Counselor, Teachers	Students will have the opportunity to receive support when necessary.				



100% = Accomplished    
 → = Continue/Modify    
 0% = No Progress    
 X = 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 based Social Emotional Learning Curriculum will be implemented in all Pre K-5th grade classrooms for 45 minutes weekly.

**Evaluation Data Source(s) 4:** Teacher surveys and PBIS data.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 1) All employees who see students daily were provided with and trained on the Sanford Harmony Kits.	2.5, 2.6	Administration and counselor	Improve the social emotional well being of our Whitaker students.				




### 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:** Whitaker will systematically evaluate 100% of all instructional initiatives, resources, and program for the 2019-2020 school year.

**Evaluation Data Source(s) 1:** District and Campus Audits will ensure compliance.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) The campus will follow all district budget guidelines to ensure compliance.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2	Administration Secretary	Campus will remain in compliance				
<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;">                     0% = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

## 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:** Whitaker Elementary will increase opportunities for parental and community input, participation and collaboration in school academic and social emotional initiatives by 20% for the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Parent surveys, Event sign in sheets

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Whitaker will employ a Parent Engagement Leader that will provide parent training classes and instructional supplies to empower parental support for at least twice a month.	2.4, 2.5, 2.6, 3.1, 3.1, 3.2, 3.2	Administrators, Parent Engagement Leader, Counselor, ALLs	Increase student achievement.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 1492.00							
2) Whitaker will schedule academic focused family events at least 3 times per year and host monthly grade level performances during Family Nights for the 2019-2020 school year:	2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2, 3.2	Administration, Parent Engagement Leader, Teachers, ALLs	Increase student achievement and parental involvement.				
<b>TEA Priorities</b> Improve low-performing schools 3) Whitaker will conduct monthly Parent meetings to gather input on the Whitaker Parent Involvement Policy, Title One, School-wide Initiatives and Parent/School Compact.	2.4, 2.6, 3.1, 3.1, 3.2, 3.2	Administrators, Parent Engagement Leader, Counselor	Increase parental engagement and student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 4) The campus will provide 4 Strong Father events during the school year at flexible times to promote increased involvement by families and strengthen the home and school connection.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2, 3.2	Administration, Teachers, Parent Engagement Leader, Counselor	Increase parental involvement, support, and student achievement.				
<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;">           0% = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	7	2	The campus will provide students with real world experiences to facilitate hands on quality rich educational opportunities off campus.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Each grade level was provided an opportunity to provide input into the campus needs assessment. Survey results were used to evaluate the critical success factors.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

All teachers had an opportunity to provide input into the plan. Plan will be reviewed with grade level chairs, parents and CIT committee first few months of the 2018 -2019 school year.

### **2.2: Regular monitoring and revision**

Plan was reviewed by leadership team and current data points were entered into the plan.

CIT and Grade Level Chairs will be provided with an opportunity to provide revisions.

### **2.3: Available to parents and community in an understandable format and language**

The plan will be shared with the community after the CIT, Grade Level Chairs review in September. The plan will be posted on our website.

## **2.4: Opportunities for all children to meet State standards**

The plan addressed all children and opportunities for remediation and acceleration are addressed in the plan

## **2.5: Increased learning time and well-rounded education**

Master schedule was revised to ensure learning time is within district guidelines.

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

The plan addresses all students and at risk students are regularly monitored

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent Engagement policy was distributed to our families August 2018

## **3.2: Offer flexible number of parent involvement meetings**

Parental Involvement activities are offered at various times and dates to allow for opportunities for increased parental involvement.

# Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Antoinette Carpenter	Principal

# Campus Improvement Committee

Committee Role	Name	Position
Parent	Christina Fenstermacher	Parent
Community Representative	Joe Molinar	Community Member
Classroom Teacher	Laila Pascale	2nd grade Teacher
Non-classroom Professional	Patricia Flores	Active Learning Leader
Classroom Teacher	Brenda Moore	4th grade Teacher
Administrator	Antoinette Carpenter	Principal
Secretary	Deborah Bond	Secretary
Facilitator	Heather Rodriguez	Active Learning Leader
Administrator	Elisa Lee	Assistant Principal
District-level Professional	Sherita Martin	District Representative
Classroom Teacher	Jessica Schmitz	3rd grade Teacher/CIT Secretary
Classroom Teacher	Teresa Varela	1st grade Teacher
Classroom Teacher	Damaris Martinez	5th grade Teacher
Classroom Teacher	Rosie Gonzalez	Kinder Teacher
Business Representative	Kathy Gonzalez	Business Rep
Non-classroom Professional	Edna Rodriguez	Special Services
Classroom Teacher	Susana Brull	2nd grade Teacher
Classroom Teacher	Blanche Herrera	4th grade Teacher
Parent	Michelle Mancillas	Parent
Community Representative	Oralia Dominguez	Community Member
Non-classroom Professional	Adelina Sanchez	SPED/Resource/Inclusion Teacher
Non-classroom Professional	Rosa Rocha	Counselor

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Hourly	Sandra Pina	Hourly Representative