

# El Paso Independent School District

## Bond Elementary School

### Plan w/out Notes

**2020-2021**

**Accountability Rating: A**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Mitzi Bond Elementary School's mission is to provide a quality education in a nurturing environment that empowers students, teachers and staff as lifelong learners to achieve their highest potential.

## Vision

Mitzi Bond Elementary School's vision is to be effective in empowering all students to become enthusiastic, life-long learners. We are committed to adding value to all students by preparing them to be college or career ready and well rounded citizens in our community.

## Value Statement

College. It's what you do.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	5
School Processes & Programs .....	7
Perceptions .....	9
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
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 .....	13
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. ....	25
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 Bond Elementary School .....	29
Title I Schoolwide Elements .....	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 .....	31
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
2020-2021 Campus BLT .....	33

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bond campus enrollment is 609 students and 40 teachers. We serve grades Pre-K-5th grades of which approximately 54% are economically disadvantaged which qualifies us as a Title 1 campus. English language learners make up 26.1% of our population. 19.87% of our students are enrolled in our Gifted and Talented program. Approximately 220 students are transfer students. In our Special Educaiton program we have a 10.7 % qualifying. At-Risk students make up 49% of population.

Need: Have community projects combined with school activities.

### Demographics Strengths

Bond's demographics have stayed the same over the last four years.

Bond has approximately 178 transfers.

Most of our parents are professionals or have a full-time job.

Our campus is in a community that supports our students and teachers.

Our PTA is very involved with 30.7 % families and teachers enrolled.

# Student Learning

## Student Learning Summary

Due to COVID STAAR/TELPAS assessments were given. 2019

2019 STAAR Scores:

Math 5th - Did not meet 5% Approaching 95% Meets 79% Masters 66 %

4th- Did not meet 8% Approaching 92% Meets 70% Masters 46%

3rd- Did not meet 9% Approaching 91% Meets 54% Masters 33 %

Reading 5th -Did not meet 14% Approaching 86% Meets 60% Masters 38 %

4th - Did not meet 5% Approaching 95% Meets 66% Masters 37%

3rd- Did not meet 12% Approaching 88% Meets 54% Masters 37 %

Writing Did not meet 16% Approaching 84% Meets 48% Masters 18 %

Science Did not meet 12% Approaching 87% Meets 66% Masters 36 %

## Student Learning Strengths

2018 STAAR Math Masters level 3rd -37%; 4th - 39% ; 5th - 41%

Reading Masters level 3rd- 43%; 4th- 34%; 5th 37 %

ISIP

Students individual needs are identified using DRA/EDL, previous years EOY, I-Station, and teacher observations. Teachers monitor students, adjust using on going data. Teachers evaluated data during PLC.

RtI is implemented by using DRA/EDL data. The process identifies students who need rigorous instruction. Students who have fallen well below typical grade level progress and need additional support in trouble areas.

Needs: Masters level as a grade level should be over 40%

# **School Processes & Programs**

## **School Processes & Programs Summary**

Istation- Bond uses Istation to monitor progress in Reading and Math

The ALL position is a critical component to Bond.

The All models lessons and provides professional development to teachers.

The CTC position is another very critical position at Bond,

RtI is implemented by using DRA/EDL data. The process identifies students who need rigorous instruction. Students who have fallen well below typical grade level progress and need additional support in trouble areas.

RtI is embedded in every grade levels schedule. The process is well defined and followed by all teachers.

Bond 101 support for new teachers: Professional development, tutorials on all programs and processes at Bond and from the district.

PLC is scheduled weekly. Every 3rd week PLC is held for an extended time ( Double -up day)

## **School Processes & Programs Strengths**

Teachers/staff/Administration are willing to learn to help support students.

RtI is a well established process. RtI is implemented by using DRA/EDL data. The process identifies students who need rigorous instruction. Students who have fallen well below typical grade level progress and need additional support in trouble areas.

RtI is embedded in every grade levels schedule. The process is well defined and followed by all teachers.

Bond 101 support for new teachers: Professional development, tutorials on all programs and processes at Bond and from the district.

PLC is scheduled weekly. Every 3rd week PLC is held for an extended time ( Double -up day)





# Perceptions

## Perceptions Summary

Bond has a friendly customer service culture. Bond believes that all children are important. We believe that all students come first.

Bond encourages parents to log onto : IStation home connect, AR, attend Open House and student led conferences.

Bond believes that parents are an important part of our education process. Bond has various activities to help family and school collaborate:

Nachos numbers and Nonsense

Career Fair

College Fair

Science Fair

Health Fair

Literacy Fair

PTA

Watch Dogs

Grandparents day

Dr. Seuss

Coffee with the Principal

Cinnamon rolls with the Counselor

All communication is sent in English and Spanish.

Bond uses surveys, Remind, Call outs and flyers to communicate with parents

## Perceptions Strengths

Bond

Nachos numbers and Nonsense

Career Fair

College Fair

Science Fair

Health Fair

Literacy Fair

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All communication is sent in English and Spanish.

Bond uses surveys, Remind, Call outs and flyers to communicate with parents

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# 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:** Curriculum and Instruction - STAAR writing scores will be 82%  
STAAR Math scores will be at 94%  
STAAR Reading Scores will be at 92%

**Evaluation Data Sources:** STAAR scores, IStation , DRA/EDL

**Strategy 1:** Teachers will use IStation for Math and Reading/Writing BOY,MOY,EOY to identify and group students based on the need to address academic gaps and growth.

<b>Strategy's Expected Result/Impact:</b> Increase student learning outcomes by using research based programs.		<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Active Leader, Reading Coach and teachers		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>Summative</b> June

**Strategy 2:** Active Learning Leader to enhance the academic learning by coaching teachers and looking for resources to support teachers with active learning.

<b>Strategy's Expected Result/Impact:</b> Achievement of at-risk , economically disadvantaged and other students in all content areas.		<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> Principal		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>Summative</b> June

**Strategy 3:** Administration will support instructional practices by conducting targeted walk throughs and providing consistent timely feedback.

<b>Strategy's Expected Result/Impact:</b> Student success as evidence by walkthrough documentation. Increase student learning outcomes through continuous improvement.		<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>Summative</b> June

**Strategy 4:** Provide a campus Science Teacher and Science Camp/tutoring

<b>Strategy's Expected Result/Impact:</b> Increase student achievement and support teachers and curriculum		<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> Administrator		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Funding Sources:</b> Science Tutoring/Camp/Club 211 ESEA Title I (Campus) 211.11.6117.160.24.362.160 \$7,820 Funding for Science Teacher 211 ESEA Title I (Campus) 211.13.6119.160.30.801.160 \$34,422.51	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		<b>Summative</b> June

**Strategy 5:** Provide instructional /testing materials, supplies, furniture and resources to teachers, counselor and students. To include reading materials, software , online subscriptions and technology needed in the classrooms. To Include Library reading material. Book of the month.

<p><b>Strategy's Expected Result/Impact:</b> Student success, creating a learning environment for all students.</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> Principal</p>	<p>Nov</p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	<p>Feb</p>
<p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<p>Apr</p>
<p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p><b>Summative</b></p>
<p><b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>            Reading materials to include Book of the Month 211 ESEA Title I (Campus) 211.12.6329.160.24.801.160 \$7,000            Online Subscriptions 211 ESEA Title I (Campus) 211.11.6299.160.24.801.160 \$2,000            Technology Instructional 199 General Fund 199.11.6395.160.11.100.160 \$3,000            Reading materials to include Foundations 199 General Fund 199.11.6399.160.11.998.160 \$3,700            Brain Pop, capstone, Library resources, movie license 199 General Fund 199.11.6299.160.11.100.160 \$2,245            In-focus, visual presenters, laptops/Technology 185 SCE (Campus) 185.11.6395.160.11.100.160 \$4,508.52            Counselor reading materials 199 General Fund 199.31.6329.160.99.100.160 \$100            General supplies- STEM, Club,Instructional 211 ESEA Title I (Campus) 211.11.6399.160.24.801.160 \$7,816            Testing Materials 199 General Fund 199.11.6339.160.11.100.160 \$1,000            Technology 211 ESEA Title I (Campus) 211.11.6395..160.24.801.160 \$3,200</p>	<p>June</p>



**Strategy 6:** Tutoring services to support instructional practices, through afterschool tutoring, Intramurals (fitness) and clubs, including Club ,GT field trips

<b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All, Reading Teacher, Teachers, Administration		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4	<b>Problem Statements:</b> None	Nov
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Funding Sources:</b>	Feb
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Awards, incentives, field trips and entrance fees 211 ESEA Title I (Campus) 211.11.6499.160.24.801.160 \$2,387 Intramural staff 199 General Fund 199.36.6117.160.99.000.160 \$1,142 Tutoring/Club/STEM 199 General Fund 199.11.6117.160.24.100.160. \$1,666 Busses for Field trips 211 ESEA Title I (Campus) 211.11.6494.160.24.801.160 \$478	Apr
		<b>Summative</b>
		June

**Strategy 7:** Provide reading materials and general supplies for the library

<b>Strategy's Expected Result/Impact:</b> Increase student success and a learning environment for all students.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Librarian, Administration		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<b>Problem Statements:</b> None	Nov
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Funding Sources:</b>	Feb
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Library supplies 199 General Fund 199.12.6399.160.11.100.160 \$103	Apr
		<b>Summative</b>
		June

**Strategy 8:** Nurse supplies to ensure a healthy learning environment for all students.

<b>Strategy's Expected Result/Impact:</b> Increase student learning environment for success	<b>Formative</b> Nov Feb Apr <b>Summative</b> June
<b>Staff Responsible for Monitoring:</b> Nurse	
<b>Title I Schoolwide Elements:</b> 2.4, 2.4	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Nurse supplies 199 General Fund 199.33.6399.160.99.100.160 \$1,500	

 = No Progress
  = Accomplished
  = Continue/Modify
  = Discontinue

**Performance Objective 2:** Attendance - Bond's attendance yearly rate will be at 97%

**Evaluation Data Sources:** Attendance

**Strategy 1:** Provide student attendance incentives and recognition using weekly and monthly data. provide EOY awards, honor roll.

<b>Strategy's Expected Result/Impact:</b> Promote a positive environment through which students will succeed academically and socially.	<b>Formative</b> Nov Feb Apr <b>Summative</b> June
<b>Staff Responsible for Monitoring:</b> PEIMS clerk, Counselor	
<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, Connect high school to career and college, Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Incentives, General office supplies 199 General Fund 199.23.6399.160.99.100.160 \$300	

 = No Progress
  = Accomplished
  = Continue/Modify
  = Discontinue

**Performance Objective 3:** Special Education - Increase learning

<b>Strategy 1:</b> Special Education teachers will attend PLC's. Special Education teachers in collaboration with teachers will use ISTATION data to create intervention groups	
<b>Strategy's Expected Result/Impact:</b> Increase student learning	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	Nov
<b>Title I Schoolwide Elements:</b> 2.4, 2.4	Feb
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Apr
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	June

**Performance Objective 4:** Dual Language/Bilingual Education/ESL - Students will grow one year in TELPAS

<b>Strategy 1:</b> RtI 45 minute block for intensive intervention	
<b>Strategy's Expected Result/Impact:</b> Increase student growth in English	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	Nov
<b>Title I Schoolwide Elements:</b> 2.4, 2.4	Feb
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Apr
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
	June

**Performance Objective 5:** Migrant Student - Migrant students will be included in all interventions

**Evaluation Data Sources:** ISTATION Data and RTI class roster

<b>Strategy 1:</b> Using IStation, unit assessments to drive instruction and create RTI groupings for the 45 minute block	
<b>Strategy's Expected Result/Impact:</b> Student success.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, teachers	Nov
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Feb
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Apr
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	June

**Performance Objective 6:** Gifted and Talented - All teachers will be certified. Dual students will be included in the connections program in 4th and 5th

<b>Strategy 1:</b> GT teachers will be ESL/Bilingual certified to service our Dual population	
<b>Strategy's Expected Result/Impact:</b> Increase student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal	Nov
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5	Feb
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Apr
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	June



= No Progress



= Accomplished



= Continue/Modify



= Discontinue

**Performance Objective 7:** At-Risk Student Support - Forty Five minute intervention will be included in the daily schedule

**Evaluation Data Sources:** Class rosters/PLC/Master schedule

**Strategy 1:** RtI 45 minute block will be embedded in the schedule. Paraprofessionals to help support classroom teachers.

**Strategy's Expected Result/Impact:** Increase student learning

**Staff Responsible for Monitoring:** Principal

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:**

185 SCE (Campus) 185.11.6129 \$18,564.88

185 SCE (Campus) 185.11.6129 \$18,125.07

211 ESEA Title I (Campus) 211.11.6129 \$25,281.47

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Formative**

Nov

Feb

Apr

**Summative**

June



= No Progress



= Accomplished



= Continue/Modify



= Discontinue

**Performance Objective 8:** Bond will increase parent communication.

**Evaluation Data Sources:** Parent attendance to school activities will have 50 or more attendees attending school activities. PEL sign in sheets will be used.

**Strategy 1:** Bond will send out all communication in English and Spanish. Will communicate with fliers, Blackboard, Facebook, Twitter and marquee any activities Bond will be having

<b>Strategy's Expected Result/Impact:</b> Increase parent involvement		<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> PEL, Principal		
<b>Title I Schoolwide Elements:</b> 3.1, 3.1	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Summative</b> June

 = No Progress
  = Accomplished
  = Continue/Modify
  = Discontinue

**Goal 2: Great Community Schools**

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

**Performance Objective 1: Professional Development - to increase student learning.**

Strategies must reflect campus professional development plan.

**Evaluation Data Sources:** Sign in sheets

<b>Strategy 1:</b> Teachers, counselor, admin will attend, writing/ and other on campus professional development, to include planning vertically and horizontal , attend conferences administration and or contracted services. In and out of town training.	
<b>Strategy's Expected Result/Impact:</b> To build college readiness, increase student learning, build leadership effectiveness and build DUAL strategies.	<b>Formative</b> Nov Feb Apr
<b>Staff Responsible for Monitoring:</b> Principal	
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<b>Summative</b> June
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
<b>Comprehensive Support Strategy</b>	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Planning substitutes 185 SCE (Campus) 185.11.6112.160.30.362.160 \$3,089 Counseling in town staff development 211 ESEA Title I (Campus) 211.13.6499.160.24.801.160 \$250 Book study 199 General Fund 199.13.6329.160.11.100.160 \$400 PD supplies 199 General Fund 199.13.6399.160.11.100.160 \$500 Professional development in town 211 ESEA Title I (Campus) 211.13.6499.160.24.801.160 \$5,500	

**Strategy 2: Student Council for 3-5th grades**

<b>Strategy's Expected Result/Impact:</b> Increase community involvement	<b>Formative</b> Nov Feb Apr <b>Summative</b> June	
<b>Staff Responsible for Monitoring:</b> Teacher sponsor and Administration		
<b>Title I Schoolwide Elements:</b> 2.5, 2.5		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>
<b>ESF Levers:</b> None		None

 = No Progress
  = Accomplished
  = Continue/Modify
  = Discontinue

**Performance Objective 2:** Discipline/PBIS/SEL/School Culture - Will build a strong positive community environment, including anti-bullying activities and career and college week.

**Evaluation Data Sources:** Referral data

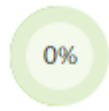
**Strategy 1: Teachers will be trained on PBIS, SEL, Discipline /behavior professional development**

<b>Strategy's Expected Result/Impact:</b> Increase positive interactions for adults and students to establish a climate in which appropriate behavior is a norm.	<b>Formative</b> Nov Feb Apr <b>Summative</b> June	
<b>Staff Responsible for Monitoring:</b> Administration PBIS committee		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Counseling supplies for SEL/PBIS 199 General Fund 199.31.6399.160.99.100.160 \$100



**Strategy 2:** Support Personnel to help support during recess, cafeteria and dismissal

<p><b>Strategy's Expected Result/Impact:</b> Build a safe and SEL environment</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> Principal</p>	<p>Nov</p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.4</p>	<p>Feb</p>
<p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<p>Apr</p>
<p><b>Problem Statements:</b> None</p>	<p><b>Summative</b></p>
<p><b>Funding Sources:</b> Support 199 General Fund 199.52.6126.160.99.000.160 \$10,969</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>June</p>



= 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:** Budget Management - to manage budget to support all initiatives to increase student learning

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

**Evaluation Data Sources:** Financial department audits

<p><b>Strategy 1:</b> Framework will consist of:                  - CIT, secretary and principal training.                  -Have a back up of 1 additional office staff member trained                   -Check points 2x a month with secretary to review budget</p>	
<p><b>Strategy's Expected Result/Impact:</b> To have a transparent budget process</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Administration, Financial Central office</p>	Nov
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	Feb
<p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Apr
<p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Summative</b>
<p><b>Problem Statements:</b> None</p>	June
<p><b>Funding Sources:</b> None</p>	

**Strategy 2: Overage of Rizo and Copies**

<b>Strategy's Expected Result/Impact:</b> To create a learning environment conducive to student success	<b>Formative</b> Nov Feb Apr <b>Summative</b> June	
<b>Staff Responsible for Monitoring:</b> Secretary		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Rizo repairs and overages 199 General Fund 199.11.6249.160.11.100.160 \$500 Copier overages 199 General Fund 199.11.6269.160.11.362.160. \$5,846

**Strategy 3: Book Audit will be conducted and any lost book funds will be paid. So that books will be available for all students**

<b>Strategy's Expected Result/Impact:</b> Books will be available for 2018-2019 school year students	<b>Formative</b> Nov Feb Apr <b>Summative</b> June	
<b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Secretary		
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		None
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		

 = 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: Family Engagement-** Increase parent/guardian awareness of academic expectations and build a strong community.

Strategies should reflect campus family and community engagement process/framework/activities

**Evaluation Data Sources:** Sign in sheets

<b>Strategy 1:</b> Plan and provide four (Technology, Science Fair, Math and Literacy Fair) academic nights and community meetings, coffee with the principal, Cinnamon rolls with the counselor and informational meetings . General supplies needed for all parent meetings	
<b>Strategy's Expected Result/Impact:</b> Increase parent/guardian awareness of academic and building community.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, PEL	Nov
<b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2	Feb
<b>TEA Priorities:</b> None	Apr
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	June
<b>Funding Sources:</b> Parent Involvement-Misc. Operating Costs 211 ESEA Title I (Campus) 211.61.6499.160.24.801.160 \$800 Parent Involvement-Supplies 211 ESEA Title I (Campus) 211.61.6399.160.24.801.160 \$300	

# State Compensatory

## Personnel for Bond Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Drake	Para Instruction		1
Maria Covarrubias	Para Instruction		1

# **Title I Schoolwide Elements**

## **1.1: Comprehensive Needs Assessment**

Bond Elementary 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).

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

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

Bond Elementary CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, 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 Bond Elementary participation under this part, except that the plan and its implementation shall 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) \* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2)) \* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

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

Bond Elementary CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand

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

Schoolwide Reform Strategies Bond Elementary school will be implementing to address school needs, including a description of how such strategies: i.

will provide opportunities for all children, including each of the subgroups of students (economically disadvantage 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

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

Bond Elementary will use methods and instructional strategies that strengthen the academic program in the school, 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 well-rounded education

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

Bond Elementary will 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

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

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

Bond Elementary shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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

Bond Elementary shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abril Pena	CTC		1
James Foster	Teacher	Science	.5



## 2020-2021 Campus BLT

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Edna Castro	Parent
Administrator	Christina Chapa	Administrator
Reading Teacher	Abril Pena	Facilitator
Administrator	Rachel Villalobos	Principal
Classroom Teacher	Morgan Peabody	Teacher
Classroom Teacher	Kristen Liggins	Teacher
Classroom Teacher	Leticia Liggins	Teachers
Classroom Teacher	Martha Burns	Teacher
Classroom Teacher	Valerie Prieto	Time keeper
Classroom Teacher	Amy Given	Teacher
Administrator	Angelic Lopez	Administrator
Support Staff	Cynthia Farley	No Certified
Support Staff	Judy Deason	Non Certified
Parent	Dr. Theresa	Parent
Community Representative	Ann Lilly	Community
Community Representative	Cindy Ortiz	Community
Business Representative	Chris Pedroza	Business
Business Representative	Mike Aldrete	Business
District-level Professional	Albert Carreon	District
Reading Teacher	Shirlyn Apodaca	Recorder
Parent	Need Parent Need Parent	Parent