

El Paso Independent School District
Hawkins Elementary School
2020-2021 Campus Improvement Plan

Mission Statement

Hawkins Elementary School with the support of the parents and community will provide a safe, respectful, and productive environment to promote and motivate all students to achieve their maximum potential to become successful citizens in a changing world.

Vision

Hawkins school will continue to meet the needs of the students. Our goal is to prepare our students academically, emotionally, and socially to succeed in a highly competitive world.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Goals	12
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	12
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.	22
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.	26
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.	27
State Compensatory	29
Personnel for Hawkins Elementary School	29
Title I Schoolwide Elements	30
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	30
1.1: Comprehensive Needs Assessment	30
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	30
2.1: Campus Improvement Plan developed with appropriate stakeholders	30
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	30
2.6: Address needs of all students, particularly at-risk	31
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	31
3.1: Develop and distribute Parent and Family Engagement Policy	31
3.2: Offer flexible number of parent involvement meetings	31
Title I Personnel	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hawkins Elementary is located at 5816 Stephenson Ave., in south-central El Paso. Our school currently services 340 students of which 98.24% are hispanic/latino. Our demographics are comprised of the following:

Economically Disadvantaged: 98.24%

Limited English Proficient: 59.12%

Title 1: 100%

At-risk: 74.41%

Our campus has a total of 68 faculty and staff members consisting of the following: 20 classroom teachers, 4 physical/adaptive physical education teachers, 3 CRC teachers, 1 EPP/ECSE teacher, 3 instructional coaches, 1 resource teacher, 11 paraprofessionals, 1 DRD teacher, 1 speech therapist, 1 diagnostician, 2 physical therapists, 1 librarian, 5 office staff members, 1 orchestra teacher, 1 music teacher, 3 cafeteria workers, 4 custodians, 1 counselor, 1 nurse, 1 playground monitor, and 2 administrators. The Employee Priority Preschool/Early Childhood Special Education unit will be new to our campus this year. This unit was formerly at Aoy Elementary School. Our campus has an intercity local agreement with our city consisting of a public park and playground that is open to the public after school hours and weekends. It is maintained by the city and our district.

Demographics Strengths

We are fortunate to be one of the few schools with a growing population. We ended our school year with a total of 340 students and will be increasing with the addition of EPP/ECSP for the upcoming school year. Our "student makeup" has remained consistent in being a "family" school. Many of our students are related to family member that once attended Hawkins. We are also fortunate to have a very large "grandparent population". Grandparents are an integral part of our students lives as was evident with the participation of over 200 visitors for "Grandparents Day" and many being the primary caretakers. We are also fortunate to have the San Juan Senior center and the San Juan Recreation Center located behind our campus. The senior center is actively involved with our campus and the recreational center is a very popular location frequented by our students daily and on weekends.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus attendance did not reach our goal of 97%. **Root Cause:** Systems currently in place do not support the necessary interventions to enforce attendance requirements.

Student Learning

Student Learning Summary

Due to Covid the following are our most recent STAAR Results from 2018-2019

3rd Grade Math: 97% Approaches 62% Meets 21% Masters

3rd Grade Reading: 90% Approaches 47% Meets 26% Masters

4th Grade Math: 98% Approaches 58% Meets 29% Masters

4th Grade Reading: 98% Approaches 68% Meets 38% Masters

4th Grade Writing: 92% Approaches 70% Meets 18% Masters

5th Grade Math: 98% Approaches 76% Meets 53% Masters

5th Grade Reading: 98% Approaches 67% Meets 35% Masters

5th Grade Science: 92% Approaches 70% Meets 31% Masters

Overall Reading: 96% Approaches 61% Meets 33% Masters

Overall Math: 98% Approaches 65% Meets 34% Masters

*EOY MOCK Testing was scheduled for April 7 (5th Math, 4th Writing)

April 8 (5th Reading)

April 14 (3rd Math, 4th Math)

April 15 (3rd Reading, 4th Reading)

April 16 (5th Science)

Student Learning Strengths

Students at Hawkins have performed consistently well over the past 8 years. We met our target goal in Reading, Math and Science surpassing 90,60,30 in each category and raised our Writing approaches scores from 69 to 92. This year we earned all 6 Designated Distinctions: ?ELA/Reading ? Mathematics ?Science ?Comparative Academic Growth ?Comparative Closing the Gaps ?Postsecondary Readiness) and a 94 overall "A" rating.

Individual student needs are identified through assessments. Specific services are determined by using data of weekly assessments, district assessments, MOCK testing, and STAAR results when available. Structures supporting each student are RTI, after-school tutoring, in class small group, and Saturday camps. All committee decisions concerning state assessments and interventions are appropriate and beneficial to students. RTI is being implemented through small group teaching in classrooms, after-school tutoring, before school reading program, and Saturday camps. Students are identified and placed in RTI through assessment data. RTI process is effective, and more data is examined before teacher makes a SPED stat.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All grade levels did not complete a calendar year of instruction while moving on to the next grade with regression in all areas. **Root Cause:** The academic school year ended in March due to Covid 19.

School Processes & Programs

School Processes & Programs Summary

Hawkins prides itself in improving our student academic achievement. Administration and instructional coaches meet weekly, aside from PLCs, to create a plan of action for the upcoming week in order to meet student and teacher needs. This leads to a strong commitment from administration and teachers. We also have a data room which keeps everyone informed on progression/regression.

Lesson plans and instruction objectives are data driven and analyzed weekly during PLCs. Critical thinking is facilitated during e2L. Formative assessments are created by the district Curriculum and Instruction Department. Interventions are planned with assessment data discussed at PLCs and during planning

There are 14 committees created at the beginning of the year which help operate Hawkins. PBIS is an ongoing program utilized by faculty and staff to better our school culture and community.

- Each month there is a special lunch where those students chosen are recognized. *
- The Attendance Committee ensures students are celebrated each month with a fun activity for having perfect attendance.
- The Health and Wellness program allows students year 'round to live a healthier life and utilize healthy habits daily for families as well as themselves. Faculty and Staff are also included in this program.
- Math (Nachos and Numbers), Reading (I Heart Reading/A.R. Club/), Writing (Awesome Authors), Science (Science Fair), Social Studies (Living Museum) offer a safe environment with high expectations..

School Processes & Programs Strengths

- There are many opportunities for our Hawkins students to reach challenging academics. Teachers, admin, and instructional coaches look closely at data and devote time throughout the day for small group instruction.
- RTI (last part of the day)
- Campus Teaching Coaches pull out students who are struggling with grade level standards.
- Instructional Coaches model best practices.
- There are 10 Saturday school opportunities.
- There is after school tutoring beginning in September.
- Enrichment for our G.T. students are given the opportunity to continue to accelerate their learning with project based instruction and collaborative groups.
- DRD students are pulled for dyslexia instruction.

- SPED students are pulled for Resource or/and inclusion.
- Grade level rotations are facilitated, in the upper grades, beginning in March.
- Admin meets with families to discuss concerns and/or praises with student data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Modification of successful instructional and intervention practices will have an impact on student achievement. **Root Cause:** Covid 19, CDC guidelines (upon released) and district directives on how to operate for the upcoming school year will require changes in our teaching practices.

Perceptions

Perceptions Summary

According to the 2018-2019 School Climate survey, some of the responses are as follows:

Student Responses

93.5% Like their school; 95.7 Feel safe; 97.8% Feel their principal is doing a good job; 93.5 Feel they are challenged; 97.8 Feel they have enough materials to do their school work; 97.8% Use technology in the classroom; 100% Feel it is important to go to school everyday; 95.7% Will attend college; 82.6% Responded that they are taught how to use technology at school

Parent Responses

100% Responded that they are treated respectfully at their child's school; 100% Feel their child is safe at school; 100% Feel the teachers believe their child can succeed; 100% Feel included in their child's school; 100% See that teachers get along at their child's school; 100% Feel the principal at their child's school is doing a good job; 100% Feel their child is learning for the future; 100% trust district personnel with their child's education; 90.5% are aware of after-school activities available for their child; 81% Know about different academic programs offered in the district; 90.5 Have noticed more technology use at their child's school; 100% Would recommend EPISD to their friends and family

Parental Support

Teachers have monthly parent meetings on different content/subject. Parent Teacher Conferences are also encouraged which are held twice a year. Parents are called in for a conference after every benchmark or important assessment. It could be because of regression or progress. Teacher, principal, instructional coaches, and parents keep an open communication going. Participation rates are measured with sign-in sheets. Depending on the classroom app, Dojo, Seesaw, Remind, ect..are facilitated and utilized within families. Flyers are sent out whenever we have events or upcoming deadlines. Phone calls are made to families through the district automatic calling system. Everything communicated to families are in both English and Spanish.

Perceptions Strengths

Student responses regarding climate all ranked above 93%. Parent responses regarding climate all ranked 100%. Parents ranked learning climate and community engagement above 90%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low parent response rate of 8.1%, short of our goal of 30% on the School Climate Survey **Root Cause:** Lack of technology for our parents to use on our campus, low parent turn out at campus events offering parents opportunities to complete survey

Priority Problem Statements

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: By the end of the academic school year, we will strive to attain 90% approaches, 60% meets, and 30% masters in all tested subjects.

Evaluation Data Sources: STAAR test results

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to fund a Science Teaching Coach to assist with academic needs utilizing the Science TEKS and District Curriculum for all students.</p> <p>Strategy's Expected Result/Impact: Increased student progress throughout the year monitored by assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Math & Science Coach Salaries - 211 ESEA Title I (Campus) - 211.11.6119.119.24.801.119 - \$65,035, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6141.119.24.801.119 - \$1,451, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6142.119.24.801.119, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6143.119.24.801.119, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6146.119.24.801.119 - \$8,053, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6148.119.24.801.119 - \$751, Math & Science Coach Fringes - 211 ESEA Title I (Campus) - 211.11.6149.119.24.801.119 - \$1,501, Math & Science Coach Salaries - 185 SCE (Campus) - 185.13.6119.119.30.000.119 - \$15,854, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6141.119.30.000.119 - \$230.19, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6142.119.30.000.119, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6143.119.30.000.119, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6146.119.30.000.119 - \$1,275.19, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6148.119.30.000.119 - \$112.19, Math & Science Coach Fringes - 185 SCE (Campus) - 185.13.6149.119.30.000.119 - \$238.19</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to fund a Math Teaching Coach to assist with academic needs utilizing the Science TEKS and District Curriculum for all students</p> <p>Strategy's Expected Result/Impact: Increased student progress throughout the year monitored by assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional tutoring, through campus teachers/retired teachers for at risk, economically disadvantaged, and all other students identified using data</p> <p>Strategy's Expected Result/Impact: Increased student progress throughout the year monitored by assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Tutoring (Salary and Fringes) - 185 SCE (Campus) - 185.11.6117.119.30.100.119 - \$9,000, Tutoring (2020 Carryover) (Salary and Fringes) - 185 SCE (Campus) - 185.11.6117.119.30.019.119 - \$890</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Replace books, periodicals, classroom libraries, library books, magazines, subscriptions, and support library activities that will enhance instruction in all subject areas.</p> <p>Strategy's Expected Result/Impact: Increase achievement in all subjects</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Reading Material (Carryover 2020) - 211 ESEA Title I (Campus) - 211.11.6329.119.24.019.119 - \$0, Reading Materials - 185 SCE (Campus) - 185.11.6329.119.30.000.119 - \$944.59, Reading Materials (Carryover) - 185 SCE (Campus) - 185.11.6329.119.30.019.119 - \$0, Library - 211 ESEA Title I (Campus) - 211.12.6329.119.24.801.119 - \$500, Reading Material - 211 ESEA Title I (Campus) - 211.11.6329.119.24.801.119</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Enhance classroom instruction by including field trips that support Curriculum/TEKS, fine arts activities, as well as support transitional activities for incoming students from Head Start as well as students transitioning to middle school.</p> <p>Strategy's Expected Result/Impact: Increase student awareness and exposure to community resources.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Field Trips - 211 ESEA Title I (Campus) - 211.11.6499.119.24.801.119</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide online web service, computer software licenses, and license renewals to assist with interventions for all students as needed.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Seesaw - 185 SCE (Campus) - 185.11.6299.119.30.000.119, - 211 ESEA Title I (Campus) - 211.11.6299, Words Their Way - 185 SCE (Campus) - 185.11.6397.119.30.000.119 - \$1,586</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide campus technology equipment as well as technology training to support instruction, maintain data, support student progress, and ensure the safety of all.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge and increase student awareness and academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Technology Equipment (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6395.119.24.019.119 - \$10,508, Technology Equipment - 185 SCE (Campus) - 185.11.6395.119.30.019.119 - \$2,816, Technology Equipment - 211 ESEA Title I (Campus) - 211.11.6395.119.24.801.119 - \$10,076.84</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase core subject practice testing materials.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Testing Material - 185 SCE (Campus) - 185.11.6339.119.30.000.119 - \$3,189.79, Math & Reading Coach Stipend - 211 ESEA Title I (Campus) - 211.11.6118.119.24.801.119, Testing Material (2020 Carryover) - 185 SCE (Campus) - 185.11.6339.119.30.019.119 - \$5,000, Testing Material (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6339.119.24.019.119 - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide substitutes for teachers in order to disaggregate data throughout the year and develop student improvement plans</p> <p>Strategy's Expected Result/Impact: Identification of student target needs and grouping</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Substitutes w/ Fringes (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6112.119.24.019.119, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.119.24.801.119 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase general supplies, materials, and furniture that support instruction of all students as well as to support the daily operations of the our school to accommodate the students needs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and meet the needs of our school</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Instructional Supplies (2020 Carryover) - 211 ESEA Title I (Campus) - 211.11.6399.119.24.019.119 - \$41,932.16, Supplies - 185 SCE (Campus) - 185.11.6396.119.30.000.119 - \$9,000, Instructional Supplies - 185 SCE (Campus) - 185.11.6399.119.30.000.119 - \$12,354.86, General Supplies - 199 General Fund - 199.11.6399.119.11.100.119, Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.119.24.801.119 - \$9,580</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 2: To attain a 97% average student attendance.

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents of students accumulating excused/unexcused absences through letters and phone calls requesting a conference.</p> <p>Strategy's Expected Result/Impact: Inform and monitor improved attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize students who have achieved perfect attendance monthly as well as mid-year and end of year with incentives and physical fitness activities.</p> <p>Strategy's Expected Result/Impact: Increase student attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p> <p>Funding Sources: Awards - 199 General Fund - 199.11.6499.119.11.100.119</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress </div> <div style="text-align: center;"> Accomplished </div> <div style="text-align: center;"> Continue/Modify </div> <div style="text-align: center;"> Discontinue </div> </div>				









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 service the recommended needs of all Special Education students as identified in their IEP.

Evaluation Data Sources: IEP, Assessments, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Utilize district-funded Special Education Paraprofessional to assist students according to their IEP. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate and provide professional development, services, and resources to meet the needs of all our Special Education students and teachers. Strategy's Expected Result/Impact: Student academic growth and increase teacher knowledge Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: To service the needs of all Dual/Bilingual students by providing training and resources to support teachers

Evaluation Data Sources: District training, resources, EDL/DRA, Telpas, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Participate and provide professional development, services, and resources to meet the needs of our Dual/Bilingual students and teachers. Strategy's Expected Result/Impact: Student academic growth and increase teacher knowledge Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 5: To provide services and resources to our migrant population

Evaluation Data Sources: Counselor reports, district services

Strategy 1 Details	Reviews			
Strategy 1: Provide services to parents and students to meet the needs of our migrant population Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.2, 3.2	Formative			Summative
	Nov	Feb	Apr	June
	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 6: To service the needs of all G/T students and provide training and resources to support teachers

Evaluation Data Sources: Test results, GT curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate and provide professional development, services, and resources to meet the needs of our GT students and teachers.</p> <p>Strategy's Expected Result/Impact: Student academic growth and increase teacher knowledge</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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 service the needs of all At-Risk coded students and provide training and resources to support teachers.

Evaluation Data Sources: STAAR results, coding reports







Strategy 1 Details	Reviews			
Strategy 1: Provided DRD services to identified students. Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

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

Performance Objective 1: To maintain employee retention and support the recruitment of highly effective staff

Evaluation Data Sources: Employee Profile Report, Employee Certification Report, job recruitment fairs

Strategy 1 Details	Reviews			
Strategy 1: Hire and retain highly effective staff by providing support and participating in recruiting fairs. Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Provide professional development training as appropriate to all faculty and staff

Evaluation Data Sources: Agendas, Sing-in sheets, Campus and District Data

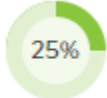






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide substitutes for scheduled teacher Staff Development, PLC planning, trainings, and testing. Strategy's Expected Result/Impact: Increase academic growth and meet testing compliance Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 Funding Sources: Substitutes (wrong sub object _801) - 211 ESEA Title I (Campus) - 211.11.6112.119.24.801.119, Substitutes - salaries - 211 ESEA Title I (Campus) - 211.11.6112.119.24.362.119., Substitutes - fringe - 211 ESEA Title I (Campus) - 211.11.6141.119.24.362.119</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development training as appropriate to all faculty and staff. Strategy's Expected Result/Impact: Increase academic growth and teacher knowledge Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 Funding Sources: Teacher Resources - 211 ESEA Title I (Campus) - 211.13.6499.119.24.801.119 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				










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: Hawkins will implement strategies to promote a safe, secure, drug-free school, and eliminate bullying

Evaluation Data Sources: Discipline referrals, District Reports, Parent Surveys, PBIS Initiatives

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue PBIS implementation and training Strategy's Expected Result/Impact: Decreased discipline referrals Staff Responsible for Monitoring: Principal Assistant Principal Counselor PBIS Representatives Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to teachers and parents on Student Code of Conduct, campus rules, guidelines and expectations, behavioral support plans Strategy's Expected Result/Impact: Decreased discipline referrals Raise parent participation and awareness Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.5, 2.5, 3.1, 3.1, 3.2, 3.2 Funding Sources: Parent Handbook - 199 General Fund - 199.23.6399.119.99.100.119</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue school-wide Anti-bullying strategies, Red Ribbon week activities, and implementing character development classes Strategy's Expected Result/Impact: Decreased discipline referrals Increase/Improve character development Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.5, 2.5, 3.1, 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Train all employees on Crisis Management Plan, Program Access Review, stranger awareness, and safety procedures Strategy's Expected Result/Impact: Safety awareness Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5, 2.5	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide medical/safety supplies for all of our faculty, staff, and students due to Covid 19 Strategy's Expected Result/Impact: Faculty, staff, student safety Covid prevention Staff Responsible for Monitoring: Principal Assistant Principal All faculty and staff Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Hawkins will be 100% compliant with state and federal guidelines and remain service oriented in all district operations.

Evaluation Data Sources: Budget, District Timelines







Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with Local, Title I, Title II, and SCE allowable expenditures Strategy's Expected Result/Impact: Ensure adequate expenditures/intervene to meet the needs of all students Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Comply with Title I parental expenditure of 1% to be used on instructional materials, programs, refreshments, and resources Strategy's Expected Result/Impact: Increase parental involvement and increase parental awareness on various topics Staff Responsible for Monitoring: Principal Parental Engagement Leader Title I Schoolwide Elements: 2.5, 2.5, 3.1, 3.1, 3.2, 3.2 Funding Sources: Parental Involvement - 211 ESEA Title I (Campus) - 211.61.6499.119.24.801.119 - \$220, - 211 ESEA Title I (Campus) - 211.61.6399.119.24.801.119</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide customer service training to all Hawkins employees Strategy's Expected Result/Impact: Increase positive feedback on surveys Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				







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: Hawkins will implement a minimum of 5 programs/trainings to support high levels of student achievement and learning at home. Training will be provided in quality core content areas (Reading/Writing, Math, Science) for families to strengthen our partnership with parents/guardians as well as to build capacity.

Evaluation Data Sources: Parent signature logs, agendas, invites, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct parent presentations on strategies relating to core content areas (Reading/Writing, Math Science) every 6 weeks</p> <p>Strategy's Expected Result/Impact: Increase Academic Success Increase Parental Involvement/Awareness Stengthen Parent/Teacher relationship</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parental Engagement Leader</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 3.2, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to coordinate Career Day, Make and Take, Nachos and Numbers as well as other activities that will allow for opportunities to invite the community as well as our partners in education to enhance the education of our students</p> <p>Strategy's Expected Result/Impact: Increase Community Involvement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parental Engagement Leader</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct parental meeting to inform, assist, and include them regarding: Title 1, Parent Compact, CIP, attendance policy, discipline policy, and continue to use school planners as another form of communication between parents and students.</p> <p>Strategy's Expected Result/Impact: Parental awareness Compliance</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide general supplies and materials to nursing center and coordinate a school/community Health Fair.</p> <p>Strategy's Expected Result/Impact: Increase Community Involvement and provide resources to meet the needs of the students</p> <p>Staff Responsible for Monitoring: Principal Nurse</p> <p>Title I Schoolwide Elements: 3.2, 3.2</p> <p>Funding Sources: Nurse Supplies - 199 General Fund - 199.33.6399.119.99.100.119</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Personnel for Hawkins Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Mendez	CTC		.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b)(6) Data was gathered from different sources as the needs and strengths of all campus staff and students were addressed; particularly the needs of our at-risk population

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, the plan and its implementation will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

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

The CIP is available to the local educational agency, parents, and the public in electronic and print form. The CIP is presented to the community during beginning of year parent meeting.

2.4: Opportunities for all children to meet State standards

The plan outlines performance objectives and strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] to meet the challenging State academic standards. This will be accomplished through data monitoring, staff development and flexible scheduling.

2.5: Increased learning time and well-rounded education

Hawkins Elementary will use methods and instructional strategies that strengthen the academic program in the school to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education

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

This plan address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards and how their needs will be met.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Mendez-Hernandez	CTC		.5