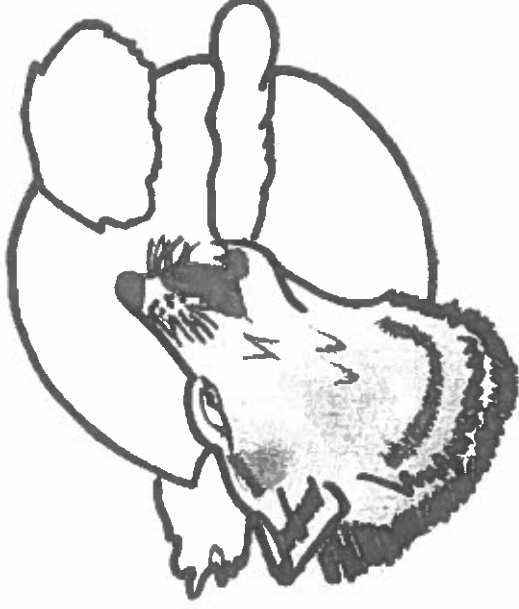


**El Paso Independent School District**  
**Kohlberg Elementary School**  
**2021-2022 Campus Improvement Plan**  
*Kohlberg Elementary School*



# Mission Statement

Together, we the Kohlberg community will continue to build a tradition of excellence.

We believe in fostering a positive, child centered learning environment which provides a well rounded education to prepare children for a successful future.

# Vision

Olga B. Kohlberg Elementary educates the whole child. Stakeholders work collaboratively to ensure that students from Kohlberg are prepared academically, socially and emotionally; ready to face an ever changing world.

# Value Statement

At Kohlberg Elementary School we will:

- creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered while we instill a sense of pride in our school and community
- cultivating and maintaining partnerships with students, parents, staff and the community
- maintaining rigorous standards and high expectations for all students as keys to academic excellence and life-long learning
- motivating students to become independent learners who take responsibility for their own learning
- offering a balanced curriculum aligned with quality instruction
- inspiring and equipping all students to discover and develop their talents in order to express their unique potential as leaders, critical thinkers, and collaborators

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kohlberg is located on the Westside of El Paso. The demographics of our campus represent the El Paso's community well with:

3% African Americans

84% Hispanic

9% White

2% Asian

2% Two or More Races

64% of the population is identified as Economically Disadvantaged, 31% of students are English Language Learners (ELL), 18% are served in Special Education programs, and 10.5% are Gifted and Talented (GT).

Kohlberg services a vast range of economic status including high and middle class and the recently added economically disadvantaged, lower middle class shift of young renting families or adult children returning, with their own children, to live with their parents. Fortunately, these changes have not negatively affected the mobility rate of 8.94% with is below the State average.

Kohlberg's faculty and staff are very stable as the average seniority is 13 or more years. The faculty, staff, parents and students work together to ensure a positive, vibrant learning environment. Consistent communication between all stakeholders is strongly promoted. Strong communication exists between the parents, teachers, and administrators. The administration has an open door policy and the teachers feel comfortable and supported in sharing their concerns, ideas and suggestions. Teachers readily participate in campus professional development opportunities, which are diverse and systematic and are ascertained by the needs of the teachers and the students. Professional development consciously addresses the differences in the needs of a new teacher to those of a veteran teacher.

Faculty, staff and administration work diligently to create an educational partnership with families. The school provides an array of parental involvement activities which demonstrates the importance of our partnership. Participation in educational events is exceptionally well supported by our community. We also have excellent support by a variety of community partners in education. In addition, local business owners and/or employees and parents are members

COVID-19 Pandemic Update: The 20-21 school year is starting off in a 100% virtual format for at least the first 8 weeks of school. Every student will be receiving either an iPad (EE-2nd) or a MacBook Air computer (3rd - 5th). Parents who qualify for HotSpots are receiving them from the district free of charge.

### Demographics Strengths

Strengths:

Kohlberg Elementary School  
Generated by Plan4Learning.com

A population rich in diversity brings many opportunities such as multi-culturalism. The campus provides dual-language instruction from PK-5th grades which supports a healthy population of bi-literate students.

Student demographics are used in identifying campus instructional needs, thus supporting the teachers and staff in identifying students in need of assistance. Teachers have become very skillful at identifying and addressing student needs. Interventions are offered in every grade level and are built within the master schedule to ensure no one misses an opportunity for improvement.

Kohlberg has a high teacher retention rate. 100% of the faculty and staff are Highly Qualified. Teachers actively seek profession development opportunities to hone their instructional skills and PLCs provide an avenue to encourage collaboration within and across grade levels.

The Counselor runs various clubs such as, the Kind Kids Club, the Lunch Bunch and the Good News Club to help build kind, caring and strong character within our students.

Kohlberg has a strong connection to its community and has excellent participation in both educational and enriching campus and PTO activities.

A campus-wide behavior initiative, PBIS - Positive Behavioral Interventions and Support, reinforces a positive school climate. Proactive strategies for defining, teaching and supporting appropriate student behaviors assist in establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.

A campus-wide behavior initiative, PBIS - Positive Behavioral Interventions and Support, reinforces a positive school climate. Proactive strategies for defining, teaching and supporting appropriate student behaviors assist in establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success. Implementation of the EPISD's Social and Emotional Learning (SEL) initiative has been embedded in the daily schedule, providing an opportunity to support children in understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions. In addition, an adult SEL focus during monthly faculty meetings and professional development opportunities provides an opportunity for growth and reflection for faculty, staff and administration.

- Student enrollment has remained relatively steady.
- Our small, dedicated PTA supports all school programs and provides a wide variety of activities for students and parents.
- Monthly grade level student performances are well attended in the evening.
- Guerrero hosts 2 family Reading/Math nights with over 100 people in attendance.
- The 3rd grade teachers host a STAAR information night.
- The number of teachers earning an ESL certification is increasing. (15 classroom teachers)
- All educators are highly qualified.
- The Counselor runs our Kindness Club that cycles in different students and allows them to participate in random acts of kindness for the campus.
- The Dual Language Program is offered PK-5<sup>th</sup> grade.
- An Intervention/Rtl period is offered in every grade level and teachers offer a variety of activities for students to participate in throughout the year.
- The Student Council at Guerrero is very active and helps to maintain a great relationship with our Community Partners at the Monte Vista at Coronado Senior Community. Last year our Student Council won the TEPESA award.

#### Needs:

- Attendance is not at 97+-%.
- There is a large percentage of native English language students participating in the Dual Language.

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

**Problem Statement 1:** Student attendance fails to reach the targeted 97% thus impacting student performance and ADA funding. **Root Cause:** The district eliminated the 90% Rule and during virtual learning, there was a lack of accountability at home for parents.

**Problem Statement 2:** The campus mobility rate is directly affecting the STAAR Scores. **Root Cause:** The COVID Shutdown led to immigration issues, families losing their jobs and having to move, and parents took their kids to home school, private or charter schools.

# Student Learning

## Student Learning Summary

Preliminary STAAR data reflects that Kohlberg a B rating for the 2019 school year.

Teachers continue to utilize DRA2/EDL, STAR360 and STAAR assessment data to drive instruction, identifying classroom and grade level troublesome student expectations (SE's). Intervention groups consist of students identified at-risk based upon both current and previous assessment data, in addition to teacher recommendation. Tutoring and other interventions are data driven. Data from LEXIA, STAR360, and DRA2/EDL indicate that students are progressing in their goals. Student who lack growth are then evaluated by the Student Success Team (SST) to determine whether further interventions, SPED referrals, 504 referrals, or testing for Dyslexia are necessary.

Key campus strategies ensuring student academic success include a strong first-teach in all core area aligned to the TEKS and consistent utilization of best practices and research-based instructional programs. Strategies also include the use of formative assessments and consistent analysis of student data driven instruction, in addition to a daily focused intervention block. Students gain foundational skills through rigorous direct planned instruction. Teachers build upon the skills taught providing active learning opportunities to engage and challenge students.

## Student Learning Strengths

2018-19 STAAR data reflects campus results to be above district results in all three criteria; Approaches, Meets and Masters Grade level in all grade levels, across all tested content areas.

Fifth grade reading and math results reflect above 70% in the Meets Grade level criterion, with 47% of students at Masters Grade level in reading and 66% attaining Masters Grade level in math. The content area of Science reflects a marked improvement with 85% of students achieving at the Meets Grade level and 48% achieving at the Masters Grade level criterion.

Fourth grade reading and writing results reflect an increase over 2018 results; 71% in the Meets Grade level criterion and 46% in the Masters Grade level criterion in reading. Writing results reflect 50% in the Meets Grade level criterion and 21% in Masters Grade level criterion. Math results reflect 60% in the Meets Grade level criterion and 44% in the Masters Grade level criterion.

Third grade reading results reflect 55% in the Meets Grade level criterion and 32% in the Masters Grade level criterion. Math results reflect 64% in the Meets Grade level criterion and 32% in the Masters Grade level criterion.

Teachers continue to utilize assessment data to drive instruction, identifying classroom and grade level troublesome SE's (student expectations). Intervention groups consist of students identified at-risk based upon both formative and summative assessment data.

Key campus strategies ensuring student academic success include a strong first-teach in all core content areas aligned to the TEKS and consistent utilization of best practices and research-based instructional programs. Strategies also include the use of formative assessments and consistent analysis of student data to drive instruction, in addition to a daily focused intervention block. Students gain foundational skills through rigorous, direct, planned instruction. Teachers build upon the skills taught, providing active learning opportunities to engage and challenge students.

Small group, guided reading allows teachers to differentiate reading instruction; ensuring students are given an opportunity to build a solid foundation. Classroom teachers or part-time, retired-teacher tutors, service all students during a daily enrichment/intervention block based upon student strengths and weaknesses, providing RtI services, and

opportunities for re-teach and extension.

STAAR data reflects the achievement gap between the economically disadvantaged and all students subgroups continues to close in all content areas, across all grade levels. Science results reflect positive growth in closing the gap in the Meets and Masters Grade Level criteria. Focus needs to continue with the special education subgroup, as data reflects sizable discrepancies in all content areas when compared to the all students subgroup. Math achievement declined as the Reading and Science Achievement increased.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Current and Former Special education students are not achieving at the same level as other student subgroups. **Root Cause:** There should be better communication between the SPED teacher and the classroom teacher so that they can share and align instructional strategies.

**Problem Statement 2:** Students are not on grade level in Reading, Math and Science across all grade levels. **Root Cause:** PLCs need to include 90 min meeting specifically for planning, analyzing data and sharing strategies and to review that the curriculum documents are being followed with fidelity.



# School Processes & Programs

## School Processes & Programs Summary

Teachers utilize data to meet the instructional needs of all students beginning with rigorous whole group delivery of instruction in each content area. Fidelity to instructional programs, such as HMH Purple Pages, guided reading, etc., ensure opportunities for students to succeed. Limited interruptions to the instructional day allow for continual and successful routines. Utilization of district-funded personnel: Active Learning Leader, SPED paraprofessionals, in addition to campus funded positions of Campus Teaching Coach and retired teacher tutors enhance academic achievement of students.

Teachers continually adjust instruction and activities in an effort to establish and maintain student security while consistently checking for understanding through purposeful questioning and feedback, all the while, formally and informally, collecting and analyzing student achievement data with the intent of identifying adjustments needed for future instruction. Intervention then takes place in a variety of modes based on assessment data. Teachers implement techniques such as small group guided reading to close achievement gaps. Immediate intervention is utilized daily in the area of math using flexible grouping based on student understanding and performance using formative assessments. Content specific student paced technology and push in support from ancillary staff also assist students in need of additional help.

All students participate in a 45-minute daily intervention or enrichment block Monday through Thursday. SEL 15 minutes per day. Fridays are dedicated to completing SEL weekly activities. During these time students are grouped by their strengths and weaknesses in the areas of reading and math based on assessment data. Students are placed in groups reflective of their academic performance. There are a variety of techniques and teaching methods used during intervention. In Tier II and Tier III groups most of the instruction is small group guided reading and small group math. Student groups change every 4 to 6 weeks.

A variety of opportunities are available allowing a diverse cross-section of administrative, faculty, staff and support personnel to collaborate to build capacity in one another and in students. Utilization of a campus master schedule reflecting instructional time for each content area encourages maximization of instruction.

Weekly grade level PLCs allow opportunities for the leadership team to work collaboratively with teachers in identifying student needs reflected in performance data, share best practices and focus on student achievement to ensure success. Weekly leadership meetings are held to discuss instructional focus, grade level strengths/weaknesses, student intervention, etc. Monthly CIT meetings focus on campus goals and attainment, in addition to grade level input and suggestions.

## School Processes & Programs Strengths

Strong first-teaching at a rigorous level ensures maximum opportunities for student engagement and success. Utilization and fidelity to the curriculum and instructional programs ensures TEKS are addressed. Analysis of student assessment results typically drives classroom instruction and identify intervention needs. Utilization of a campus master schedule reflecting instructional time for each content area encourages maximization of instruction. In addition, ongoing professional development and grade-level Professional Learning Communities (PLCs) impact instructional decisions, all of which impact student academic growth. All teachers must be GT certified, ESL certified and K-2nd grade teachers must take the Reading Academy.

Our strengths include being proactive as an entire campus regarding student learning and achievement. The faculty and staff understand how to read and effectively analyze student data, consistently monitor all students in their class or within the grade levels, and understand the importance early interventions. This allows faculty and staff to be able to identify many student academic gaps and apply necessary interventions early in the year, thus allowing students to close gaps before they become detrimental practices in the classroom. The school guidance counselor also supports through SEL practices and PBIS strategies utilized throughout the campus.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers need more time for professional development and data disaggregation to be able to have appropriate intervention groups and RTI strategies.  
**Root Cause:** Limited time for collaboration and staff development. Limited funds to provide substitutes for extended planning time.

**Problem Statement 2:** Balanced Literacy model is not being implemented with fidelity. **Root Cause:** Teachers need more modeling, observation, and planning of the Balanced Literacy model and then teachers should be monitored to hold them accountable.

**Problem Statement 3:** K-2 students are struggling with acquiring the skill needed to be fluent and independent readers. **Root Cause:** The phonics program is not being utilized consistently and with fidelity.

# Perceptions

## Perceptions Summary

Kohlberg's inclusive culture and climate fosters a sense of community. The campus is student focused and builds upon the commitment of continuous learning of all stakeholders; students, parents, faculty, and staff. Consistent communication between all stakeholders is strongly promoted, beginning with administration's open door policy. Strong communication exists between parents, teacher and administrators. We strongly believe that all problems have a solution and the best way to solve any identified problem is to bring in parents, teacher, students, and hold everyone accountable in resolving the problem, whether it may be academic, behavior, emotional, or social.

Kohlberg Elementary teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. At our school we establish leadership, school climate and structure, student placement, collaborative practices, instructional practices, and supplementary aids and services. Administrators on our campus promote a sense of responsibility and shared ownership for the academic, social-emotional growth of every student in the school. They ensure that evidence-based inclusive practices are implemented effectively. They also ensure collaborative planning time is part of the school structure

Positive Behavioral Intervention and Supports (PBIS) is a campus-wide behavior initiative supports system that encourages a positive school climate. Proactive strategies for defining, teaching, and supporting appropriate student behaviors assist in establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success. Students are recognized for their academic achievement, displaying appropriate behavior and making good choices. Utilizing the Core Essentials Program, a different character development value is introduced monthly through morning announcements, videos, activities, and intentional teaching. Administration, faculty and staff take the time to focus on meeting the needs of the whole child; realizing little successful learning will take place if a student's emotional needs are not met.

At our school we make it a priority to make students feel comfortable and able to learn, and educators feel respected and able to do their job. When a student knows that his or her teacher cares not only about academic success, but also about personal well-being, the student will gain a higher sense of self-worth and self-esteem. When an educator feels like a valuable contributor to the team, he or she will be eager to put forth their best effort. Teachers make themselves available early morning, after school, and during teacher-conferences. Teachers pride themselves in getting to know their students and parents. Our counselor is a great asset as she seeks agencies that provide shoes and other clothing, and emotional support.

Our educational philosophy reflects the mindset that all students are capable of learning and being successful, providing a learning environment which encourages all children to reach their full potential. Decisions are made in the best interest of children. Administrators, faculty and staff lead by example cultivating an environment of mutual respect and quality instruction.

## Perceptions Strengths

School Climate Survey results reflect 85% of parents feel they are included in their child's education. Parents feel their child is learning for the future. They take note that teachers get along with one another and 96.2% of parents feel that administration is doing a good job. Parents feel their child is receiving an education which is preparing them to be successful in the future and that there is an overall positive climate at the school. An decrease over 2018 results, 89% of students reported they feel safe at school and that there is an overall positive school climate. Although student responses reflect a decrease of over 4% points in being bullied at school, (2019 - 31.4% vs. 2018 - 35.7%) parents responses to the statement, My child has been bullied at school, reflect an increase of 3.3% points.

Gallup Student Poll results reflect 86% of fifth grade students identify as being engaged in and have enthusiasm for school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of commitment to virtual learning environment. **Root Cause:** Families were more concerned with pandemic related issues, illness, death, job loss, lockdown, etc..

**Problem Statement 2:** Parental input about school climate is not available. **Root Cause:** Campus survey was not distributed in a timely manner.

**Problem Statement 3:** Need for better home and school connections with parents who cannot or do not connect with our school. **Root Cause:** Some parents work, are busy, unavailable to meet with school, or be a part of school meetings. Need for updated parent contact information in system. Need for more virtual school meetings and one-on-one meetings with parents, academic nights and need of working and consistent systems in place to help address these needs, and new school marquee.

# 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:** Meet federal and state accountability standards on STAAR, and score 90% Accomplished, 60% Meets and 30% Masters on the STAAR test in all content areas.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews		
	Formative		
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Fund and Utilize a Campus Teaching Coach to enhance the academic achievement of all students, but specifically at-risk economically disadvantaged students, and migratory children in Reading and Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative: Student test scores will increase. Formative: Lesson plans, PLC planning and Walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; and External Funding Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Campus Teaching Coach - 211.ESEA Title I (Campus) - 211.11.6119.166.24.801.166, CTC SS - 211.ESEA Title I (Campus) - 211.11.6141.166.24.801.166, CTC Health and Life Insurance - 211.ESEA Title I (Campus) - 211.11.6142.166.24.801.166, CTC Workman's Comp - 211.ESEA Title I (Campus) - 211.11.6143.166.24.801.166, CTC Teacher Retirement - 211.ESEA Title I (Campus) - 211.11.6146.166.24.801.166, CTC TRS - 211.ESEA Title I (Campus) - 211.11.6148.166.24.801.166, Other Employee Benefits - 211.ESEA Title I (Campus) - 211.11.6149.166.24.801.166, Salaries - 211.ESEA Title I (Campus) - 211.13.6119.166.24.801.166, SS/Medicare - 211.ESEA Title I (Campus) - 211.13.6141.166.24.801.166, Group Health and Life Insurance - 211.ESEA Title I (Campus) - 211.13.6143.166.24.801.166, Workers Comp - 211.ESEA Title I (Campus) - 211.13.6143.166.24.801.166, Teacher Retirement - 211.ESEA Title I (Campus) - 211.13.6146.166.24.801.166, TRS - 211.ESEA Title I (Campus) - 211.13.6148.166.24.801.166, Other Employee Benefits - 211.ESEA Title I (Campus) - 211.13.6149.166.24.801.166</p>			
			Summative June

Strategy 2 Details		Reviews		
	<p><b>Strategy 2:</b> Utilize the District funded Active Learning Leader to enhance the academic achievement of at-risk, economically disadvantaged and other students in all content areas, and to provide high quality training for all school staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative: Student test scores will increase. Formative: Lesson plans, PLC planning and Walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		Summative
		Nov	Feb	June
<b>Strategy 3 Details</b>		<b>Reviews</b>		
	<p><b>Strategy 3:</b> Hire a full time Reading Specialist teacher to assist at-risk dyslexic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student test scores and Wilson Program progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; and Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		Summative
		Nov	Feb	June
<b>Strategy 4 Details</b>		<b>Reviews</b>		
	<p><b>Strategy 4:</b> Purchase a variety of reading materials including subscriptions for different levels to improve and maintain the classroom instruction and the Library for the purpose of supporting and improving literacy and enhancing academic achievement for at risk and economically disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative: Student test scores will increase. Formative: Lesson plans, PLC planning and Walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary and Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA Title I (Campus) - 211.11.6299.166.24.801. - \$4,000, Reading Materials - 185 SCE (Campus) - 185.11.6329.166.24.000.166, Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.166.24.801.166</p>	Formative		Summative
		Nov	Feb	June
<b>Strategy 5 Details</b>		<b>Reviews</b>		
	<p><b>Strategy 5:</b> Purchase awards and acknowledgements for A and A/B Honor Roll and Perfect &amp; Excellent Attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase orders received, Grade book and attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary</p> <p><b>Funding Sources:</b> Miscellaneous Operating Costs - 199 General Fund - 199.11.6499.166.11.100.166</p>	Formative		Summative
		Nov	Feb	June

Strategy 6 Details		Reviews		
<p><b>Strategy 6:</b> Provide opportunities for all students to participate in a field trip and clubs as an extension to their classroom learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans and the activities that follow the field trip will show evidence of success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Field Trips for Students (Transportation) - 199 General Fund - 199.11.6494.166.11.100.166, Miscellaneous Operating Costs - 199 General Fund - 199.11.6499.166.11.100.166</p>	Formative	Formative		Summative
	Nov	Feb	Apr	June
<b>Strategy 7 Details</b>		<b>Reviews</b>		
<p><b>Strategy 7:</b> Offer the GT Enrichment Program model in grades K-3rd and the Connections program model in grades 4th-5th.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and GT Chairperson</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 2.6</p>	Formative	Formative		Summative
	Nov	Feb	Apr	June
<b>Strategy 8 Details</b>		<b>Reviews</b>		
<p><b>Strategy 8:</b> Solicit nominations from teachers and parents for new students to enter the GT program. Then schedule and administer testing according to district testing guidelines. Maintain a GT Screening committee to include an Administrator, Bilingual Teacher, GT Teacher, and Counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in GT identified students, and minutes from meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and GT Chairperson</p>	Formative	Formative		Summative
	Nov	Feb	Apr	June
<p>100% Accomplished</p> <p>➔ Continue/Modify</p> <p>✗ Discontinue</p>				



**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 by 5% the STAAR achievement in each student sub-group in all content areas, and meet the Annual Measurable Achievement Progress for all students, as well as meeting the state and district standards on STAR 360, DRA2 and EDL.

**Evaluation Data Sources:** STAAR Tests, STAR 360, DRA2 and EDL data results.

	Strategy 1 Details			Reviews		
				Formative		Summative
				Nov	Feb	Apr
<p><b>Strategy 1:</b> Hire monitor and support push-in and pull-out tutors to provide additional assistance in all content areas for at-risk PK-5th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative: Student test scores will increase. Formative: Lesson plans, PLC planning and Walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Tutor - Uncertified - 185 SCE (Campus) - 185.11.6117.166.30.100.166, Tutor-Certified - 185 SCE (Campus) - 185.11.6126.166.30.100.166, Tutor Social Security - 185 SCE (Campus) - 185.11.6141.166.30.100.166, Tutor TRS - 185 SCE (Campus) - 185.11.6148.166.30.100.166, Other Employee Benefits - 185 SCE (Campus) - 185.11.6149.166.30.100.166</p>						
<p><b>Strategy 2:</b> Fund substitutes for teachers in prekindergarten through fifth grade to in-services and staff development assessments. This data will be used to support/improve instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance submitted appropriately in TEAMS, and data reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary and PK-5th grade teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Campus Funded Subs for SPED - 199 General Fund - 199.11.6112.166.23.362.166, Campus Funded Substitutes (Kinder - 5th) - 199 General Fund - 199.11.6112.166.11.362.166, Campus Funded Subs for SPED PK - 199 General Fund - 199.11.6112.166.33.362.166, Campus Funded Subs K-5th - 211 ESEA Title I (Campus) - 211.11.6112.166.24.362.166, Sub SS - 211 ESEA Title I (Campus) - 211.11.6141.166.24.362.166, Campus Funded Subs for PK - 199 General Fund - 199.11.6112.166.32.362.166, Campus Funded Subs for GT - 199 General Fund - 199.11.6112.166.21.362.166</p>						

**Strategy 3 Details**

**Strategy 3:** Purchase STAAR practice materials, Anchor Books (Literature Books), and Johnny Can Spell materials to be used to identify areas of need and to support student learning  
**Strategy's Expected Result/Impact:** Summative: Student test scores will increase. Formative: Purchase orders received, Curriculum Guides, PLC planning and Walk-throughs  
**Staff Responsible for Monitoring:** Principal and Assistant Principal  
**Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Reviews**





Formative			Summative
Nov	Feb	Apr	June

**Goal 1: Active Learning**

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 3: Increase student attendance to 97.5%.**

Strategy 1 Details		Reviews		
		Formative		Summative
		Nov	Feb	Apr
				June
<b>Strategy 1:</b> Monitor attendance on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Weekly Attendance Report <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and PEIMS Clerk				
Strategy 2 Details		Reviews		
		Formative		Summative
		Nov	Feb	Apr
				June
<b>Strategy 2:</b> Provide recognition each nine weeks to students that have no absences or tardies. <b>Strategy's Expected Result/Impact:</b> Nine weeks attendance report <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and PEIMS Clerk				
Strategy 3 Details		Reviews		
		Formative		Summative
		Nov	Feb	Apr
				June
<b>Strategy 3:</b> Provide opportunities for students to participate in physical activity on a daily basis. <b>Strategy's Expected Result/Impact:</b> Daily schedules or lesson plans <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal				
No Progress  Accomplished  Continue/Modify  Discontinue 				

## **Goal 1: Active Learning**

EI 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:** Provide Materials that supports high quality and appropriate academic success for all students to include at-risk, special education, economically disadvantaged, and migrant students

### **Targeted or ESF High Priority**




**Evaluation Data Sources:** STAAR, STAR 360, DRA2, EDL, Circle Progress Monitoring, and classroom assessments.

**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:** Implement strategies to promote a safe and drug free school and eliminate bullying.

Strategy 1 Details	Reviews		
	Formative	Formative	Summative
<p><b>Strategy 1:</b> Utilize the District funded Counselor to provide counseling and guidance lessons to support all students to include At-risk, Economically Disadvantaged, Limited English Proficient, and Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> The counselor's daily schedule, student &amp; parent survey, and log of student visits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>Comprehensive Support Strategy</b></p>	Nov	Feb	June
		Apr	
<b>Reviews</b>			
<p><b>Strategy 2 Details</b></p> <p><b>Strategy 2:</b> Provide a Proactive Positive Behavior Support Incentive Program to recognize students that follow PBIS</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS rules wall, discipline reflection sheets, Decrease in Discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p>	Nov	Feb	June
		Apr	
<b>Reviews</b>			
<p><b>Strategy 3 Details</b></p> <p><b>Strategy 3:</b> Provide character education program with lessons by the counselor in all classrooms to instill respect and focus on a bully free environment.</p> <p><b>Strategy's Expected Result/Impact:</b> The counselor's daily schedule, student &amp; parent survey, and log of student visits. Core Essentials Lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p>	Nov	Feb	June
		Apr	
<b>Reviews</b>			
<p><b>Strategy 4 Details</b></p> <p><b>Strategy 4:</b> Fund one playground monitor to ensure student safety on the playground.</p> <p><b>Strategy's Expected Result/Impact:</b> Time sheets completed appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Principal an Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Playground monitor (\$7035.00) - 199 General Fund - 199.52.6126.166.99.000.166</p>	Nov	Feb	June
		Apr	
<b>Reviews</b>			
<p><b>Strategy 5 Details</b></p> <p><b>Strategy 5:</b> Utilize District funded playground monitor to ensure student safety on the playground.</p> <p><b>Strategy's Expected Result/Impact:</b> Time sheets completed appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Nov	Feb	June
		Apr	
<b>Reviews</b>			

Strategy 6 Details		Reviews		
<p><b>Strategy 6:</b> Hold weekly PLCs which will provide opportunities for teachers to be included in the decisions regarding use, selection, and development of assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Agenda &amp; Minutes Assessment created and given</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ALL and Reading Teacher</p>		<b>Formative</b>	<b>Summative</b>	
		<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
				<b>June</b>
<b>Strategy 7 Details</b>		<b>Reviews</b>		
<p><b>Strategy 7:</b> Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Training certificates indicating completion.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>		<b>Formative</b>	<b>Summative</b>	
		<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
				<b>June</b>
<p>0% 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 2:** Campus will provide supplies and materials to support a safe, secure and vibrant learning environment through various strategies.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Purchase instructional supplies and maintain equipment, general/misc supplies including supplies for curbside pickup for virtual learning, and supplies for the copy machines, riso and laminating machines that are used to provide instruction and to close the gap for at-risk, ELL, economically disadvantaged and special education students..</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase orders received.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Secretary</p> <p><b>Funding Sources:</b> Supplies - 185 SCE (Campus) - 185.11.6399.166.30.000.166, Supplies - 199 General Fund - 199.11.6399.166.11.100.166, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.166.24.801.166, Copy Machine - 199 General Fund - 199.11.6269.166.11.100.166, Supplies - 211 ESEA Title I (Campus) - 211.11.6399.166.24.019, supplies - 185 SCE (Campus) - 185.11.6399.166.30.019.166</p>			
Strategy 2 Details			
<p><b>Strategy 2:</b> Purchase general supplies to support the Nurse</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase orders received.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary and Nurse</p> <p><b>Funding Sources:</b> Nursing General Supplies - 199 General Fund - 199.33.6399.166.99.100.166</p>			
Strategy 3 Details			
<p><b>Strategy 3:</b> Purchase general supplies to improve and maintain the Library.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary and Librarian</p> <p><b>Funding Sources:</b> Library General Supplies - 199 General Fund - 199.12.6399.166.11.100.166</p>			

Strategy 4 Details		Reviews		
Strategy 4:	Purchase technology during regular time in school and virtual learning (during Covid-19/Pandemic ) (desk-tops, laptops, ipads, projectors, ladybugs,printers, poster & banners makers and software) to help close the gap for ELL, at-risk, economically disadvantaged, and special education students.  <b>Strategy's Expected Result/Impact:</b> Purchase orders received and student assessment scores <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary <b>Funding Sources:</b> Technology - 211 ESEA Title I (Campus) - 211.11.6395.166.24.019.166, Technology - 185 SCE (Campus) - 185.11.6395.166.30.019.166, Software - 211 ESEA Title I (Campus) - 211.11.6299.166.24.801.166, Technology <5000 - 211 ESEA Title I (Campus) - 211.11.6395.166.24.801.166	Formative	Formative	Summative
		Nov	Feb	Apr
Strategy 5 Details		Reviews		
Strategy 5:	Purchase web-based services and contracted service to help close the gap between ELL, at-risk, economically disadvantaged, and special education students.  <b>Strategy's Expected Result/Impact:</b> Purchase orders received and student assessment scores <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary <b>Funding Sources:</b> Web-based and contracted services - 211 ESEA Title I (Campus) - 211.11.6299.166.24.019.166	Formative	Formative	Summative
		Nov	Feb	Apr
Strategy 6 Details		Reviews		
Strategy 6:	Purchase supplies, furniture, software, technology, and contracted services for administration and office.  <b>Strategy's Expected Result/Impact:</b> Purchase orders received. <b>Staff Responsible for Monitoring:</b> Principal and Secretary <b>Funding Sources:</b> Contracted Services - 199 General Fund - 199.23.6269.166.99.100. - \$113, Furniture and Equipment - 211 ESEA Title I (Campus) - 211.11.6396.166.24.801.166, Technology - 199 General Fund - 199.23.6395.166.99.100.166, General Supplies for Admin - 199 General Fund - 199.23.6399.166.99.100.166 , Furniture and Equipment for Admin - 199 General Fund - 199.23.6396.166.99.100.166	Formative	Formative	Summative
		Nov	Feb	Apr
Strategy 7 Details		Reviews		
Strategy 7:	Purchase supplies,materials to include reading supplies and teaching aides to provide counseling and guidance lessons to support all students to include At-risk, Economically Disadvantaged, Limited English Proficient, and Special Education.  <b>Strategy's Expected Result/Impact:</b> Increased student success <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor <b>Funding Sources:</b> Supplies-Counselor - 199 General Fund - 199.31.6399.166.99.100.166, Other Operating Exp.-Counselor - 199 General Fund - 199.31.6499.166.99.100.166	Formative	Formative	Summative
		Nov	Feb	Apr

 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:** Kohlberg will meet 100% compliance with all state and federal guidelines.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Maintain a site-based decision making committee (CIT). <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-In Sheets, and Meeting Minutes <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.6, 2.6		Formative		Summative
		Nov	Feb	Apr
<b>Strategy 2 Details</b>		<b>Reviews</b>		
<b>Strategy 2:</b> Utilize the district funded LPAC Clerk to support the students, parents, and teachers of our ELL students. <b>Strategy's Expected Result/Impact:</b> Minutes from LPAC meetings and student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and LPAC Clerk <b>Title I Schoolwide Elements:</b> 2.6, 2.6		Nov	Feb	Apr
<b>Strategy 3 Details</b>		<b>Reviews</b>		
<b>Strategy 3:</b> Provide awareness and training in the area of sexual abuse and other maltreatment of children, including methods for increasing staff, student, and parent awareness. <b>Strategy's Expected Result/Impact:</b> Completed the Stewards of Children online training.		Nov	Feb	Apr
<b>Staff Responsible for Monitoring:</b> Principal		<b>Reviews</b>		
<b>Strategy 4 Details</b>		<b>Reviews</b>		
<b>Strategy 4:</b> Promote College and Career Readiness to assist students in developing knowledge, skills, and competencies necessary for career opportunities. <b>Strategy's Expected Result/Impact:</b> The campus will provide opportunities for students to learn about Colleges and Careers for their future. We will have Career Day and Junior Achievement Day. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.5		Nov	Feb	Apr
0% No Progress		X Discontinue		
100% Accomplished		→ Continue/Modify		

**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:** Kohlberg will sustain a healthy learning environment and minimize negative environmental impact.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Support the conservation program by having an ecology/recycling club. <b>Strategy's Expected Result/Impact:</b> Club roster and activity calendar. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Conservation Coordinator		Formative			Summative
		Nov	Feb	Apr	June
<b>Strategy 2 Details</b>		<b>Reviews</b>			
<b>Strategy 2:</b> Conduct monthly fire drills and quarterly safety inspections. <b>Strategy's Expected Result/Impact:</b> Fire Drill Form and PAR Binder <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Nutrition/Campus Clerk and Conservation Coordinator <b>Title I Schoolwide Elements:</b> 2.6, 2.6		Formative			Summative
		Nov	Feb	Apr	June
No Progress		Accomplished			Continue/Modify
		Discontinue			

**Goal 4: Community Partnerships**

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

**Performance Objective 1:** Kohlberg Elementary will recruit and retain highly qualified teachers 100% of the time.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Hire and retain HQ personnel as required by NCLB. <b>Strategy's Expected Result/Impact:</b> HQ Report provided by Human Resources <b>Staff Responsible for Monitoring:</b> Principal and Assitant Principal		Formative		Summative	
		Nov	Feb	Apr	June
<b>Strategy 2 Details</b>		Reviews			
<b>Strategy 2:</b> Assign a mentor to all new teachers and new staff to the campus. <b>Strategy's Expected Result/Impact:</b> Mentor logs <b>Staff Responsible for Monitoring:</b> Principal and Assitant Principal		Formative		Summative	
		Nov	Feb	Apr	June
0% No Progress      100% Accomplished      → Continue/Modify      ✕ Discontinue					

**Goal 4: Community Partnerships**

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

**Performance Objective 2:** Provide professional development to address areas of need which were identified by CIT.

Strategy 1 Details	Reviews		
	Formative	Formative	Summative
<b>Strategy 1:</b> Fund substitute teachers for the purpose of allowing PK-5th grade teachers to attend professional development training sessions so they can meet the needs of at-risk students. <b>Strategy's Expected Result/Impact:</b> Absences submitted appropriately in TEAMS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Secretary <b>Title I Schoolwide Elements:</b> 2.4, 2.4	Nov	Feb	Apr
<b>Strategy 2 Details</b> <b>Strategy 2:</b> Input all professional development sessions into the PDS System. <b>Strategy's Expected Result/Impact:</b> Online Staff Development Reports <b>Staff Responsible for Monitoring:</b> Secretary, ALL	Nov	Feb	Apr
<b>Strategy 3 Details</b> <b>Strategy 3:</b> Hold a parent workshop to explain the GT program goals and objectives, and provide all parents with information on GT screening, assessment, and program options. <b>Strategy's Expected Result/Impact:</b> Agenda and Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and GT Chairperson <b>Title I Schoolwide Elements:</b> 3.2, 3.2	Nov	Feb	Apr
66 No Progress <input type="radio"/> Accomplished <input checked="" type="radio"/> Continue/Modify <input type="button" value="→"/> Discontinue <input checked="" type="button" value="X"/>			




**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 3:** Kohlberg will maintain positive and productive partnerships with parents and build capacity for parental involvement to increase student academic performance and participation in school sponsored extra-curricular activities.

Strategy 1 Details	Reviews		
	Formative	Formative	Summative
<b>Strategy 1:</b> Involve parents in the planning, development and evaluation of the school's Title I, Part A School-wide Plan. <b>Strategy's Expected Result/Impact:</b> CIT Member roster, sign-in sheet and minutes <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.1, 3.2, 3.2	Nov	Feb	Apr
			June
<b>Strategy 2 Details</b>	Reviews		
	Nov	Feb	Apr
			June
<b>Strategy 3 Details</b>	Reviews		
	Nov	Feb	Apr
			June
<b>Strategy 4 Details</b>	Reviews		
	Nov	Feb	Apr
			June
<b>Strategy 1:</b> Increase the number of Partners in Education. <b>Strategy's Expected Result/Impact:</b> Increase in signed Partners in Education <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor	Nov	Feb	Apr
			Summative
<b>Strategy 2:</b> Purchase literature for parents to hold book studies to provide support to ensure student success. <b>Strategy's Expected Result/Impact:</b> Purchase orders received, Book Study Agendas, Sign-In Sheets, and an increase in student achievement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary; and PEL. <b>Funding Sources:</b> Parental Literature - 211 ESEA Title I (Campus) - 211.61.6329.166.24.801.166	Nov	Feb	Apr
			Summative

Strategy 5 Details		Reviews		
		Formative		Summative
		Nov	Feb	Apr
		Nov	Feb	June
<p><b>Strategy 5:</b> Purchase supplies and snacks to conduct parent meetings and support parent activities to promote student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase order received</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary and PEL.</p> <p><b>Title I Schoolwide Elements:</b> 3.2, 3.2</p> <p><b>Funding Sources:</b> General Supplies for Parents - 211 ESEA Title I (Campus) - 211.61.6399.166.24.801.166 , Food for Parent Meetings - 211 ESEA Title I (Campus) - 211.61.6499.166.24.801.166</p>				
<p><b>Strategy 6 Details</b></p> <p><b>Strategy 6:</b> Provide parents with the required documents on "Right to Know" about their child's education in both English and Spanish..</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of materials sent home</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary; and PEL</p> <p><b>Title I Schoolwide Elements:</b> 3.2, 3.2</p>				
<p><b>Strategy 7 Details</b></p> <p><b>Strategy 7:</b> Create a School-Parent Compact outlining Parental Involvement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Signed compacts</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.1, 3.2, 3.2</p>				
<p><b>Strategy 8 Details</b></p> <p><b>Strategy 8:</b> Maintain the school webpage and individual teacher webpages to provide information to parents and the general public.</p> <p><b>Strategy's Expected Result/Impact:</b> Webpages</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Technology Support</p>				
<p><b>Strategy 9 Details</b></p> <p><b>Strategy 9:</b> Hold parent sessions for prospective PK and Kindergarten parents. In addition, schedule orientation visits for incoming PK &amp; K students.</p> <p><b>Strategy's Expected Result/Impact:</b> Field trips for 5th grade and Headstart. Agendas, sign-in sheets, and minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor; and PEL</p> <p><b>Title I Schoolwide Elements:</b> 3.2, 3.2</p>				

Strategy 10 Details		Reviews		
<b>Strategy 10:</b> Utilize the district funded Parent Engagement Leader (PEL) to coordinate and support the Title I parental involvement requirements. <b>Strategy's Expected Result/Impact:</b> Required Title I Documentation <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and PEL <b>Title I Schoolwide Elements:</b> 3.1, 3.1		Formative		Summative
		Nov	Feb	Apr
				June
<b>Strategy 11 Details</b>		<b>Reviews</b>		
<b>Strategy 11:</b> Provide educational consultant for parents to help assist student with their needs at home. <b>Strategy's Expected Result/Impact:</b> Parent participation. Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PEL, and Secretary. <b>Funding Sources:</b> Contracted Services for Parent Meetings - 211 ESEA Title I (Campus) - 211.61.6299.166.24.801.166		Formative		Summative
		Nov	Feb	Apr
				June
No Progress  Accomplished  Discontinue 				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeanette Cubillos	CTC		1



# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Miscellaneous Operating Costs	199.11.6499.166.11.100.166	\$0.00
1	1	6	Field Trips for Students (Transportation)	199.11.6494.166.11.100.166	\$0.00
1	1	6	Miscellaneous Operating Costs	199.11.6499.166.11.100.166	\$0.00
1	2	2	Campus Funded Subs for SPED	199.11.6112.166.23.362.166	\$0.00
1	2	2	Campus Funded Substitutes (Kinder - 5th)	199.11.6112.166.11.362.166	\$0.00
1	2	2	Campus Funded Subs for SPED PK	199.11.6112.166.33.362.166	\$0.00
1	2	2	Campus Funded Subs for PK	199.11.6112.166.32.362.166	\$0.00
1	2	2	Campus Funded Subs for GT	199.11.6112.166.21.362.166	\$0.00
2	1	4	Playground monitor (\$7035.00)	199.52.6126.166.99.000.166	\$0.00
2	2	1	Supplies	199.11.6399.166.11.100.166	\$0.00
2	2	1	Copy Machine	199.11.6269.166.11.100.166	\$0.00
2	2	2	Nursing General Supplies	199.33.6399.166.99.100.166	\$0.00
2	2	3	Library General Supplies	199.12.6399.166.11.100.166	\$0.00
2	2	6	Contracted Services	199.23.6269.166.99.100.	\$113.00
2	2	6	Technology	199.23.6395.166.99.100.166	\$0.00
2	2	6	General Supplies for Admin	199.23.6399.166.99.100.166	\$0.00
2	2	6	Furniture and Equipment for Admin	199.23.6396.166.99.100.166	\$0.00
2	2	7	Supplies-Counselor	199.31.6399.166.99.100.166	\$0.00
2	2	7	Other Operating Exp.-Counselor	199.31.6499.166.99.100.166	\$0.00
				<b>Sub-Total</b>	\$113.00
				<b>Budgeted Fund Source Amount</b>	\$40,655.20
				<b>+/- Difference</b>	\$40,542.20
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Materials	185.11.6329.166.24.000.166	\$0.00
1	2	1	Tutor - Uncertified	185.11.6117.166.30.100.166	\$0.00
1	2	1	Tutor-Certified	185.11.6126.166.30.100.166	\$0.00

**185 SCE (Campus)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutor Social Security	185.11.6141.166.30.100.166	\$0.00
1	2	1	Tutor TRS	185.11.6148.166.30.100.166	\$0.00
1	2	1	Other Employee Benefits	185.11.6149.166.30.100.166	\$0.00
2	2	1	Supplies	185.11.6399.166.30.000.166	\$0.00
2	2	1	supplies	185.11.6399.166.30.019.166	\$0.00
2	2	4	Technology	185.11.6395.166.30.019.166	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$39,750.00
				<b>+/- Difference</b>	\$39,750.00

**211 ESEA Title I (Campus)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Teaching Coach	211.11.6119.166.24.801.166	\$0.00
1	1	1	CTC SS	211.11.6141.166.24.801.166	\$0.00
1	1	1	CTC Health and Life Insurance	211.11.6142.166.24.801.166	\$0.00
1	1	1	CTC Workman's Comp	211.11.6143.166.24.801.166	\$0.00
1	1	1	CTC Teacher Retirement	211.11.6146.166.24.801.166	\$0.00
1	1	1	CTC TRS	211.11.6148.166.24.801.166	\$0.00
1	1	1	Other Employee Benefits	211.11.6149.166.24.801.166	\$0.00
1	1	1	Salaries	211.13.6119.166.24.801.166	\$0.00
1	1	1	SS/Medicare	211.13.6141.166.24.801.166	\$0.00
1	1	1	Group Health and Life Insurance	211.13.6142.166.24.801.166	\$0.00
1	1	1	Workers Comp	211.13.6143.166.24.801.166	\$0.00
1	1	1	Teacher Retirement	211.13.6146.166.24.801.166	\$0.00
1	1	1	TRS	211.13.6148.166.24.801.166	\$0.00
1	1	1	Other Employee Benefits	211.13.6149.166.24.801.166	\$0.00
1	1	4		211.11.6299.166.24.801.	\$4,000.00
1	1	4	Reading Materials	211.12.6329.166.24.801.166	\$0.00
1	2	2	Campus Funded Subs K-5th	211.11.6112.166.24.362.166	\$0.00
1	2	2	Sub SS	211.11.6141.166.24.362.166	\$0.00