

El Paso Independent School District
Richardson Middle School
2019-2020 Campus Improvement Plan



Mission Statement

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

We are “Committed to Excellence”, and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm or learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

Vision

We believe all student will succeed academically if they are provided with the necessary support systems and resources needed to accomplish their goals.

Value Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment These programmes encourage students across the world to become active, compassionate, and lifelong learner who understand that other people, with their differences, can also be right.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

- Enrollment at Richardson Middle School has increased from the low 700s to the mid 700s.
- Attendance rate is approximately 96% to 97%.
- All students currently enrolled at Richardson Middle School are participating under best practices for the IB Programme, and require no special qualifications to participate.
- Richardson currently has 135 students enrolled in the Gifted and Talented program.
- Forty students have been identified as ELL and are being served by a certified ESL teacher.
- Nolan Richardson received a State Accountability grade of 81.
- Professional development and resources that are needed, include support in schoolwide cross-curriculum PLC. All grade levels to access data to disaggregate TEKS and target areas of weaknesses. Best Practices strategies need to be increased in the classroom that will result in student success.
- Currently increased our teacher population to meet IB requirements. However, eight teachers left the campus 2017-2018 school year, due to wanting location closer to home, better jobs, retirement, and unhappy with campus transition. Expected loss of teacher for 2018-2019 due to retirement.
- Teachers meet with IB Coordinator and Active Learning Leader on a weekly basis.
- All core-content teacher have common planning period everyday to meet for PLC.

Parents and Community

- The PTA was reactivated in August 2018.
- Increased turn-out for parent meetings.
- Parent Liaison providing parent information nights and Military Liaison collaborating with assigned military unit.
- Favorable responses on School Climate Survey.
- Weekly Call-outs, text messages, and emails to parents.
- Communication from teachers via TEAMS/Parent Portal, Schoology, and telephone/in-person conferences.
- The economically disadvantaged rate has increased from 54% to 60%.

Demographics Strengths

Staff Quality, Recruitment, and Retention Strengths

- All teachers and paraprofessionals are highly qualified
- retention rates at campus are high, less than five percent turnover rate
- New Teachers attend Staff Development training involving Rigor, Best Researched Teaching Practice and Writing Across the Curriculum.
- Active Learning Leader to conduct campus meetings to support developmental needs and increase rigor in lessons. Technology Tuesday will continue for all teacher on campus.
- Common planning time implemented in the Master Schedule to support teacher planning and IB programme for all teachers except Fine Arts at their request.
- Meeting daily during Professional Learning Community (PLC), mentoring and providing support for all teachers in collaborative environment within and across grade levels. Monthly faculty meeting held to disseminate information by administration about curriculum and school/district procedures.
- Ensure teachers implement professionalism by maintaining department Schoology pages, that include minutes, issues, concerns, planning for both staff and students. Data analysis by faculty to provide support in areas of TEKS weakness.

Parents and Community

- Website is updated daily, to help with parent/school communication.
- High parent participation in parent/teacher conferences, athletic events, fine arts and award ceremonies.
- Parents are given opportunities to participate through parent workshops.
- Parent workshops are offered during the day and afterschool.
- Flyers are in English and in Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Seventh grade students account for 52% of discipline incidents and the most core content and Spanish course yearly projected failures. **Root Cause:** Students and other stakeholders do not have consistent reminders of the campus expectations outlined in the campus PBIS plan.

Problem Statement 2: All but one group are in the Not Met category for Reading for all grade levels. **Root Cause:** Students sustained reading drops significantly from elementary to middle school which causes students to lack the endurance to read for long periods of time and their attention span is shorter.

Student Academic Achievement

Student Academic Achievement Summary

- Increase reteaching for student that are absent.
- incorporating more engaging learning strategies in the classroom.
- Increasing Rigor in lessons and activities that will reflect content mastery.
- Collaborating across content areas for thematic units of instructions.
- Implementing effective interactive technology learning tools to increase student engagement.
- Addressing special needs and ELL populations through appropriate strategies and interventions.
- More emphasis on student growth and "Meets" and "Masters" on STAAR.

Student Academic Achievement Strengths

- Jaguar Academy every Wednesday.
- Targeted tutoring sessions by each core department in alignment with student weaknesses shown through TEKS.
- Student support offered before and afterschool for homework and student enrichment.
- Utilizing classroom walkthroughs, teacher developed assessments and district developed assessment data to determine student needs.
- Ongoing support to students that have failed the grading period.
- Parent contact via email, phone calls, and home visits when necessary.
- Meeting weekly with Active Learning Leader to explore new teaching strategies and best practices.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All but one group are in the Not Met category for Reading for all grade levels. **Root Cause:** Students sustained reading drops significantly from elementary to middle school which causes students to lack the endurance to read for long periods of time and their attention span is shorter.

Problem Statement 2: Seventh grade students account for 52% of discipline incidents and the most core content and Spanish course yearly projected failures. **Root Cause:** Students and other stakeholders do not have consistent reminders of the campus expectations outlined in the campus PBIS plan.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

- Rigor is relevant through IB unit plans, TRS (state curriculum to include ELPS and CCRS. Evaluation of common assessment, district assessments and benchmarks
- Teachers implement the district's curriculum with fidelity: TRS log-in, walkthroughs, content PLC meetings, Tech Tuesday and IB Thursday.
- As a campus we regularly meet with CIT to review campus goals to includes programs such as Jag Academy, Credit recovery, ongoing after-school tutoring AYPYN, content specific target tutoring, Saturday content camps to ensure that all instructional initiatives adopted by the campus are aligned to improvement plan.
- Differentiation and learning scaffolds are addressed through SPED, GT programs and ESL and through our IB program with cross-curriculum unit plans. Technology, questioning strategies, manipulatives and other instructional strategies Implemented as need.
- District data talks, individual and department Plan of Action (POA), walkthroughs and evaluations are utilized to monitor the professional development strategies that are being implemented.
- Content and language objectives communicated in student friendly terms and NRMS campus has been trained through Sheltered Instruction.
- Through test score and TELPAS scores, Achieve 3000, English in a flash (not campus wide).

School Context and Organization

- Goals, performance objectives and strategies are all communicated through CIP, meet quarterly for formative reviews
- Teachers ensure that the needs are addressed through Data talks and root cause analysis. Needs are prioritized by analysis of data.
- Available for student and parent conference. As a campus we regularly meet with CIT to review campus goals to includes programs such as Jag Academy, Credit recovery, ongoing after-school tutoring AYPYN, content specific target tutoring, Saturday content camps, and “Get fit, be strong.” A planning period and conference period are provide to our staff, and continued staff development.
- Common planning/PLC for core content area teachers is provided on a daily basis. Used for planning, collaboration, data talks and RTI.
- The master schedule maximizes time spent on instruction and interruptions kept to a minimum.

Technology

- Laptop is implemented one-one student use, use of Schoology, TRS, Edgenuity.
- Use of multiple website, ease of research, flexibility to access from home or anywhere with wifi.

School Processes & Programs Strengths

- Cross curricular implementation by all subjects to include Electives.
- Implementation of technology in every classroom
- Campus-wide implementation of programs aimed at supporting struggling students: Edgenuity, Empowering Writers, Achieve3000, Mindplay, STEM Scopes
- Continuous desegregation of data through multiple venues, PLC meetings, Planning periods, Target Tutoring Meetings, RTI Planning Meetings,
- 50/50 Co-Teaching model for Special Education Students who is being promoted.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Seventh grade students account for 52% of discipline incidents and the most core content and Spanish course yearly projected failures. **Root Cause:** Students and other stakeholders do not have consistent reminders of the campus expectations outlined in the campus PBIS plan.

Problem Statement 2: All but one group are in the Not Met category for Reading for all grade levels. **Root Cause:** Students sustained reading drops significantly from elementary to middle school which causes students to lack the endurance to read for long periods of time and their attention span is shorter.

Perceptions

Perceptions Summary

Family and Community Engagement

- The Parent Engagement Leader, reaches out to the community to discuss and educate parents on Title I, IB, Computer Usage, Informing parents about online safety, economic literacy among others.
- Parents are invited onto campus for a variety of events and meetings. We have parents as members a variety of committees on campus including CIT, Parent Involvement, and Military involvement.
- On numerous occasions, parents have expressed their comfort in coming onto our campus and largely support efforts and processes established by our campus.
- Any communication that reaches the parents can be translated to another language if needed. We currently send out information in both English and Spanish.
- Both the campus and district culture of transparency has led to great ease for stakeholders in the community to be heard and be involved in decision making processes.

School Culture and Climate

- Students describe campus life as one of rigor with respect; there are many pipelines through which students are able to communicate their concerns and disappointments to counselors, teachers, and administration. Not all students have the same needs so the different pipelines allow students to be fully served even if it is not from the same individual. Teachers' and students' perceptions are in line with one another.
- Richardson has implemented some PBIS strategies and is making strides with its progressive discipline programs. Admin and the PBIS team meet to discuss patterns and to brainstorm ideas on mitigating future issues. Adjustments are made on a quarterly basis in order to fully analyze impact of a program.
- Policies on campus are shaped using PBIS best practices in order to be proactive. This allows student and teacher to understand how discipline will be handled and how to create a more trusting and respectful environment.

Perceptions Strengths

- Campus life is safe according to students.
- Successful strategies in place that have minimized bullying concerns.
- Students in special programs have several initiatives in place at NRMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Seventh grade students account for 52% of discipline incidents and the most core content and Spanish course yearly projected failures. **Root Cause:** Students and other stakeholders do not have consistent reminders of the campus expectations outlined in the campus PBIS plan.

Problem Statement 2: All but one group are in the Not Met category for Reading for all grade levels. **Root Cause:** Students sustained reading drops significantly from elementary to middle school which causes students to lack the endurance to read for long periods of time and their attention span is shorter.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Active Learning

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

Directly Supports: Board Goals 1-3

Performance Objective 1: Increase Reading and Writing scores for all students, Reading/Writing Approaches, Meets, Masters average from 51% to 53%, as measured by STAAR by the end of 2019-2020.

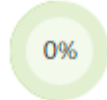
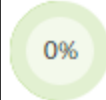
Increase Math scores for all student from Approaches, Meets, Masters average 54% to 56%, as measured by STAAR by the end of the 2019-2020 school year.

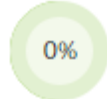





Increase Science scores for all eighth grade students from Approaches, Meets, Masters average 62% to 64%, as measured by STAAR by the end of the 2019-2020 school year.

Increase Social Studies scores for all eighth grade students from Approaches, Meets, Masters average 39% to 41%, as measured by STAAR by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will use district benchmarks and teacher developed assessments to identify and group students based on their needs; addressing academic gaps and growths.	2.4	Admin, Teachers and ALL	Increase student learning outcomes by using research based programs.				
2) Campus wide targeted intervention time during "Jaguar Academy" for each student based on common assessment data (two hours per month).	2.4, 2.5, 2.6	Administration and Department Heads	Increased learning outcomes by focusing on targeted SEs.				
3) The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction.		Administration, ALL, Department Heads and Teachers	Teachers will be prepared for TIER 1 instruction resulting in higher student academic achievement.				
4) Utilize common planning period to review student writing samples and plan based on student's needs.		Administration, ALL, Teachers	Increased student learning outcomes evident through increased common assessment scores.				
5) Targeted interventions planned during common planning period and after school PLC's to identify specific SE's to be reinforced during Jaguar Academy or Target/Enrichment tutoring.	2.4, 2.6	Administration	Increased student learning outcomes by focusing on targeted SEs.				
6) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback.		Administration and ALL	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				
7) Closed reading strategies in classes. Based on district training (word wall, decoding, providing visuals). Intervention during Jaguar Academy two per month.	2.4, 2.6	Administration, Teachers and ALL	Increased student learning results through RTI based on low SEs.				
8) Implementing investigative practices that incorporate visuals for vocabulary understanding and access to resources that provide real-world experiences that relate to the concepts and previous knowledge.	2.4, 2.6	Administration, ALL, Teachers	Increased student learning results through RTI based on low SEs.				
9) Incorporate the use of word walls and visuals to help students acquire academic vocabulary.	2.4, 2.6	Administration, ALL, Department heads, Teachers	Increased student learning by focusing on targeted SEs.				
10) Weekly lesson plans that include IB unit plans if applicable for the week.		Administration, teachers.	Increased student learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) Implement sustained silent reading program in all ELAR blocked classes to support student endurance to read for long periods of time.		Administration, ALL, IB Coordinator, teachers.	Increased student learning, increased STAAR scores in all tested areas.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 2: By June 2020, there will be an increase in student attendance from 96.3% to 96.5%.

Evaluation Data Source(s) 2: Attendance records.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide incentives for excellent attendance for students.		Administration, Attendance clerk	Increased attendance rate.				
2) Identify students with excessive unexcused absences and put in place attendance contract.		Adminstration, Attendance Clerk	Student decrease the number of unexcused absences.				
3) Identify students with unexcused tardies and enforce tardy policy.		Administration, Teachers, Attendance clerk	Decrease in number of unexcused tardies.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3





Performance Objective 3: Special Education - Richardson will target sub-populations in order to decrease the performance gap.

Evaluation Data Source(s) 3: Individual department monitored data of Special Education students

STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purposeful grouping will be implemented so that all students including Special Education, will be given ample opportunities to extend intervention with peers of varying academic skills.		Administration, Department Heads, ALL, Teachers	Increased ELL and Special Education learning by using researched-based strategies and best practices.				
2) Continue to use allocated DODEA 7 Grant funds to increase student reading achievement of Special Education students and all students.		Special Education Department, Co-Teachers and Teachers	Increase student learning outcomes by using research based programs.				
3) Schedule special education into the master schedule to meet their IEP needs, considering LRE, ESL etc.		SPED department, Admin	Increase student learning outcomes.				
4) Ensure participation of special education staff in general education curriculum and instruction training and PLCs/Planning.		PLC Agenda, Master Schedule, Professional Development Transcript	Increase student learning outcomes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Conduct frequent walk-through in all special education classrooms.		Admin	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 4: Richardson will target the ESL sub-population in order to decrease the performance gap.

Evaluation Data Source(s) 4: Individual department monitored data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purposeful grouping will be implemented so that all students including ELL, to provide ample opportunities to extend intervention with peers of varying academic skills.		Administration, LPAC Admin, LPAC clerk, Department Heads, and Teachers	Increase ELL learning by using researched-based strategies and best practices.				
2) Ensure campus has trained LPAC committee to ensure policies and procedures are being followed.		Admin	Increase student learning outcomes.				
3) Ensure teachers continue to be Sheltered Instruction trained and implement the Sheltered Instruction strategies.		Admin	Increase ELL learning by using researched-based strategies and best practices.				
4) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback		Admin	Increased teacher instructional best practices, classroom management and improved learning atmosphere.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 5: Increase student achievement for students in the gifted talented curriculum and/or PreAP curriculum.

Evaluation Data Source(s) 5: STAAR

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Training to ensure that GT screening committee follow the district's identification and assessment procedures. (Committee should include administrator, counselor and GT Program teachers.)		GT Professional Development, GT Guidelines, Admin	Increase student learning outcomes.				
2) Ensure that all PreAP program teachers and encourage all teachers to have a minimum of 30 staff development hours for certification and 6 hours annual update.		Administration	Increase student learning outcomes.				
3) Provide multiple opportunities for PreAP students to develop and share advanced level products and presentations.		PreAP Department, Admin	Increase student learning outcomes.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 6: At-Risk Student Support - Richardson will target sub-populations in order to decrease the performance gap.

Evaluation Data Source(s) 6: Quarterly monitoring by administration and counselors with appropriate levels of interventions.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide after school tutoring buses to assist in the learning of economically disadvantaged students, at-risk and all other students.		Admin	Increased student scores on state and district assessment.				
2) Provide tutors (core/fine arts), hire additional staff to assist in the learning of all students to include at-risk students.	2.4, 2.6	Administration, Department Heads, Teachers	Classroom Observations, Professional Learning Communities, Assessments resulting increased STAAR results.				
Funding Sources: 185 SCE (Campus) - 43079.48, 199 General Fund - 9800.00, 211 ESEA Title I (Campus) - 136763.77							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							





Goal 2: Great Community Schools

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

Performance Objective 1: Hire and retain highly qualified teachers and paraprofessionals.

Evaluation Data Source(s) 1: Faculty qualifications on campus

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Create a welcoming and friendly environment by providing on-going employee social events.		Admin	Retain highly qualified teachers to ensure high student learning outcomes.				
2) Participate in the EPISD Annual Job Fair to attract "highly qualified" teachers and paraprofessionals.		Admin	Hire highly qualified teachers to ensure high student learning outcomes.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							





Goal 2: Great Community Schools

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

Performance Objective 2: Increase professional development activities for the campus to increase student achievement, and support school and district initiatives.

Evaluation Data Source(s) 2: STAAR results
Professional Development Sign-in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide opportunities for professional/non-professional personnel to travel to off campus (in-town/out of town) conferences, seminars.		Administration	Progress on state and district assessments.				
Funding Sources: 211 ESEA Title I (Campus) - 4380.00, 199 General Fund - 2500.00							
2) Provide quality on-going staff development with supports the maintenance of highly qualified status, for all teachers and paraprofessionals.		Admin	Increased student scores on state and district assessment.				
3) Provide substitutes for teachers attending professional development and/or Symposiums, Departmental Planning, IB training, Testing). Lead4ward fees.		Admin	Increased STAAR results.				
Funding Sources: 199 General Fund - 10000.80, 211 ESEA Title I (Campus) - 5000.00							
<div> = Accomplished  = Continue/Modify  = No Progress  = Discontinue</div>							





Goal 2: Great Community Schools

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

Performance Objective 3: The Richardson PBIS Team will create a positive behavior intervention system for all students.

Evaluation Data Source(s) 3: Campus PBIS Team meetings, Campus Survey, Reduction of Disciplinary Referrals

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) PBIS Team will conduct fidelity checks using PBIS benchmark monthly to identify areas of success, patterns and to develop plans to address immediate success.	2.4, 2.6	PBIS Team	To be consistent with PBIS code of conduct across campus.				
2) Identify students with multiple incidents and inform PBIS team during the monthly meeting for further actions.		Administration, PBIS Team	Parent/Student form for student who continue to get involved in incidents.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							





Goal 2: Great Community Schools

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

Performance Objective 4: Richardson will provide students with information and resources necessary regarding bullying.

Evaluation Data Source(s) 4: Decrease number of bullying incidents

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Discuss ant-bullying in all classrooms on a monthly basis.		Administration, Counselors	Decrease in bullying incidents.				
2) Roll-out Anonymous Alerts System for students at the beginning of the year and provide additional information during second semester.		Administration, Counselors	Decrease bullying incidents.				
3) Post anti-bullying and Anonymous Alerts posters throughout the campus.		Administration, Counselors	Decrease number of bullying incidents.				
4) Require face-to-face administration, parent and student conference for all situations deemed as bullying and/or drug/alcohol.		Administration, counselor	Decrease in bullying incidents.				
<div> = Accomplished  = Continue/Modify  = No Progress  = Discontinue</div>							

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: Richardson will systematically evaluate and implement with fidelity 100% of all instructional initiatives, programs and resources in the 2018-2019 school year.

Evaluation Data Source(s) 1: Master Schedule
Professional Development
IB Travel Paperwork

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize IB Coordinator to conduct weekly training for faculty; to support implementation of IB methodologies; such as IB unit plans.		Admin	A better understanding of the IB methodologies.				
2) Provide teachers a department/grade level common planning period to ensure the necessary support to implement IB programme and Active Learning Framework.		Admin, ALL and IB Coordinator	Increase student learning outcomes.				
3) Provide classroom and library materials and technology for at-risk students and all students to enhance instruction in the classroom to include electives and tutoring.	2.4, 2.6		Increase student learning outcomes.				
Funding Sources: 185 SCE (Campus) - 19920.52, 199 General Fund - 15784.00, 211 ESEA Title I (Campus) - 28256.23							
4) Provide buses and snacks for field trips and/or curriculum implementation tutoring, student out of town travel (at-risk students, Student Technology Competitions, GT - NHD).		Administration	Increased student learning results.				
Funding Sources: 199 General Fund - 1000.00							
5) Purchase the necessary office supplies to support school initiatives. (such as attendance letters etc.)		Administration, Principal's Secretary	Increase student learning outcomes.				
Funding Sources: 199 General Fund - 9000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Purchase the necessary counselor general supplies to support school initiatives.		Administration	Increase student learning outcomes.				
	Funding Sources: 199 General Fund - 0.00						
7) Purchase necessary materials for the maintenance of the campus; providing an environment conducive for learning.		Administration, Head custodian	Increase student learning environment.				
	Funding Sources: 199 General Fund - 0.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							



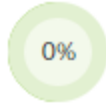

Goal 4: Community Partnerships

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

Performance Objective 1: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra-curricular activities.

Evaluation Data Source(s) 1: STAAR, Parent Sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hire a parent engagement leader, and military liaison to increase community engagement and partnerships.	3.1, 3.2	Administration	Increase or maintain parent participation in school events.				
2) Invite at least two new organizations to become Partners-in-education.	3.1, 3.2	Administration, Teachers	Increase or maintain student academic learning.				
3) Conduct monthly parent meetings/parent workshops (academic standing of NRMS, parent language workshops, gang awareness, Common Sense Digital Citizenship, and any workshop related to the needs of our educational community.)	3.1, 3.2	Administration, Parent Liaison	Increase or maintain student academic learning.				
4) Host an End of the Year Reception for all campus partners.		Administration, Military and Parent Liaison	Increase or maintain student academic learning.				
5) Purchase the necessary supplies needed to conduct parent meetings/workshops and/or presentations.		Administration, Parent Engagement Leader	Increase or maintain student academic learning.				
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

State Compensatory

Budget for Richardson Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6117	6117 Career Ladder - Locally Defined	\$12,000.00
185.11.6119 & Fringe Accts	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$124,516.77
185.11.6141	6141 Social Security/Medicare	\$174.00
185.11.6146	6146 Teacher Retirement/TRS Care	\$966.00
185.11.6148	6148 Employee Benefits - Locally Defined	\$90.00
185.11.6149	6149 Employee Benefits	\$180.00
6100 Subtotal:		\$137,926.77
6300 Supplies and Services		
185.11.6329	6329 Reading Materials	\$3,000.00
185.11.6399	6399 General Supplies	\$16,920.52
6300 Subtotal:		\$19,920.52

Personnel for Richardson Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hardison, David	Middle School Testing Coordinator/Teacher		.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandler, Nichole	ELAR Teacher		1

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Ragen Chappell	Principal
Military liason	Karen Josephs	MFL
Classroom Teacher	Molly Tipton	Teacher
Classroom Teacher	Charles Galarza	Teacher
Classroom Teacher	Zulema Hermosillo	Teacher
Parent	Oscar Vasquez	
Parent	Deanna Switzer	Parent
Community Representative	Adam Gurrola	
Community Representative	Linda Scalza	VIP
Business Representative	Teresa Hendrix	Executive Director
Business Representative	Eric Ross	
District-level Professional	Fatuma Ereng	Assistant Director SPS
Classroom Teacher	Marissa Marin	IB Coordinator
Guest	Desiree Perez	Parent Engagement Leader
Community Representative	Jesus Ramirez	
Classroom Teacher	Rebecca Fuentes	Teacher
Classroom Teacher	Michelle Garcia	Teacher
Classroom Teacher	Melissa Clark	Teacher
Non-classroom Professional	Yvette Wilcox	Counselor
Classroom Teacher	April Ponikvar	Teacher/Testing Coordinator
Guest	Victor Lopez	Librarian
Business Representative	Pam Heitz	

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Tutors and fringes	11.6117	\$6,800.00
1	6	2	Teacher Add'l Duty	11.6118	\$3,000.00
2	2	1	Regional ESC Services-Staff Development	11.6239	\$2,500.00
2	2	3	Substitutes	11.6112	\$10,000.80
3	1	3	General Supplies	11.6399	\$9,784.00
3	1	3	Reading Materials	11.6329	\$2,000.00
3	1	3	Furniture&Equipment	11.6396	\$3,000.00
3	1	3	Misc. Operating Expenses	11.6499	\$1,000.00
3	1	4	Misc. Operating Expenses	11.6499	\$1,000.00
3	1	5	General Supplies	23.6399	\$5,500.00
3	1	5	Misc. Operating Costs	23.6499	\$1,900.00
3	1	5	Furniture&Equipment	23.6396	\$1,600.00
3	1	6	General Supplies	31.6399	\$0.00
3	1	7	General Supplies	51.6399	\$0.00
Sub-Total					\$48,084.80
Budgeted Fund Source Amount					\$48,084.80
+/- Difference					\$0
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Tutors and fringes	11.6117	\$12,000.00
1	6	2	SS/Medicare	11.6141	\$174.00

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Teacher Retirement	11.6146	\$966.00
1	6	2	.55% TRS Care Surcharge	11.6148	\$90.00
1	6	2	Other Employee Benefits	11.6149	\$180.00
1	6	2	Teachers' Salaries and Fringes	11.6119	\$29,669.48
3	1	3	General Supplies	11.6399	\$16,920.52
3	1	3	Reading Materials	11.6329	\$3,000.00
Sub-Total					\$63,000.00
Budgeted Fund Source Amount					\$63,000.00
+/- Difference					\$0
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Tutors	11.6126	\$12,000.00
1	6	2	Teachers' salaries & Fringes	11.6119	\$124,516.77
1	6	2	Fringes for Substitutes	11.6141	\$247.00
2	2	1	Travel	13.6411	\$3,750.00
2	2	1	Lead4Ward Core Content Professional Development	13.6299	\$630.00
2	2	3	Substitutes	11.6112	\$5,000.00
3	1	3	Technology	11.6395	\$1,600.00
3	1	3	General Supplies	11.6399	\$24,006.23
3	1	3	Software	11.6397	\$550.00
3	1	3	Reading Materials	12.6329	\$2,100.00
4	1	5	General Supplies	61.6399	\$2,000.00
Sub-Total					\$176,400.00
Budgeted Fund Source Amount					\$176,400.00
+/- Difference					\$0

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$287,484.80