

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



Mission Statement

Dr. L.A. Nixon Elementary School is committed to developing a community of life long learners who achieve academically and socially with a strong desire to affect our world and community in a positive way.

Vision

Dr. L.A. Nixon Elementary School is committed to developing a community of life long learners who achieve academically and socially with a strong desire to affect our world and community in a positive way.

Value Statement

Nixon Elementary will value the efforts of all, and share in the successes of the campus.

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2021

Demographics

Demographics Summary

Dr. Nixon is located in a neighborhood that mainly consists of single-family homes. Nixon had an average enrollment of 654 students for 2020-21 school year, which is a decrease from the previous year due to Covid-19. We also have over 283 students that attend Nixon on a pupil transfer, meaning that we are the preferred campus for many families. Our school attendance has a slight increase to 95.8% from the previous year.

The school has students from many diverse backgrounds with approximately 40% military families. With this multiculturalism, Dr. Nixon students have an appreciation of different cultures. The diversity at Dr. Nixon includes:

*1% Native Hawaiian or Pacific Islander

*10% African American *2% Asian

*65% Hispanic *17% White

*5% two or more races.

The percentage of economically disadvantaged students enrolled at Dr. Nixon went up from 70% to 74.46% (which is a significant increase from previous year). The number of English Language Learner students have stayed at 12%. Our SPED population is at 14%. Students identified as Gifted and Talented have decreased to 9% of our population.

The student mobility rate during the 2018-2019 school year at Nixon was 17.2%, which is lower than the district average of 17.3%. Thirty-four percent of our students are connected to the military.

The percentage of students who are being served through our SPED department is 15%. Nixon has several different SPED settings to include resource, support facilitation and co-teach classrooms. We also have a self-contained AIM and two BIC classrooms. The faculty/staff understand how to work with students of diverse backgrounds and needs, and appropriate personnel have been trained in the identification of special needs, LEP, and GT students.

Demographics Strengths

Dr. Nixon has a staff of administrators, 49 highly qualified teachers, and paraprofessionals that strive to learn new ways of maximizing student potential. We have grade level leaders, who have many years under them, to help with current teaching practices that help new teachers and grade level practices to address needed areas for growth. New teachers to our campus or grade levels are provided mentors for support and to facilitate transition. The faculty retention rates are high, and we have very low turnover rates. New teachers are active in the Pup Academy (for new/new to campus teachers), which reviews programs as well as curriculum updating for new hires. Positions that are funded by campus are evaluated yearly for necessity and effectiveness through teacher input and test scores.

Dr. Nixon has a full time Military Family Liaison who supports the needs of our military connected families. The MFL holds monthly parental support meetings, facilitates a lunch bunch club that encourages student community, and many other campus activities. In addition, we have a counselor who is sponsored through doDEA to provide support to military students. As a campus we celebrate different cultural milestones with activities such as Grandparents Day Breakfast, Veterans Day Program, Black History Program, and many others. English Language Learners are supported through a Dual-Language program Pk-5. The staff quality, recruitment, and retention is very high at Dr. Nixon.

Our school provides great programs to promote parental involvement. Monthly meetings are provided to support parents in such areas as: how to help your students with homework, how to cope with testing, helping students transition and internet safety. Coffee with principal and monthly newsletters as well as school website, Facebook page, Marquee and Call outs provide parents with valuable information about school activities. We also have several programs for students to include:

Robotics/Coding- This is a grant funded initiative that takes place after school and is open to all students.

Strong Fathers- We participate in this program and hold various parental engagement activities. Student Ambassador Program- Promotes Community Service

Young Rembrandts- This is an after-school Arts program that is offered here but paid for by parents.

Snapology- This is another after school program focusing on STEM/STEAM, but paid for by parents.

We also implemented a Homework Help club in the second semester. This was used for any student who needed support with their homework/classwork and also for student who needed reinforcement with social emotional/behavioral support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. **Root Cause:** Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well.

Problem Statement 2 (Prioritized): Current enrollment numbers are at 654. Concerns in classroom assignments and logistics may arise. **Root Cause:** With enrollment concerns on logistics arise in the classroom assignments, i.e. teacher-student community relationships.

Problem Statement 3 (Prioritized): Large special populations including BIC, AIM, Pre-k3 and 4 **Root Cause:** Large numbers of students needing specialized support

Problem Statement 4 (Prioritized): Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. **Root Cause:** Large numbers of identified students needing specialized support.

Problem Statement 5 (Prioritized): Current enrollment numbers are at 654. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise. **Root Cause:** With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, library schedules, and art schedules.

Student Learning

Student Learning Summary

Dr. Nixon is a unique school with a diverse population. We offer all of the benefits afforded to a large school but with a small school atmosphere. We have a caring faculty and staff that go above and beyond for all students as well as one another. Historically Nixon has been a high performing campus and remains that way.

Due to Covid-19, there is no State Accountability data for the 2019-20 school year. All state assessments were cancelled due to Coronavirus.

State assessments were resumed for the 2020-21 school year for students who were face-to-face and virtual students who chose to come in to the campus to take the state assessments.

Our most current data is from the 2018-19 school year, Dr. Nixon met standard according to the State of Texas accountability rating system with an overall score of 87= B. The school received all six academic distinction designations for:

Academic Achievement in Math, Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Post-Secondary Readiness, Academic Growth, and Closing Performance Gaps.

STAAR Scores for 2018-19: (Approaches/Meets/Masters)

5th Grade: Math- 85/58/36 (Lep- 66/22/11; SPED- 33/20/6); Reading- 86/56/33 (Lep- 55/11/0; SPED- 33/13/6); Science-83/62/31

4th Grade: Math- 69/37/19 Reading- 72/40/20 Writing- 66/27/14

3rd Grade: Math- 88/53/26 Reading- 89/48/32

Student needs are identified through state testing from previous years as well as on-going formative assessments within the classroom, Freckle Reading and Math data, and DRA/EDL data. The need for differentiated instruction is addressed through one-on-one and small group instruction, center-based teaching, focused and targeted intervention groups, as well as Active Learning Framework which helps students who are struggling. The needs for all students are individually addressed through constant monitoring between classroom teacher, SPED teacher, Reading Intervention teacher, and tutors.

Student Learning Strengths

Dr. Nixon provides many programs that support the TEKS and align with curriculum. One such program is Accelerated Reader which encourages a love of reading and encourages students to read more and increase fluency levels. New this past year were Freckle Reading which promotes reading fluency, phonemic awareness, and comprehension; and Freckle Math which was used to foster number fact fluency, numeracy, problem solving, and achievement in Mathematics. We plan to continue providing grade level tutors to support a decrease in learning deficits, and most teachers provide after school academic tutoring and student support. We have two Reading Specialists who provide research-based strategies for working with Dyslexia learners to small groups of students. Before Covid-19 interrupted the educational schedule, we had added a homework club twice a week after school. During the pandemic, teachers were asked not to assign homework. If this continues to be the directive when things return to normal, we plan to offer extra assistance with any outstanding classwork assignments and make-up work from absences.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current enrollment numbers are at 654. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise. **Root Cause:** With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, library schedules, and art schedules.

Problem Statement 2 (Prioritized): Scores in Reading are lower than state and district percentages for the African American subpopulation. **Root Cause:** Students are not receiving enough early interventions in order to meet grade level expectations.

Problem Statement 3 (Prioritized): Scores in Reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most Economically Disadvantaged students lack the necessary support at home and lack background knowledge and educational experiences.

Problem Statement 4 (Prioritized): Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. **Root Cause:** Large numbers of identified students needing specialized support.

Problem Statement 5 (Prioritized): Students in all grade levels that were virtual this past year may need more individualized and intensive intervention due to the "Covid-19 Slide." **Root Cause:** Students lack the motivation to learn, self-discipline to complete assignments and support from home to successfully achieve in a virtual setting.

Problem Statement 6 (Prioritized): Only 40% of our parents completed the "Student Climate Survey". **Root Cause:** Parents and Students are not aware of the impact this survey has on the school. There is not enough explanation of the importance of the survey by teachers and staff. It's the same parents that do the survey every time.

Problem Statement 7 (Prioritized): Parents feel they are not aware of the "District Academic Programs" provided to all students. **Root Cause:** Lack of understanding by parents of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Problem Statement 8 (Prioritized): Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. **Root Cause:** Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well.

Problem Statement 9 (Prioritized): Current enrollment numbers are at 654. Concerns in classroom assignments and logistics may arise. **Root Cause:** With enrollment concerns on logistics arise in the classroom assignments, i.e. teacher-student community relationships.

Problem Statement 10 (Prioritized): Large special populations including BIC, AIM, Pre-k3 and 4 **Root Cause:** Large numbers of students needing specialized support

School Processes & Programs

School Processes & Programs Summary

Dr. Nixon has grade level PLC's every week where teachers collaboratively plan clear learning targets, activities aligned to the rigor of the TEKS, quality lessons and interventions. Teachers use the TEKS Resource System, EPISD's Scope and Sequence and resources from Schoology for their planning and submit lesson plans weekly. Formative and summative assessments are given regularly. Common assessments are used every 9 weeks to monitor students' progress. Data from Ren360, Freckle, DRA, unit assessments, and district benchmarks are used to determine the needs of individual students. Teachers collaborate with grade level leaders and discuss the data, focusing on their strengths and weaknesses. The campus plans accordingly to meet the needs of struggling students. All teachers are involved in tutoring or providing programs that allow growth and challenge the students.

The SPED population is served through Inclusion support in the classroom, Resource, and Co-Teaching. ELL population is given support in both the Bilingual and the Dual Language program. Students are monitored through EDL2, TELPAS, and benchmark/unit assessments. Research based practices are used during our schools RTI allocated time frame. The RTI process is a tiered process that takes students through levels of interventions to ensure better understanding of grade leveled TEKS.

At Nixon Elementary our mission is to encourage students to become 21st Century learners through daily use of technology. Teachers have integrated components of technology to include a document camera, Smartboard (in 90% of classrooms), projector, and laptops to show and demonstrate assignments. Every student from preK-2nd grade have iPad's and 3rd -5th grade have MacAir books assigned to them with instructional apps such as Classlink, MyOn, Seesaw, BrainPOP, Epic, Nearpod, and many more. We have about 23 charging carts available for classroom use. Students participate in programs such as StemScopes, Prodigy, Study Island, Freckle, Epic, Lexia, and many more.

School Processes & Programs Strengths

Nixon provides immediate interventions for all students in need of assistance. Tutors are provided at Kinder- 3rd grade (both in class and pull-out) Most teachers provide targeted after school tutoring. RTI process is implemented for all students in need of intervention. Teachers are provided time during our weekly PLC's to improve lessons and target grade level specific activities. They also analyze data to ensure students are successful with TEKS.

Communication is used through our weekly "Nixon Coyote Newsletter" in which anyone can submit information to share. A positive campus culture is promoted through our weekly "Howl Out" opportunities through Padlet.

Nixon has projectors, document cameras and charging stations available for teachers to utilize during the day. Students are encouraged to use different learning programs on their individual assigned devices.

Reading Intervention teacher to provide Tier 3 support

Accelerated Reader Incentive Program

Dual Language classrooms have been given opportunities to purchase Spanish materials for classrooms. New textbook adoption will help with hands on and online programs available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. **Root Cause:** Lack of consequences

due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well.

Problem Statement 2 (Prioritized): Current enrollment numbers are at 654. Concerns in classroom assignments and logistics may arise. **Root Cause:** With enrollment concerns on logistics arise in the classroom assignments, i.e. teacher-student community relationships.

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Problem Statement 4 (Prioritized): Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. **Root Cause:** Large numbers of identified students needing specialized support.

Problem Statement 5 (Prioritized): Current enrollment numbers are at 654. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise. **Root Cause:** With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, library schedules, and art schedules.

Perceptions

Perceptions Summary

Dr. Nixon has an increasingly high level of both family and community involvement through a variety of activities such as: PTO meetings, Parent to Parent Meetings, Parent-Teacher Conferences, Military Mom's Club, VIPs, PTO, Fall Festival, Chili Cook-Off, Red Ribbon Rally with Community Participants, CIT meetings, Veteran's Breakfast, Grandparent's Breakfast, Career Day, having local Vendors available at our two festivals, Strong Fathers Math and Reading Nights, Book Fairs with Parent volunteers to help set up, run, and take down the fair, Career Fair, Read Across the District, and so much more. We scheduled special virtual parent meetings to relay specific communication of information relating to updates and re-opening plans due to Covid-19. These will continue to be scheduled as necessary. Information is shared on active Social Media sites and it is physically displayed at all entrances, and sent home in paper form with students and we also have a Parent Information Fair during conferences. We solicit parent/community input through surveys and evaluations. Per the Parent survey, 97% of the parents feel respected at the school and 93% feel included. We have record numbers of Parents coming to the schools for the Fitness Fridays for P.E.

We have a PBIS committee that meets monthly to revisit discipline issues and to create positive incentives to reward good behavior. They implement School-Wide positive rewards such as: Lunch Time rewards and Quarterly Parties for students earning the incentives. Unfortunately, Covid-19 has changed some of these school-wide implementations. The PBIS Team is both Proactive and Reactive. While, PBIS comes up with proactive practices and then Campus Admin has to address each individual situation on an as-needed basis. The District APP for anonymous reports of bullying; the open-door policy of the Campus Counselor; Teacher & Student referral forms in both the front foyer and outside the Counselor's Office. The Counselor is very accessible at all times of the day, before school, during lunch shifts and after school at dismissal. Teachers feel comfortable in informing the Counselor and Administration with any concerns for student safety. Our number of students who feel safe at school has increased by almost 10%. In addition, our discipline referrals have decreased dramatically over the past year due to Covid-19.

Perceptions Strengths

Before the Covid-19 pandemic, we had an increase in number of attendees at our weekly Friday Lunch shifts, where students could invite their parents to come to campus and eat lunch with them at a special table. Similarly, before the pandemic, our parental attendance at the Fitness Fridays for P.E. had increased as well. Parents would come to walk with their child or observe their student participating in an activity at P.E. time. After school activities continued to have a strong presence and high numbers of student attendance: Coyote Strong, Coding Club, Young Rembrandts, and Snapology. 88% of the students feel like they have a best friend at school, and that their teacher makes them excited for the future. They feel safe and they have fun at school. We expect for this trend to continue once the CDC allows all students to return to campus and things get back to normal as in previous school years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In a recent survey, parents responded that they have concerns on who to contact at their child's school if a particular problem arises. About 13% of the parents felt this way according to the data. **Root Cause:** Parents may not know where to look for this information or how to find the appropriate contact for their concerns.

Problem Statement 2 (Prioritized): Only 40% of our parents completed the "Student Climate Survey". **Root Cause:** Parents and Students are not aware of the impact this survey has on the school. There is not enough explanation of the importance of the survey by teachers and staff. It's the same parents that do the survey every time.

Problem Statement 3 (Prioritized): Parents feel they are not aware of the "District Academic Programs" provided to all students. **Root Cause:** Lack of understanding by parents

of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Problem Statement 4 (Prioritized): Attendance rate is currently 95.8% which is still below the campus goal of 97% attendance. **Root Cause:** With the removal of 90% attendance rule, there are not any consequences for non-attendance. Incentives do not always work.

Problem Statement 5 (Prioritized): According to the results of the parent, student, and teacher surveys from previous years, discipline is not perceived as being administered fairly and consistently. **Root Cause:** Standards and procedures are not fully understood across all campus stakeholder groups.

Priority Problem Statements

Problem Statement 1: Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance.

Root Cause 1: Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Current enrollment numbers are at 654. Concerns in classroom assignments and logistics may arise.

Root Cause 2: With enrollment concerns on logistics arise in the classroom assignments, i.e. teacher-student community relationships.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Large special populations including BIC, AIM, Pre-k3 and 4

Root Cause 3: Large numbers of students needing specialized support

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes.

Root Cause 4: Large numbers of identified students needing specialized support.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Current enrollment numbers are at 654. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise.

Root Cause 5: With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, library schedules, and art schedules.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: Scores in Reading are lower than state and district percentages for the African American subpopulation.

Root Cause 6: Students are not receiving enough early interventions in order to meet grade level expectations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Scores in Reading are lower than state and district percentages for the Economically Disadvantaged subpopulation.

Root Cause 7: Most Economically Disadvantaged students lack the necessary support at home and lack background knowledge and educational experiences.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students in all grade levels that were virtual this past year may need more individualized and intensive intervention due to the "Covid-19 Slide."

Root Cause 8: Students lack the motivation to learn, self-discipline to complete assignments and support from home to successfully achieve in a virtual setting.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Only 40% of our parents completed the "Student Climate Survey".

Root Cause 9: Parents and Students are not aware of the impact this survey has on the school. There is not enough explanation of the importance of the survey by teachers and staff. It's the same parents that do the survey every time.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Parents feel they are not aware of the "District Academic Programs" provided to all students.

Root Cause 10: Lack of understanding by parents of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Problem Statement 10 Areas: Student Learning

Problem Statement 11: In a recent survey, parents responded that they have concerns on who to contact at their child's school if a particular problem arises. About 13% of the parents felt this way according to the data.

Root Cause 11: Parents may not know where to look for this information or how to find the appropriate contact for their concerns.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Only 40% of our parents completed the "Student Climate Survey".

Root Cause 12: Parents and Students are not aware of the impact this survey has on the school. There is not enough explanation of the importance of the survey by teachers and staff. It's the same parents that do the survey every time.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Parents feel they are not aware of the "District Academic Programs" provided to all students.

Root Cause 13: Lack of understanding by parents of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Attendance rate is currently 95.8% which is still below the campus goal of 97% attendance.

Root Cause 14: With the removal of 90% attendance rule, there are not any consequences for non-attendance. Incentives do not always work.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: According to the results of the parent, student, and teacher surveys from previous years, discipline is not perceived as being administered fairly and consistently.

Root Cause 15: Standards and procedures are not fully understood across all campus stakeholder groups.

Problem Statement 15 Areas: Perceptions

Goals

Revised/Approved: May 27, 2021

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: 85% of students in grades 3-5 will meet the approaches grade level standard on STAAR Reading, Math, and Science test by June 2022.

Evaluation Data Sources: STAAR scores

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| <p>Strategy 1: To purchase and provide access to supplies and materials necessary to support instruction, and foster the efficient functioning of the school.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to necessary supplies to implement curriculum with fidelity, and to enhance learning.</p> <p>Staff Responsible for Monitoring: Principal Secretary to Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 3, 4, 5 - School Processes & Programs 4</p> <p>Funding Sources: Funds for classroom supplies - 211 ESEA Title I (Campus) - 211.11.6399.161.24.801.161 - \$45,545, Supplies - 185 SCE (Campus) - 185.11.6399.161.30.000.161 - \$25,000, Supplies - 199 General Fund - 199.11.6399.161.11.100.161 - \$9,189.40</p> | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Provide part time certified and non-certified tutors to enhance academic performance of targeted students to include At-Risk, ED, and ELL students in PK-5. Strategy's Expected Result/Impact: Decrease in the achievement gap will result due to tutors providing support. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Student Learning 2, 3, 5 Funding Sources: Funds to pay tutors - certified (fringes) - 211 ESEA Title I (Campus) - 211.11.614X.161.24.100.161 - \$1,255, Funds to pay tutors (Fringes) - 199 General Fund - 199.11.6117.161.11.362.161 - \$2,596, Funds to pay tutors - 185 SCE (Campus) - 185.11.6126.161.30.100.161 - \$5,073, Funds to pay tutors - 211 ESEA Title I (Campus) - 211.11.6117.161.24.362.161 - \$0, Funds to pay tutors - certified (salaries) - 211 ESEA Title I (Campus) - 211.11.6117.161.24.100.161 - \$10,000 | | Formative | | | Summative |
| | | Nov | Feb | Apr | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Purchase technology (desktop computers, ipads, printers) and software to upgrade and foster the utilization of technology through instruction. Some costs for operating software will be budgeted as required. Strategy's Expected Result/Impact: Increase student learning outcomes through the use of blended learning devices/activities. Staff Responsible for Monitoring: Classroom Teachers Active Learning Leaders Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5 Funding Sources: Funds to purchase technology - 211 ESEA Title I (Campus) - 211.11.6395.161.24.801.161 - \$60,000 | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
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| Strategy 4: Purchase and replace library books, and classroom reading books to include activity books that support the district curriculum and books in other languages than English. Also, to purchase general supplies to support the use of the library. Strategy's Expected Result/Impact: Students will have access to current literature, and circulation will increase. In addition, students will have access to books to support the Accelerated Reader program. Staff Responsible for Monitoring: Librarian Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Additional Targeted Support Strategy Funding Sources: Funds for projector in library - 185 SCE (Campus) - 185.12.6395.161.30.000.161 - \$2,000, Funds for classroom books to replenish classroom libraries - 211 ESEA Title I (Campus) - 211.116329.161.24.801.161 - \$15,000, Funds-Reading materials (library) - 185 SCE (Campus) - 185.12.6329.161.30.000.161 - \$4,000, Funds- General Supplies - 185 SCE (Campus) - 185.12.6399.161.30.000.161 - \$2,499.75, Funds- Reading Materials (Library) - 199 General Fund - 199.12.6329.161.11.100.161 - \$2,000, Funds- General Supplies - 199 General Fund - 199.12.6399.161.11.100.151 - \$1,500, Reading Materials- classrooms - 185 SCE (Campus) - 185.11.6329.161.30.000.161 - \$4,877.25 | | Formative | | | Summative |
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| Strategy 5 Details | | Reviews | | | |
| Strategy 5: To purchase supplies to support an online and blended learning environment for students. Strategy's Expected Result/Impact: Increase student learning outcomes in the virtual environment as well as to target the achievement gaps due to Covid-19. Staff Responsible for Monitoring: Principal Secretary to Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Funds for instructional supplies - 185 SCE (Campus) - 185.11.6399.161.30.019.161, Funds for online program- Pebble Go - 199 General Fund - 199.12.6299.161.11.100.161 | | Formative | | | Summative |
| | | Nov | Feb | Apr | June |
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| Strategy 6 Details | | Reviews | | | |
| Strategy 6: To purchase supplies needed to support a 1:1 ratio of devices to students. Supplies needed such as equipment- ipad carts, printers, charging cords, ipad cases. Strategy's Expected Result/Impact: Allow teachers to implement a blended/flex learning model in the classroom, as well as supporting virtual learning when needed. Staff Responsible for Monitoring: Principal Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Funds for resources - 211 ESEA Title I (Campus) - 211.11.6395.161.24.019.161, Funds for resources - 185 SCE (Campus) - 185.11.6395.161.30.019.161 | | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 7: To provide online resources for teachers to use as a part of classroom instruction. Example- Scholastic online, Seesaw, etc. Strategy's Expected Result/Impact: Increase opportunities for student exposure to various digital media to support virtual learning. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: On-line subscriptions - 211 ESEA Title I (Campus) - 211.11.6299.161.24.801.161 - \$12,500, Software License Fees - 211 ESEA Title I (Campus) - 211.11.6397.161.24.801.161 - \$10,000 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: To provide certified and non-certified tutors that will provide accelerated instruction to target learning loss due to Covid and virtual instruction. Accelerated instruction tutors will use the High Impact Tutoring model to provide support for students who did not master skills at their previous grade level. Strategy's Expected Result/Impact: Increase in Math/Reading assessment scores to include- Istation, Stemscores, Unit Assessments, and Interim STAAR assessments. Staff Responsible for Monitoring: Christine Miles- Principal Shannon Elliott- Math CTC Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 3, 5 Funding Sources: Funds to pay for non-certified tutors - 282 ESSER III ARP Funds - 282.11.6126.161.24.100.161 - \$18,316, Funds for fringe accounts 6148 - 282 ESSER III ARP Funds - 282.11.6148 - \$880, Funds for fringe accounts 6149 - 282 ESSER III ARP Funds - 282.11.6149 - \$1,875, Funds for High Impact Instructors - 282 ESSER III ARP Funds - 282.11.6117.161.24.180.161 - \$43,920, Funds to pay for certified tutors - 282 ESSER III ARP Funds - 282.11.6117.161.24.100.161 - \$59,948, Funds for fringe accounts 6141 - 282 ESSER III ARP Funds - 282.11.6141 - \$1,699, Funds for fringe accounts 6146 - 282 ESSER III ARP Funds - 282.11.6146 - \$10,253 | Formative | | | Summative |
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Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 4: Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. Root Cause: Large numbers of identified students needing specialized support. |
| Student Learning |
| Problem Statement 2: Scores in Reading are lower than state and district percentages for the African American subpopulation. Root Cause: Students are not receiving enough early interventions in order to meet grade level expectations. |

Student Learning

Problem Statement 3: Scores in Reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most Economically Disadvantaged students lack the necessary support at home and lack background knowledge and educational experiences.

Problem Statement 4: Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. **Root Cause:** Large numbers of identified students needing specialized support.

Problem Statement 5: Students in all grade levels that were virtual this past year may need more individualized and intensive intervention due to the "Covid-19 Slide." **Root Cause:** Students lack the motivation to learn, self-discipline to complete assignments and support from home to successfully achieve in a virtual setting.

School Processes & Programs

Problem Statement 4: Large special populations including BIC, AIM, Pre-K 3-year-old and Pre-K 4-year-old classes. **Root Cause:** Large numbers of identified students needing specialized support.

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 95.21% to 96.5% by the end of the 2021-22 school year.

Evaluation Data Sources: Attendance Reports in TEAMS

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Implement Attendance Incentive strategy- VIP status for students with 100% attendance in a 4 week period (monthly). Strategy's Expected Result/Impact: Increase attendance rate to 96% Staff Responsible for Monitoring: Principal Assistant Principal Attendance Committee members Funding Sources: Incentives - 199 General Fund - 199.11.6499 - \$1,000 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Hold attendance meetings and transfer review meetings on a monthly basis for student not meeting a 90% attendance rate. Strategy's Expected Result/Impact: Increase attendance rate to 96% Staff Responsible for Monitoring: Assistant Principal | Formative | | | Summative |
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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: To increase percentage of Special Education students approaching grade level on STAAR to 70% by the end of 2021/22.

Evaluation Data Sources: STAAR scores

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Implementation of a co-teaching model in 1st through 5th grade to support SPED students. Strategy's Expected Result/Impact: Increase in student mastery of grade level expectations. Fewer students needing to be pulled out for individual instruction. Staff Responsible for Monitoring: Principal SPED Teacher Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - Comprehensive Support Strategy | | Formative | | | Summative |
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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: To ensure students meet Early Literacy Goals for 2021/22 as measured by DRA/EDL and Ren360 and Circle progress monitoring.

Evaluation Data Sources: DRA/EDL/REN360/Circle Progress monitoring

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: To provide intervention opportunities for students who are At-Risk of not being successful at their grade level.

Evaluation Data Sources: DRA/EDL, REN360, STAAR

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Provide after school tutoring by highly-qualified teachers for struggling students. Strategy's Expected Result/Impact: STAAR results Growth on district assessments Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Funds for tutors - 211 ESEA Title I (Campus) - 211.11.6117., Fringes for tutors - 211 ESEA Title I (Campus) - 211.11.614x.161.24.362.161 | | Formative | | | Summative |
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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: To achieve at least 20% of students in 3-5 score Masters Grade Level on all STAAR tests.

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide School-wide Gifted and Talented Enrichment program for K-5. Strategy's Expected Result/Impact: By providing an enhanced curriculum, student learning outcomes will increase. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Solicit GT nominations, and schedule and administer test according to EPISD guidelines. Maintain a GT committee to oversee the process. Strategy's Expected Result/Impact: Increased identification of GT population, thereby increasing number of students participating in enhanced curriculum. Staff Responsible for Monitoring: Principal GT Committee Chair GT Committee members Counselor Title I Schoolwide Elements: 2.5, 2.5 | Formative | | | Summative |
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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: To ensure that each student in PK-5 has the opportunity to share in real world experiences that align to curriculum before end of May 2022.

Evaluation Data Sources: Lesson Student assessment performance

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 1: Provide real world experiences for students with community based activities- field trips. Strategy's Expected Result/Impact: To increase student comprehension of various Staff Responsible for Monitoring: Principal/ Secretary Funding Sources: Funds for Busses/Admission fees - 185 SCE (Campus) - 185.11.6499.161.30.000.161 - \$2,000 | | Formative | | | Summative |
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Goal 2: Great Community Schools

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

Performance Objective 1: To retain 100% of teachers (unless retiring or resigning) by fostering a positive campus climate and culture with high expectations for students and staff.

Evaluation Data Sources: Teacher retention data, Internal and external school climate surveys





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: New teacher/employee, "Pup" Academy will meet bi-monthly to discuss concerns and problem solve, and to help employees assimilate to the Nixon community. Strategy's Expected Result/Impact: New teachers/employees will be retained at campus due to positive climate/culture. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4 | Formative | | | Summative |
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Goal 2: Great Community Schools

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

Performance Objective 2: To provide staff development opportunities for instructional staff to increase knowledge of curriculum, and of effective strategies for implementation. In addition, staff development for teachers to support new initiatives such as Guided Math, and Project Lead the Way.

Evaluation Data Sources: PLC meeting agendas, STAAR results, DRA data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| <p>Strategy 1: Provide opportunities for faculty/staff to attend training in best practices, new initiatives, and strategies. In addition, we will do a campus-wide book study.</p> <p>Strategy's Expected Result/Impact: Increase use of educational strategies to support increased learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Funds for Books (Campus Book study) - 211 ESEA Title I (Campus) - 211.13.6329.161.24.801.161 - \$2,000, Funds for Paras to attend PD - 199 General Fund - 199.22.6122.161.23.362.161 - \$508, Funds for substitutes - 199 General Fund - 199.11.6112.161.11.362.161 - \$5,073, Funds for substitutes - 211 ESEA Title I (Campus) - 211.11.6112.161.24.801.161 - \$0, Funds for substitutes - fringes - 211 ESEA Title I (Campus) - 211.11.6141.161.24.362.161 - \$72, Funds for substitutes - salaries - 211 ESEA Title I (Campus) - 211.11.6112.161.24.362.161 - \$4,928, Payment for SD Fees - 211 ESEA Title I (Campus) - 211.13.6299.161.24.801.161 - \$5,000</p> | | | | |
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Goal 2: Great Community Schools

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

Performance Objective 3: To reduce the number of referrals by 5% by the end of the 2021/221 school year. For 2018/19 school year there were 133 referrals, reducing by 5%, would be fewer than 127 referrals. Due the the closure because of Covid-19- we do not have accurate 2019/20 data for comparison.

Evaluation Data Sources: Discipline Data from TEAMS

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implementation of a School-Wide Positive Behavior Intervention & Support program to foster a more positive learning environment for all students. Strategy's Expected Result/Impact: Students will feel safe and supported at school through: HOWL posted throughout school Lessons to support HOWL Reward Programs for students. Staff Responsible for Monitoring: PBIS Team Principal Assistant Principal counselor Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: Funds for incentives - 199 General Fund - 199.11.6499.161.11.100.161 - \$2,000 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide a conflict resolution/anti-bullying curriculum to support a safe environment. Strategy's Expected Result/Impact: Increase positive interactions for adults and students to establish a climate of respect for self and others. Staff Responsible for Monitoring: Counselor Principal Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Counseling Supplies - 199 General Fund - 199.31.6399.161.99.100.161 - \$1,000 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: To provide flexible seating to classrooms to foster active learning environments and students who are engaged physically and mentally. Strategy's Expected Result/Impact: Increase active engagement of students, and decrease off task behaviors. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Funds to purchase furniture - 199 General Fund - 199.11.6396.161.11.100.161 - \$5,000 | Formative | | | Summative |
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Goal 2: Great Community Schools

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

Performance Objective 4: Maintain 100% compliance with health/safety protocols throughout 2021/22 school year.

Evaluation Data Sources: Health office records

Discipline records

Records of safety drills

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Purchase supplies necessary to maintain the nurse's office to provide for student health and safety. Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Principal Secretary Funding Sources: Funds for supplies - 199 General Fund - 199.31.6399.161.99.000.161 - \$1,500 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure compliance with required safety drills- i.e. fire safety, lock down. Strategy's Expected Result/Impact: Faculty/staff/students will be more prepared for the event of an emergency. Staff Responsible for Monitoring: Principal Secretary | Formative | | | Summative |
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Goal 2: Great Community Schools

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

Performance Objective 5: Provide SEL support for staff and students.

Evaluation Data Sources: Office Referrals, counselor visits, parent contacts.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide training to all faculty/staff to support the Social Emotional Learning of all students. Strategy's Expected Result/Impact: Fewer behavioral problems, fewer office referrals, increase in student productivity and attendance. Staff Responsible for Monitoring: Counselor, Principal Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 8 - School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop a Campus Culture & Climate Committee that meets regularly to address the SEL needs of the campus. Strategy's Expected Result/Impact: Increase in attendance (student & adult); positive campus culture; increase in participation in activities Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 5 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. Root Cause: Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well. |
| Student Learning |
| Problem Statement 8: Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. Root Cause: Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well. |

School Processes & Programs

Problem Statement 1: Attendance rates are stagnant at 95.8%, very comparable to last year. School goal is 97% attendance. **Root Cause:** Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse. EPISD qualified to have students attend school virtually last year and may have contributed to low attendance as well.

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: To maintain 100% compliance with all local, state, and federal guidelines during 2021/22, while meeting the needs of our campus.

Evaluation Data Sources: PEIMS and TEAMS Financial reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: To review campus budget quarterly Strategy's Expected Result/Impact: Meet all spending deadlines and requirements. Staff Responsible for Monitoring: Principal Secretary | Formative | | | Summative |
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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 2: To provide opportunities for teachers to participate in activities to enhance learning environment as ensure compliance with standards for testing/SPED/LEP/At-Risk and GT.

Evaluation Data Sources: Sign in Sheets

TEAMS records

Meeting AGendas

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Provide opportunities for teachers to attend professional development in order to enhance learning. Strategy's Expected Result/Impact: Increased use of Active Learning strategies and Technology in the classroom. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Funds for registration Fees - 211 ESEA Title I (Campus) - 211.13.6499.161.24.801.161 - \$2,000, Funds for Professional Development- Region 19 - 211 ESEA Title I (Campus) - 211.13.6239.161.24.801.161 - \$0, Regio 19 - 211 ESEA Title I (Campus) - 211.13.6239.161.24.801.161 - \$1,500 | | Formative | | | Summative |
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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 3: To ensure administrators have access to professional development for best practices, new initiatives, and campus innovation.

Evaluation Data Sources: Agendas

Sign in Sheets

Campus turn around of professional development

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Campus leadership will attend professional development opportunities. Strategy's Expected Result/Impact: Meaningful Walkthrough feedback and increased knowledge to lead learning through PLC meetings Staff Responsible for Monitoring: Principal Assistant Principal Secretary Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Funds for registration fees for admin - 211 ESEA Title I (Campus) - 211.23.6499.161.24.801.161 - \$2,000, Funds for registration fees - 199 General Fund - 199.23.6499.161.99.100.161 - \$1,500, Funds for travel to TEPSA conference - 199 General Fund - 199.23.6411.161.99.100.161 - \$2,500 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Technology equipment for Counselor to travel to classrooms to provide lessons Strategy's Expected Result/Impact: Increased support for student social/emotional wellness. Staff Responsible for Monitoring: Principal Secretary Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: funds for computer, cart - 199 General Fund - 199.31.6395.161.99.100.161 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: To provide laptops for PEIMS clerk, Attendance clerk and Secretary to facilitate efficient functioning of administrative tasks and online registration. Strategy's Expected Result/Impact: To increase efficiency and reduce time spent with online registration customers. Staff Responsible for Monitoring: Principal Funding Sources: Funds for laptops - 199 General Fund - 199.23.6395.161.99.100.161 - \$3,000 | Formative | | | Summative |
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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: To build capacity for parental involvement by increasing number of parental involvement activities by 1 per semester by the end of 2021/22 school year in order to increase student academic performance and participation in school sponsored extra-curricular activities. Due to concerns with Covid-19, we will seek opportunities for virtual parental engagement activities.

Evaluation Data Sources: Sign In Sheets, Agendas, Parent Surveys, Parent Attendance Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Purchase materials and supplies to support virtual parental involvement activities to include presentations and meetings. This will include the purchase of a presentation cart for any small group opportunities and to facilitate virtual presentations. Emails, calls, monthly parent newsletters, and Facebook post will be utilized to increase communication to parents as well. Strategy's Expected Result/Impact: Increased participation in campus led parental education meetings. Staff Responsible for Monitoring: Principal Military Family Liaison Parental Engagement Leader Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Funds for interactive screen/cart - 211 ESEA Title I (Campus) - 211.61.6395.161.24.801.161 - \$4,000, Funds for supplies - 211 ESEA Title I (Campus) - 211.61.6399.161.24.801.161 - \$1,500, Funds for miscellaneous costs - 211 ESEA Title I (Campus) - 211.61.6499.161.24.801.161 - \$1,500 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: To purchase a movie license for the purpose of holding family movie nights, and other activities where parents will attend engagement sessions while students see a movie. Also as a possible after school incentive for students. Strategy's Expected Result/Impact: Increased parental engagement. Staff Responsible for Monitoring: Principal Funding Sources: movie license - 199 General Fund | Formative | | | Summative |
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Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: To create a more welcoming environment for employees and parents who visit Nixon.

Evaluation Data Sources: Parent surveys
Employee surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: To provide necessary supplies for office and administrative staff to work efficiently. Strategy's Expected Result/Impact: Increased efficiency of staff/admin. Staff Responsible for Monitoring: Principal Secretary Funding Sources: Funds for office supplies - 199 General Fund - 199.23.6399.161.99.100.161 - \$5,000 | Formative | | | Summative |
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Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------------|----------------------|----------------|------------|
| Maria Yolanda Cuellar | Paraprofessional PK | Nixon ES | 1 |
| Sonia Rand | Computer Lab Monitor | Nixon ES | 1 |

Campus Funding Summary

| 199 General Fund | | | | | |
|-----------------------------|-----------|----------|--------------------------------------|----------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Supplies | 199.11.6399.161.11.100.161 | \$9,189.40 |
| 1 | 1 | 2 | Funds to pay tutors (Fringes) | 199.11.6117.161.11.362.161 | \$2,596.00 |
| 1 | 1 | 4 | Funds- Reading Materials (Library) | 199.12.6329.161.11.100.161 | \$2,000.00 |
| 1 | 1 | 4 | Funds- General Supplies | 199.12.6399.161.11.100.151 | \$1,500.00 |
| 1 | 1 | 5 | Funds for online program- Pebble Go | 199.12.6299.161.11.100.161 | \$0.00 |
| 1 | 2 | 1 | Incentives | 199.11.6499 | \$1,000.00 |
| 2 | 2 | 1 | Funds for Paras to attend PD | 199.22.6122.161.23.362.161 | \$508.00 |
| 2 | 2 | 1 | Funds for substitutes | 199.11.6112.161.11.362.161 | \$5,073.00 |
| 2 | 3 | 1 | Funds for incentives | 199.11.6499.161.11.100.161 | \$2,000.00 |
| 2 | 3 | 2 | Counseling Supplies | 199.31.6399.161.99.100.161 | \$1,000.00 |
| 2 | 3 | 3 | Funds to purchase furniture | 199.11.6396.161.11.100.161 | \$5,000.00 |
| 2 | 4 | 1 | Funds for supplies | 199.31.6399.161.99.000.161 | \$1,500.00 |
| 3 | 3 | 1 | Funds for registration fees | 199.23.6499.161.99.100.161 | \$1,500.00 |
| 3 | 3 | 1 | Funds for travel to TEPSA conference | 199.23.6411.161.99.100.161 | \$2,500.00 |
| 3 | 3 | 2 | funds for computer, cart | 199.31.6395.161.99.100.161 | \$0.00 |
| 3 | 3 | 3 | Funds for laptops | 199.23.6395.161.99.100.161 | \$3,000.00 |
| 4 | 1 | 2 | movie license | | \$0.00 |
| 4 | 2 | 1 | Funds for office supplies | 199.23.6399.161.99.100.161 | \$5,000.00 |
| Sub-Total | | | | | \$43,366.40 |
| Budgeted Fund Source Amount | | | | | \$43,366.40 |
| +/- Difference | | | | | \$0.00 |
| 185 SCE (Campus) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Supplies | 185.11.6399.161.30.000.161 | \$25,000.00 |
| 1 | 1 | 2 | Funds to pay tutors | 185.11.6126.161.30.100.161 | \$5,073.00 |
| 1 | 1 | 4 | Funds for projector in library | 185.12.6395.161.30.000.161 | \$2,000.00 |
| 1 | 1 | 4 | Funds-Reading materials (library) | 185.12.6329.161.30.000.161 | \$4,000.00 |

| 185 SCE (Campus) | | | | | |
|-----------------------------|-----------|----------|--|----------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Funds- General Supplies | 185.12.6399.161.30.000.161 | \$2,499.75 |
| 1 | 1 | 4 | Reading Materials- classrooms | 185.11.6329.161.30.000.161 | \$4,877.25 |
| 1 | 1 | 5 | Funds for instructional supplies | 185.11.6399.161.30.019.161 | \$0.00 |
| 1 | 1 | 6 | Funds for resources | 185.11.6395.161.30.019.161 | \$0.00 |
| 1 | 7 | 1 | Funds for Busses/Admission fees | 185.11.6499.161.30.000.161 | \$2,000.00 |
| Sub-Total | | | | | \$45,450.00 |
| Budgeted Fund Source Amount | | | | | \$45,450.00 |
| +/- Difference | | | | | \$0.00 |
| 211 ESEA Title I (Campus) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Funds for classroom supplies | 211.11.6399.161.24.801.161 | \$45,545.00 |
| 1 | 1 | 2 | Funds to pay tutors - certified (fringes) | 211.11.614X.161.24.100.161 | \$1,255.00 |
| 1 | 1 | 2 | Funds to pay tutors | 211.11.6117.161.24.362.161 | \$0.00 |
| 1 | 1 | 2 | Funds to pay tutors - certified (salaries) | 211.11.6117.161.24.100.161 | \$10,000.00 |
| 1 | 1 | 3 | Funds to purchase technology | 211.11.6395.161.24.801.161 | \$60,000.00 |
| 1 | 1 | 4 | Funds for classroom books to replenish classroom libraries | 211.116329.161.24.801.161 | \$15,000.00 |
| 1 | 1 | 6 | Funds for resources | 211.11.6395.161.24.019.161 | \$0.00 |
| 1 | 1 | 7 | On-line subscriptions | 211.11.6299.161.24.801.161 | \$12,500.00 |
| 1 | 1 | 7 | Software License Fees | 211.11.6397.161.24.801.161 | \$10,000.00 |
| 1 | 5 | 1 | Funds for tutors | 211.11.6117. | \$0.00 |
| 1 | 5 | 1 | Fringes for tutors | 211.11.614x.161.24.362.161 | \$0.00 |
| 2 | 2 | 1 | Funds for Books (Campus Book study) | 211.13.6329.161.24.801.161 | \$2,000.00 |
| 2 | 2 | 1 | Funds for substitutes | 211.11.6112.161.24.801.161 | \$0.00 |
| 2 | 2 | 1 | Funds for substitutes - fringes | 211.11.6141.161.24.362.161 | \$72.00 |
| 2 | 2 | 1 | Funds for substitutes - salaries | 211.11.6112.161.24.362.161 | \$4,928.00 |
| 2 | 2 | 1 | Payment for SD Fees | 211.13.6299.161.24.801.161 | \$5,000.00 |
| 3 | 2 | 1 | Funds for registration Fees | 211.13.6499.161.24.801.161 | \$2,000.00 |
| 3 | 2 | 1 | Funds for Professional Development- Region 19 | 211.13.6239.161.24.801.161 | \$0.00 |
| 3 | 2 | 1 | Regio 19 | 211.13.6239.161.24.801.161 | \$1,500.00 |

| 211 ESEA Title I (Campus) | | | | | |
|-----------------------------|-----------|----------|---------------------------------------|----------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 3 | 1 | Funds for registration fees for admin | 211.23.6499.161.24.801.161 | \$2,000.00 |
| 4 | 1 | 1 | Funds for interactive screen/cart | 211.61.6395.161.24.801.161 | \$4,000.00 |
| 4 | 1 | 1 | Funds for supplies | 211.61.6399.161.24.801.161 | \$1,500.00 |
| 4 | 1 | 1 | Funds for miscellaneous costs | 211.61.6499.161.24.801.161 | \$1,500.00 |
| Sub-Total | | | | | \$178,800.00 |
| Budgeted Fund Source Amount | | | | | \$178,800.00 |
| +/- Difference | | | | | \$0.00 |
| 282 ESSER III ARP Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 8 | Funds to pay for non-certified tutors | 282.11.6126.161.24.100.161 | \$18,316.00 |
| 1 | 1 | 8 | Funds for fringe accounts 6148 | 282.11.6148 | \$880.00 |
| 1 | 1 | 8 | Funds for fringe accounts 6149 | 282.11.6149 | \$1,875.00 |
| 1 | 1 | 8 | Funds for High Impact Instructors | 282.11.6117.161.24.180.161 | \$43,920.00 |
| 1 | 1 | 8 | Funds to pay for certified tutors | 282.11.6117.161.24.100.161 | \$59,948.00 |
| 1 | 1 | 8 | Funds for fringe accounts 6141 | 282.11.6141 | \$1,699.00 |
| 1 | 1 | 8 | Funds for fringe accounts 6146 | 282.11.6146 | \$10,253.00 |
| Sub-Total | | | | | \$136,891.00 |
| Budgeted Fund Source Amount | | | | | \$136,726.00 |
| +/- Difference | | | | | -\$165.00 |
| Grand Total | | | | | \$404,507.40 |