

# **El Paso Independent School District**

## **Bliss Elementary School**

**2019-2020**



# Mission Statement

Teachers will differentiate instruction to meet the unique needs of all students. Teachers will lead a mutually respectful and collaborative class and will actively engage all learners which will lead to students to mastery.

## Vision

Teachers and staff will be culturally and linguistically aware in order to serve and be responsive to a diverse academic audience. Teachers will have high expectations for all students and provide excellent and effective instruction everyday.

## Core Beliefs

Bliss Elementary Falcons Will S.O.A.R.

- Show Self Control
- Own A Positive Attitude
- Act Responsibly
- Respect yourself, Others, and Our School

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 5  |
| Demographics .....   | 5  |
| Student Academic Achievement .....   | 7  |
| School Processes & Programs .....  | 9  |
| Perceptions .....  | 10 |
| Priority Problem Statements .....  | 11 |
| Comprehensive Needs Assessment Data Documentation .....  | 12 |
| Goals .....  | 13 |
| Goal 1: Active Learning EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level. Directly Supports: Board Goals 1-3 ..... | 13 |
| Goal 2: Great Community Schools Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment. ....   | 20 |
| Goal 3: Lead with Character and Ethics Bliss Elementary will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all campus operations. ....  | 24 |
| Goal 4: Community Partnerships Bliss Elementary will maintain positive and productive partnerships with parents and community organizations to facilitate the success of all students. ....  | 25 |
| Comprehensive Support Strategies .....   | 26 |
| State Compensatory .....   | 27 |
| Personnel for Bliss Elementary School: .....   | 27 |
| Title I Schoolwide Elements .....  | 28 |
| ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....  | 28 |
| 1.1: Comprehensive Needs Assessment .....  | 28 |
| ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....   | 28 |
| 2.1: Campus Improvement Plan developed with appropriate stakeholders .....   | 28 |
| 2.2: Regular monitoring and revision .....   | 28 |
| 2.3: Available to parents and community in an understandable format and language .....   | 28 |
| 2.4: Opportunities for all children to meet State standards .....  | 28 |
| 2.5: Increased learning time and well-rounded education .....  | 29 |
| 2.6: Address needs of all students, particularly at-risk .....   | 29 |
| ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....  | 29 |
| 3.1: Develop and distribute Parent and Family Engagement Policy .....  | 29 |
| 3.2: Offer flexible number of parent involvement meetings .....  | 29 |

|   |    |
|---|----|
| Title I Personnel .....                 | 30 |
| 2019-2020 Campus Improvement Team ..... | 31 |
| Campus Funding Summary .....            | 32 |
| Addendums .....                         | 34 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bliss is a diverse student body with 70 % male and 30 % female, 60% Hispanic, 15% white and 25% black, 2% two or more races, 1% Asian. For the school year 20182019 Bliss Elementary had an enrollment of 507 students and 31 teachers, 5 paraprofessionals, 5 secretaries, 1 librarian, 1 school counselor, 1 assistant principal, 1 speech therapist, and 1 diagnostician. The Grade span is EE-05. 66.3% of students were Economically Disadvantaged. 15.0% of our students were English Language Learners and the school had a Mobility Rate of 39.7% due to a high volume of US ARMY families changing stations.

School membership is always going up because this school is always in transition with military. My school counts remain the same because of military withdrawals. Numbers have decreased because of military housing being demolished or parents move to different housing. I have less in membership this year compare to three years ago.

School attendance rating is usually 95% year round. Tardy rates are 4% per day. Block leave, deployed parent returns, and deploying parent have a great impact on attendance. Families often pull their children out of school due to a death of family member. Many families have to travel to another state for family emergencies. Another factor that impacts school attendance is are federal holidays. Military and other government workers often get an extra day off during holidays such as Veteran's day or Memorial Day. Thus, often time's students miss school to spend the extended weekends with their families.

### Demographics Strengths

The diverse academic population of at Bliss requires that teachers and other staff members are culturally responsive. In order to development positive inter-ethnic relations, I encourage my teachers to value and acknowledge the backgrounds of all of their students. I ensure that my teachers understand that each student has something unique and special to contribute to the classroom.

Positive Behavioral Intervention Supports is implemented to encourage and praise good behavior in students. When students misbehave, teachers use those instances as learning opportunities to teach appropriate social behavior.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Establish and implement a plan to guide parents to the importance of attendance and being in school on time. **Root Cause:** Lack of parent understanding on the importance of being on time.

**Problem Statement 2:** The discipline plan is not monitored on a consistent basis leading to increased office referrals. **Root Cause:** Professional development on cultural awareness is not being done consistently to address diverse student needs.

# Student Academic Achievement

## Student Academic Achievement Summary

3rd Grade Reading STAAR 72% of 3rd graders met the Approaches level, 40% met the Meets level, and 22% mastered the Reading STAAR.

3rd Grade Math STAAR 67% of 3rd grades met Approaches level, 36% met the Meets level, 15% mastered the Math STAAR

4th Grade Reading STAAR 69% of 4th grades met the Approaches level, 35% met the Meets level, and 15% mastered the Reading STAAR

4th Grade Math STAAR 75% of 4th graders met the Approaches level, 31% met the Meets level and 21% mastered the Math STAAR

4th Grade Writing STAAR 69% of 4th graders met the Approaches level, 23% met the Meets level and 6% mastered the Math STAAR.

5th Grade Reading STAAR 90% of fifth grades met the Approaches level, 66% met the Meets level, 32% master the Reading STAAR.

5th Grade Math 5th Grade Math STAAR 94% of fifth grade students met the Approaches level, 62% met the Meets level, 44% master the Math STAAR.

5th Grade Science STAAR 83% of fifth grade students met the Approaches level, 48% met the Meets level, 33% mastered the Science STAAR.

Our third grade students declined in their math scores while our 4th grade math scores increased significantly. Fourth grade writing is another area that requires growth.

We recognize there is still much room for growth. Currently, we are working diligently to revise strategies in our Campus Improvement Plan. We plan to implement campus-wide initiatives that will assist in the vertical alignment of specific strategies that will strengthen our instruction programs and their effectiveness. In addition, we plan effectively unitize TEKS Resource curriculum during intervention/enrichment blocks, after school and during tutorials.

## Student Academic Achievement Strengths

Fourth Grade reading and math scores decreased from the previous year. Fifth grade science scores improved significantly from the previous year.

In terms of School Progress, Bliss Elementary met standard 85/100. Overall school rating is a B.

Bliss has the following four distinctions: Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Economically Disadvantaged and Special Education population are not performing as at high levels. **Root Cause:** Movement among STAAR-tested 3rd levels and teachers were placed in new subjects and lacked experience and professional development.



# School Processes & Programs

## School Processes & Programs Summary

Lesson documents are aligned to the Texas Essential Knowledge and Skills (TEKS) - the statewide curriculum, the English Language Proficiency Standards (ELPS) – the statewide expectation for English Language Acquisition, as well as to the State of Texas Assessments of Academic Readiness (STAAR) – the ultimate standardized state assessment used to assess students’ capacity and academic performance. Other resources used to plan for instruction, intervention/enrichment blocks, and tutorials are: DMAC data, previous STAAR results, DRA/EDL results, CPALS results, Running record data, Istation data, Fluency Checks, Progress Monitoring, IEPs, IAPs, TELPAS results, RTI data, Teacher Observations, Unit results, Benchmark results and other local data.

## School Processes & Programs Strengths

Bliss Elementary focused heavily on ensuring the fidelity of the implementation of accommodations and supports available for Bliss students. Ensuring that teachers were well equipped with the knowledge and skills necessary for the proper implementation of such support was only half the battle. Once teachers were properly trained on campus expectations, the real challenge began. Through continuous monitoring and consistent revision, students are provided with accommodations and supports that are used routinely and successfully during daily instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The new TEKS Resource System has been challenging for some teachers to implement. Revisions to the curriculum has been difficult for teachers to implement in a timely manner. Challenging for teachers to implement, and plan effective lesson **Root Cause:** Professional development, time needed to plan effective lessons.

# Perceptions

## Perceptions Summary

Bliss Elementary has focused on building the school culture and climate with all stakeholders, including students, teachers, and parents. We foster a safe and nurturing learning environment that motivates and prepares students to be productive citizens of society. Bliss Elementary works hard to build strong relationships with parents and community members to develop collaborative efforts to build up our school community. Bliss Elementary has a Military Liaison that works closely with military families and guides them to resources available to meet their unique needs. Our Climate Survey indicated improvement in all areas for the 2017-2018 school year.

## Perceptions Strengths

Parental Involvement has improved at Bliss. The majority of parents enjoy being involved and will have a more positive outlook of the school when they are invited to be active members of the school community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We would like to provide more consistent incentives and awards for teachers, parents and students. These motivational incentives will assist with maintaining a positive school culture and climate. Incentives for attendance, AR, and academic achievement for students, parent participation and teacher excellence are important to keep our campus moving forward **Root Cause:** Monies can often be an issue when incentives are needed. Innovative rewards can be created that cost little or no money and implemented into the CIP

# Priority Problem Statements

**Problem Statement 1:** Establish and implement a plan to guide parents to the importance of attendance and being in school on time.

**Root Cause 1:** Lack of parent understanding on the importance of being on time.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Economically Disadvantaged and Special Education population are not performing as at high levels.

**Root Cause 2:** Movement among STAAR-tested 3rd levels and teachers were placed in new subjects and lacked experience and professional development.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** The new TEKS Resource System has been challenging for some teachers to implement. Revisions to the curriculum has been difficult for teachers to implement in a timely manner. Challenging for teachers to implement, and plan effective lesson

**Root Cause 3:** Professional development, time needed to plan effective lessons.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** We would like to provide more consistent incentives and awards for teachers, parents and students. These motivational incentives will assist with maintaining a positive school culture and climate. Incentives for attendance, AR, and academic achievement for students, parent participation and teacher excellence are important to keep our campus moving forward

**Root Cause 4:** Monies can often be an issue when incentives are needed. Innovative rewards can be created that cost little or no money and implemented into the CIP

**Problem Statement 4 Areas:** Perceptions

# 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**

- Federal Report Card Data

# Goals

## Goal 1: Active Learning




**EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.**

### Directly Supports: Board Goals 1-3

**Performance Objective 1:** Increase the number of all students who reach meets level in tested content by May 2020 as measured by STAAR. Reading from 47% to 57%; Math from 43% to 53%; Writing from 23% to 33%; Science from 48% to 58%

**Evaluation Data Source(s) 1:** STAAR results and common assessments.  
TEKS Resource System to create targeted assessments and assignments.

#### Summative Evaluation 1:

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |   |     |   |
|---|---------------|---|---|---|---|-----|---|
|   |               |   |   | Formative   |   |     | Summative   |
|   |               |   |   | Nov   | Feb   | Apr | June  |
| 1) Each grade will provide direct and intensive instruction for all Tier students using a variety of teaching materials in all content areas. Teachers will utilize data to identify Tier 2 and Tier 3 students. Teachers will provide interventions during the 45 minute RTI time frame. | 2.4, 2.5, 2.6 | Teachers<br>ALL<br>Administration<br>Librarian<br>Literacy teacher<br>(campus teaching coach) | Increased student performance on unit assessments, formative and summative assessments. |  |  |     |  |
| <b>Funding Sources:</b> 199 General Fund - 2500.00, 211 ESEA Title I (Campus) - 1721.44, 185 SCE (Campus) - 6698.61   |               |   |   |   |   |     |   |

| Strategy Description   | ELEMENTS  | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---|--|--|-----------|-----|-----|-----------|
|  |   |  |  | Formative |     |     | Summative |
|  |   |  |  | Nov       | Feb | Apr | June      |
| 2) Students will be provided with active learning opportunities in all content areas that feature technology integration such as the use of Mimios, iPads, project computer lab, and other technological devices to differentiate instruction. .   | 2.4, 2.5, 2.6   | Teachers,<br>Administration<br>Active Learning<br>Leaders<br>Campus Teaching<br>Coach            | Increase Student Achievement.  |           |     |     |           |
|  | <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00                                |  |  |           |     |     |           |
| 3) Conduct field trips to facilitate authentic learning experiences and to build student background knowledge.   | 2.5, 2.6  | Grade Level<br>Teachers  | Lesson plans and enrichment activities.  |           |     |     |           |
|  | <b>Funding Sources:</b> 199 General Fund - 7500.00                                      |  |  |           |     |     |           |
| 4) Purchase supplies to enhance teaching and learning for all students through reading software, on-line reading assessments, and data computation software along with reading materials for library. Programs that enhance teacher lessons: United Streaming, Education Galaxy and purchase materials from Barnes and Noble.<br><br>Classroom supplies will be purchased to facilitate student learning.<br>Purchase books/reading materials for school library.<br><br>STAAR Writing Practice books will be purchased to prepare students for the 4th Grade Writing STAAR. | 2.4, 2.5, 2.6   | Teachers<br>ALL<br>Administration<br>Librarian<br>Literacy teacher<br>(campus teaching<br>coach) | Teachers will develop, administer, and desegregate data from district benchmarks and STAR 360 assessments for the 18/19 school year. |           |     |     |           |
|  | <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 2563.00, 185 SCE (Campus) - 8611.34 |  |  |           |     |     |           |
| = Accomplished     = Continue/Modify     = No Progress     = Discontinue   |   |  |  |           |     |     |           |

**Goal 1: Active Learning**

EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:  
Board Goals 1-3

**Performance Objective 2:** Decrease the number of students who miss three or more days of school during the fall semester by 50% and increase parental awareness about the importance of school attendance. By the end of 2019-2020 will increase attendance from 94% to 97%.

**Evaluation Data Source(s) 2:** PEIMS reports  
Daily attendance records

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS                | Monitor                                     | Strategy's Expected Result/Impact                           | Reviews   |     |     |           |
|--|-------------------------|---|---|-----------|-----|-----|-----------|
|  |                         |   |   | Formative |     |     | Summative |
|  |                         |   |   | Nov       | Feb | Apr | June      |
| 1) Conduct parent meeting about attendance BOY and MOY to inform parents of the importance of their child attending school everyday. | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal, Parent liaison, Attendance Clerk | Notification in written form. Increase academic performance |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue                            |                         |   |   |           |     |     |           |

**Goal 1: Active Learning**

EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:  
Board Goals 1-3

**Performance Objective 3:** Dual language/bilingual students will be bi-literate, bilingual, and socially aware.

**Evaluation Data Source(s) 3:** STAAR

TELPAS  
DRA/EDL  
Benchmark Tests

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|--|--|-----------|-----|-----|-----------|
|   |               |  |  | Formative |     |     | Summative |
|   |               |  |  | Nov       | Feb | Apr | June      |
| <p><b>Comprehensive Support Strategy</b><br/>1) Informal and formal assessments to measure student growth.<br/>Provide opportunities for students to achieve literacy and proficiency in English and Spanish.</p> | 2.4, 2.5, 2.6 | Teachers, Campus Teaching Coach, ALL (Literacy) Principal, Assistant Principal | <p>Students to become bilingual and bi-literate, to have high academic achievement, to be culturally competent, and to have high self-esteem and leadership skills.</p> <p>Students will have high levels of proficiency in more than one language.</p> <p>Students will hold a belief that Bilingualism/Multiculturalism is a global and economic asset</p> |           |     |     |           |
| <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 650.00, 199 General Fund - 10146.00   |               |  |  |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue   |               |  |  |           |     |     |           |



**Goal 1: Active Learning**

EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:  
Board Goals 1-3

**Performance Objective 4:** Ensure that all migrant students reach grade level proficiency by the end of the school year.

**Evaluation Data Source(s) 4:** Benchmark Testing  
STAR 360

**Summative Evaluation 4:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|--|---|-----------|-----|-----|-----------|
|   |               |  |   | Formative |     |     | Summative |
|   |               |  |   | Nov       | Feb | Apr | June      |
| 1)<br>Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. | 2.4, 2.5, 2.6 | Teachers, Principal, Assistant Principal, Campus Teaching Coach, ALL(Literacy) | Intermediate students will be able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.<br><br>Advanced students will read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue  |               |  |   |           |     |     |           |

**Goal 1: Active Learning**

EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:  
Board Goals 1-3

**Performance Objective 5:** Gifted and Talented students will engage in challenging and project based active learning.

**Evaluation Data Source(s) 5:** Performance Standards Project  
Classroom Activities  
Gifted and Talented Progress Reports

**Summative Evaluation 5:**

| Strategy Description   | ELEMENTS | Monitor                     | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|-----------------------------|--|-----------|-----|-----|-----------|
|  |          |                             |  | Formative |     |     | Summative |
|  |          |                             |  | Nov       | Feb | Apr | June      |
| 1) Provide Project-Based Learning<br>Students will actively investigate solutions to complex, long-term challenges in groups. students will complete a project as a means of mastering an educational concept. | 2.4, 2.5 | GT Teachers, GT Coordinator | In addition to comprehension of individual subjects, students will gain an understanding of the relationship among them and an appreciation of the ways they all fit together. |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue  |          |                             |  |           |     |     |           |

**Goal 1: Active Learning**

EPISD will ensure that our community has a successful, vibrant, culturally and linguistically responsive school that successfully engages and prepares all students with the skills sets to perform at mastery level.

Directly Supports:  
Board Goals 1-3

**Performance Objective 6:** At-Risk students will be provided with extensive support through a variety of instructional methods, during and after hours. Implement differentiation instruction to meet the diverse needs of our Special Education population.

**Evaluation Data Source(s) 6:** By the end of the 2019-2020 school year we will increase student performance on core subjects.  
Accelerated Reader  
I-Station  
Prodigy Math

**Summative Evaluation 6:**

| Strategy Description   | ELEMENTS      | Monitor                                       | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------------|---|-----------------------------------|-----------|-----|-----|-----------|
|  |               |   |                                   | Formative |     |     | Summative |
|  |               |   |                                   | Nov       | Feb | Apr | June      |
| 1) Provide tutoring for at-risk students with weaknesses in reading, math, writing, and science.             | 2.4, 2.5, 2.6 | Grade Level chairs and instructional coaches. | Data from I-Station and DRA/EDL   |           |     |     |           |
| <b>Funding Sources:</b> 185 SCE (Campus) - 0.00  |               |   |                                   |           |     |     |           |
| = Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue |               |   |                                   |           |     |     |           |

## Goal 2: Great Community Schools

**Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.**







**Performance Objective 1:** Hire highly effective teachers and create a climate and culture to increase the retention of teachers.

**Evaluation Data Source(s) 1:** Climate Surveys

Walk-throughs

T-TESS evaluations

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |   |     |           |
|--|---------------|---|---|---|---|-----|-----------|
|  |               |   |   | Formative   |   |     | Summative |
|  |               |   |   | Nov   | Feb   | Apr | June      |
| 1) When the applications and resumes are in, Admin will go through them with a fine-toothed comb and select candidates with the skill sets to meet the needs of the academic diverse population at Bliss.  | 2.4, 2.5, 2.6 | Principal,<br>Assistant<br>Principal,<br>Campus Teaching<br>Coach | Teachers will improve their educational practice.<br>Increased teacher performance.<br>Increased student performance on STAAR,<br>benchmark tests,DRA/EDL |  |  |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |   |   |   |   |     |           |

**Goal 2:** Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

**Performance Objective 2:** Teachers and administration will be provided with at least one opportunity to attend professional development to enhance their teaching and educational practice. Teachers will be required to share their leanings with grade level and other teachers.

**Evaluation Data Source(s) 2:** Registration Forms  
Sign In Sheets

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|--|---|-----------|-----|-----|-----------|
|   |               |  |   | Formative |     |     | Summative |
|   |               |  |   | Nov       | Feb | Apr | June      |
| 1) Provide professional that will lead to a fundamental change in a teacher's practice that will lead to increased student learning in the classroom. | 2.4, 2.5, 2.6 | Principal,<br>Assistant<br>Principal,Campus<br>Teaching Coach,<br>ALLs | Improved the knowledge and skills important to teachers' positions and job performance.<br>Increased teacher performance,increased student performance. |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 1<br><b>Funding Sources:</b> 211 ESEA Title I (Campus) - 3350.00                              |               |  |   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue   |               |  |   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Academic Achievement   |
|--|
| <b>Problem Statement 1:</b> Economically Disadvantaged and Special Education population are not performing as at high levels. <b>Root Cause 1:</b> Movement among STAAR-tested 3rd levels and teachers were placed in new subjects and lacked experience and professional development. |







**Goal 2:** Great Community Schools

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

**Performance Objective 3:** Provide a safe and secure learning environment conducive to learning.

**Evaluation Data Source(s) 3:** Climate surveys

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS      | Monitor                           | Strategy's Expected Result/Impact   | Reviews   |   |     |           |
|--|---------------|-----------------------------------|---|---|---|-----|-----------|
|  |               |                                   |   | Formative   |   |     | Summative |
|  |               |                                   |   | Nov   | Feb   | Apr | June      |
| 1) Teachers will create a classroom that is organized and that is characterized by mutual respect which will promote learning in a classroom environments where students feel safe.  | 2.4, 2.5, 2.6 | Principal,<br>Assistant Principal | Students will learn in a safe environment. Students will feel safe to participate and ask questions.<br><br>Increased student academic performance. |  |  |     |           |
| <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 8588.32  |               |                                   |   |   |   |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |                                   |   |   |   |     |           |

**Goal 2: Great Community Schools**

Bliss Elementary will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

**Performance Objective 4:** Personnel will be hired with Title 1 funding to support student learning.

Three instructional para will be hired to assist teachers in the classrooms. A Campus Teaching Coach will be hired to support teachers with their instructional practice and assist with student achievement.

**Evaluation Data Source(s) 4:** Walks-Throughs

T-TESS

Employee Evaluations.

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS      | Monitor                                    | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------------|--|-----------------------------------|-----------|-----|-----|-----------|
|  |               |  |                                   | Formative |     |     | Summative |
|  |               |  |                                   | Nov       | Feb | Apr | June      |
| 1) Personnel will be used in classrooms to help with student and teacher growth. Will help with small groups, one on one, and help use data from Istation to focus on student needs. | 2.4, 2.5, 2.6 | Principal, AP, ALL, campus teaching coach. | Increased Student Achievement.    |           |     |     |           |
| <b>Funding Sources:</b> 185 SCE (Campus) - 27256.01, 211 ESEA Title I (Campus) - 117278.56   |               |  |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue  |               |  |                                   |           |     |     |           |

### Goal 3: Lead with Character and Ethics

**Bliss Elementary will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all campus operations.**

**Performance Objective 1:** Principal, secretary, and CIT will analyze and prioritize budget to ensure that resources are distributed in a timely and equitable manner by meeting once a month to review and discuss current and future purchases.

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

**Evaluation Data Source(s) 1:** CIT minutes  
Monthly review of budget allocation

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS   | Monitor  | Strategy's Expected Result/Impact                     | Reviews   |     |     |           |
|--|--|--|---|-----------|-----|-----|-----------|
|  |  |  |   | Formative |     |     | Summative |
|  |  |  |   | Nov       | Feb | Apr | June      |
| 1) Forecasting next year's budget, while reviewing the current budget to identify areas where money could be moved to other resources in future. | 2.4, 2.5   | Principal, Assistant Principal and Principal's secretary   | Proposed expenditure does not exceed proposed income. |           |     |     |           |
|  | <b>Funding Sources:</b> 199 General Fund - 2331.00, 211 ESEA Title I (Campus) - 0.00 |  |   |           |     |     |           |
| 2) Bliss Elementary will implement PBIS/SEL to help reduce bullying on campus.   | 2.5, 2.6, 3.1  | Teachers, Principal, Assistant Principal, School Counselor | Reduced instances of bullying on campus.              |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue   |  |  |   |           |     |     |           |









## Goal 4: Community Partnerships

**Bliss Elementary will maintain positive and productive partnerships with parents and community organizations to facilitate the success of all students.**

**Performance Objective 1:** Engage family by allowing them to participate and engage in school activities.

**Evaluation Data Source(s) 1:** Sign in sheets  
Flyers/announcements

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS           | Monitor   | Strategy's Expected Result/Impact  | Reviews   |   |     |           |
|--|--------------------|---|--|---|---|-----|-----------|
|  |                    |   |  | Formative   |   |     | Summative |
|  |                    |   |  | Nov   | Feb   | Apr | June      |
| 1) Developing school, family, and community partnerships to improve school programs and school climate. Provide family services and support, increase parents' skills and connect families.  | 2.4, 2.5, 3.1, 3.2 | Principal,<br>Assistant<br>Principal, Military<br>Liaison, Family<br>Engagement<br>Representative | Family friendly and welcoming culture that is conducive to family engagement and student learning.<br><br>Improved Attitudes:<br>Self, Others, Learning, and Schools |  |  |     |           |
| <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 1478.30  |                    |   |  |   |   |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |                    |   |  |   |   |     |           |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 3         | 1        | Informal and formal assessments to measure student growth. Provide opportunities for students to achieve literacy and proficiency in English and Spanish. |

# State Compensatory

## Personnel for Bliss Elementary School:

| <u>Name</u>  | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------|-----------------|----------------|------------|
| Anna Holguin | CTC             |                | .50        |

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Bliss Elementary School gathers a committee of stakeholders to conduct a Comprehensive Needs Assessment. Through collaboration, participants identify specific areas of need throughout various components of the CIP including "Demographics", "Student Achievement", "School Culture and Climate", "Staff Quality, Recruitment, and Retention", "Curriculum, Instruction, and Assessment", "Family and Community Involvement", "School Context and Organization", and "Technology". The committee of participants includes parents, teachers, administrators, and community members who are stakeholders in the school community and are invested in the continuous improvement of the campus.

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

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

Once the Campus Needs Assessment has been conducted, a committee of stakeholders from Bliss Elementary School gather to create the Campus Improvement Plan. The plan consists of various goals and strategies that are aligned with the identified needs of the campus. The committee of participants includes parents, teachers, administrators, and community members who are stakeholders in the school community and are invested in the continuous improvement of the campus.

### **2.2: Regular monitoring and revision**

Once the Bliss Elementary School Campus Improvement Plan has been created, and implementation of the plan has begun, the goals and strategies are monitored every three months by a committee of campus stakeholders to assess for progress. Throughout this process, goals and strategies are modified and adjusted as needed to ensure optimal success for the campus. The committee of participants includes parents, teachers, administrators, and community members who are stakeholders in the school community and are invested in the continuous improvement of the campus.

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

Both the Bliss Elementary School Campus Needs Assessment and Campus Improvement Plan will be available on the campus website in both English and Spanish. In addition, hard copies of the CNA and CIP are available to all stakeholders in the front office upon request.

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

Each grade level will provide direct and intensive instructions.

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

Bliss Elementary School offers opportunities for its students to meet state standards by providing after school and RTI tutorials. In addition, the campus promotes a well-rounded education by providing students with opportunities to participate in extracurricular activities such as UIL, Coding, Robotics, and Student Ambassadors.

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

Bliss Elementary School implements a district-based initiative titled Response to Intervention This academic strategy allows students to partake in a prescriptive intervention/enrichment block that is tailored to specific academic needs for each student. Several sources of data are used to identify the placements, specifically those who are labeled as At-Risk.

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

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

Bliss Elementary School Parent and Family Engagement Policy, as well as the Teacher-Student-Parent Compact, are created by a committee of stakeholders including parents, teachers, administrators, and community members. Both documents are distributed during the first monthly parent meeting and any families that are unable to attend receive a hard copy sent home by the campus. In addition, both the Parent and Family Engagement Policy, as well as the Teacher-Student-Parent Compact are available online in English and Spanish. Hard copies are available in the front office upon request.

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

Bliss Elementary School is extremely proud of its parent volunteers and the number of hours of volunteerism at the school. Various meetings occur monthly, in addition to special-call meetings based on need. Parents are invited to attend meetings/functions throughout the day, in the morning, in the afternoon, as well as in the evening. Various events include English classes, technology classes, Arts and Crafts classes, just to name a few. Surveys are distributed and data is collected to ensure that all parents feel welcomed and nurtured at the school based on their availability.

# Title I Personnel

| <u>Name</u>      | <u>Position</u>       | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------------|----------------|------------|
| Anna Holguin     | Campus Teaching Coach |                | .5         |
| Ivonne Torres    | Instructional Para    |                | 1          |
| Margarita Corral | Para Instruction      |                | 1.0        |

# 2019-2020 Campus Improvement Team

| <b>Committee Role</b>      | <b>Name</b>         | <b>Position</b>                     |
|----------------------------|---------------------|-------------------------------------|
| Administrator              | Narichica Handy     | Principal                           |
| Administrator              | Sandra Burciaga     | Assistant Principal                 |
| Campus Non-Certified Staff | Sandra Pinela       | Secretary to Principal              |
| Classroom Teacher          | Graciela Townsend   | Facilitator/Teacher                 |
| Campus Non-Certified Staff | Shelia Joplin       | Military Liaison                    |
| Classroom Teacher          | Sandra Hernandez    | PreK Teacher                        |
| Classroom Teacher          | Stephanie Saucedo   | 2nd Grade Teacher                   |
| Classroom Teacher          | Alda Briones        | 3rd Grade Teacher                   |
| Classroom Teacher          | Rebecca Sarabia     | 1st Grade Teacher                   |
| Classroom Teacher          | Tina Lawrence       | Kinder Teacher                      |
| Classroom Teacher          | Esteban Mercado     | PE Coach                            |
| Community Representative   | Dr. Deborah Trexler | Director, Fort Bliss Youth Services |
| Classroom Teacher          | Sonia Delgado       | 4th grade teacher                   |
| Resource Teacher           | Meagan Vereen       | Resource teacher                    |
| Non-classroom Professional | Martha Heath        | Librarian                           |
| Non-classroom Professional | Anna Holguin        | Campus Teaching Coach               |
| Non-classroom Professional | Laura Black         | ALL                                 |
| Parent                     | Jason Townsend      | Parent                              |

# Campus Funding Summary

| <b>185 SCE (Campus)</b>            |                  |                 |  |                            |                   |
|------------------------------------|------------------|-----------------|--|----------------------------|-------------------|
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>        | <b>Amount</b>     |
| 1                                  | 1                | 1               | Classroom supplies:paper, general classroom supplies, toners...etc | 185.11.6399                | \$6,698.61        |
| 1                                  | 1                | 4               | Classroom supplies   |                            | \$8,611.34        |
| 1                                  | 6                | 1               | Tutors   | 185.11.6126                | \$0.00            |
| 1                                  | 6                | 1               | Tutors   | 185.11.61XX                | \$0.00            |
| 2                                  | 4                | 1               | Salaries & Fringes   | 185.11.61XX.105.34.000.105 | \$27,256.01       |
| <b>Sub-Total</b>                   |                  |                 |  |                            | \$42,565.96       |
| <b>Budgeted Fund Source Amount</b> |                  |                 |  |                            | \$44,000.00       |
| <b>+/- Difference</b>              |                  |                 |  |                            | <b>\$1,434.04</b> |
| <b>211 ESEA Title I (Campus)</b>   |                  |                 |  |                            |                   |
| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>  | <b>Account Code</b>        | <b>Amount</b>     |
| 1                                  | 1                | 1               | Classroom Supplies   | 211.11.6399.105.32.801.105 | \$1,000.00        |
| 1                                  | 1                | 1               | Classroom Supplies   | 211.11.6399.105.24.801.105 | \$221.44          |
| 1                                  | 1                | 1               | Reading Materials  | 211.13.6329.105.24.801.105 | \$500.00          |
| 1                                  | 1                | 2               | 3 Sets of IPADs  | 211.11.6395                | \$0.00            |
| 1                                  | 1                | 4               | Education Galaxy   | 211.11.6299                | \$0.00            |
| 1                                  | 1                | 4               | Supplies   | 211.11.6399                | \$0.00            |
| 1                                  | 1                | 4               | Testing Materials  | 211.11.6339                | \$2,563.00        |
| 1                                  | 1                | 4               | Library Books  | 211.12.6329                | \$0.00            |
| 1                                  | 3                | 1               | Testing Materials  | 211.11.6339                | \$650.00          |
| 2                                  | 2                | 1               | TEPSA  | 211.23.6411                | \$3,350.00        |
| 2                                  | 3                | 1               | General Supplies   | 211.11.6399                | \$8,588.32        |



| 211 ESEA Title I (Campus)          |           |          |                               |                            |                     |
|------------------------------------|-----------|----------|-------------------------------|----------------------------|---------------------|
| Goal                               | Objective | Strategy | Resources Needed              | Account Code               | Amount              |
| 2                                  | 4         | 1        | Salaries & Fringes            | 211.11.61XX.105.24.801.105 | \$19,527.67         |
| 2                                  | 4         | 1        | Salaries & Fringes            | 211.11.61XX.105.24.801.105 | \$31,766.42         |
| 2                                  | 4         | 1        | Salaries & Fringes            | 211.11.61XX.105.32.801.105 | \$32,690.47         |
| 2                                  | 4         | 1        | Salaries & Fringes            | 211.13.61XX.105.24.801.105 | \$33,294.00         |
| 3                                  | 1         | 1        | Admin travel                  | 211.23.6411                | \$0.00              |
| 4                                  | 1         | 1        | Supplies-Parents              | 211.61.6399.105.24.801.105 | \$739.15            |
| 4                                  | 1         | 1        | Misc. Operating Costs-Parents | 211.61.6499.105.24.801.105 | \$739.15            |
| <b>Sub-Total</b>                   |           |          |                               |                            | \$135,629.62        |
| <b>Budgeted Fund Source Amount</b> |           |          |                               |                            | \$125,200.00        |
| <b>+/- Difference</b>              |           |          |                               |                            | <b>\$-10,429.62</b> |
| <b>Grand Total</b>                 |           |          |                               |                            | \$178,195.58        |

# Addendums

## CIT AGENDA

October 22, 2018

Review of Goal 1  
Budget/Fund Raisers  
PBIS Letter/Tentative Schedule  
Tutoring  
Demolition of Army Base Housing

# **PBIS Fun Day**

**December 19, 2018**

## **Option A**

### **Morning Sessions**

8:00-8:30 Prek am

8:30-9:30 Kinder (Teachers' conference time 8:30-9:15)

9:30-10:30 First (Teachers' Conference time 9:30-10:15)

10:30-11:30 Second Grade ( Teachers' Conference time 10:30-11:15)

### **Afternoon Sessions**

1:00-1:30 PreK pm

### **1:45-3:15 pm 3-5 Grade Rotations**

*1:45-2:30 3<sup>rd</sup> and 4<sup>th</sup> conference time*

*2:30-3:15 5<sup>th</sup> Grade conference time*

1:45-2:15 5<sup>th</sup> Grade in Gym

2:15-2:45 4<sup>th</sup> Grade in Gym

2:45-3:15 3<sup>rd</sup> Grade in gym

**PBIS Fun Day**  
**December 19, 2018**

**Option B**

**Morning Sessions**

8:00-8:30 Prek am

8:30-9:15 Kinder

9:15-10:00 First

10:00-10:45 Third

10:45-11:30 Second (2<sup>nd</sup> grade lunch 11:30-12:10)

**Afternoon Sessions**

1:00-1:45 5<sup>th</sup>

1:45-2:30 4<sup>th</sup>

2:30-3:00 Prek pm

*Bliss Elementary School*

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Memo for Record

Subject: Positive Behavior Intervention Support (PBIS)

October 22, 2018

Hello Parents,

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments(<http://www.sjUSD.org/student-services/pbis/what-is-pbis/>).

To encourage students to have positive behavior, Bliss Elementary will continue to implement School-wide PBIS strategies to help improve student behavior. Each teacher will use his or her classroom management plan to monitor student behavior. Students that maintain good behavior on a weekly basis will participate in "Fun Friday Enrichment Activities". Students that do not maintain positive behavior will participate in Character Development Enrichment activities. Students that continue to misbehave after being redirected will receive a PBIS form that goes home for parent/guardian signature. For severe misbehavior, students will receive an office referral. After three PBIS forms or one office referral, a student will not be able to attend the school-wide PBIS event. Bliss will hold a school wide fun event every nine weeks. There are four nine week periods in an academic school year. We just celebrated our first nine week PBIS event for the first nine weeks. The second nine weeks PBIS event will be on December 19, 2018.

**Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.**

**Thank you Bliss Parents/Guardians for your understanding in the implementation of PBIS. If you have any questions or concerns please email or give us a call.**



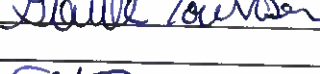


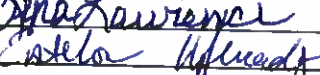







Sincerely,

Narichica Handy, Ed.S  
Principal  
Bliss Elementary School

Sandra Burciaga, MA.Ed  
Assistant Principal  
Bliss Elementary School

## 2018-2019 Campus Improvement Team

Meeting Date: October 22, 2018

| Committee Role             | Name                | Position                            | Signature   |
|----------------------------|---------------------|-------------------------------------|---|
| Administrator              | Narichica Handy     | Principal                           |    |
| Administrator              | Sandra Burciaga     | Assistant Principal                 |    |
| Campus Non-Certified Staff | Sandra Pinela       | Secretary to Principal              |    |
| Classroom Teacher          | Graciela Townsend   | Facilitator/Teacher                 |    |
| Campus Non-Certified Staff | Shelia Joplin       | Military Liaison                    |   |
| Classroom Teacher          | Sandra Hernandez    | PreK Teacher                        |  |
| Classroom Teacher          | Stephanie Rocha     | 2nd Grade Teacher                   |  |
| Classroom Teacher          | Alda Briones        | 3rd Grade Teacher                   |  |
| Classroom Teacher          | Rebecca Sarabia     | 4th Grade Teacher                   |  |
| Classroom Teacher          | Tina Lawrence       | Kinder Teacher                      |  |
| Classroom Teacher          | Esteban Mercado     | PE Coach                            |  |
| Community Representative   | Dr. Deborah Trexler | Director, Fort Bliss Youth Services |  |
| Classroom Teacher          | Martha Heath        | Librarian                           |  |

Reply all | Delete Junk | ...



# CIT Meeting in the Library

**RH** **Richie V Handy**  
Fri 9/7, 11:02 PM



Reply all |

Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecc+6 more

Required: Richie V Handy; Sheila R Joplin; Sandy Hernandez; Stephanie Rocha; Alda Briones; Rebecca A Sarabia; Graciela A Townsend; Tina R Lawrence; Esteban Mercado; Trexler, Deborah A NAF USARMY USAG (US) <deborah.a.trexler.naf@mail.mil>; Sandra Pinela; Sandra R Burciaga; Martha Heath



**When:** Thu 9/20/2018 3:30p - 4:00p

**Where:** Bliss Elementary School (4401 Sheridan Rd, El Paso, TX, United States)

This invitation was updated after this message was sent. Open the update or open the item on the calendar.

Sent Items

## Agenda

- Review of CIT Representatives/Discuss Selection Process
- Professional Development Needs
- Campus Needs Assessment(CNA)
- Campus Improvement Plan (CIP)