

El Paso Independent School District

Guerrero Elementary School

2019-2020



Mission Statement

The mission of Guerrero Elementary School, in cooperation with the school community, is to provide a caring, nurturing school culture that encourages all students to achieve to their maximum potential and always strive for excellence.

Vision

Guerrero Elementary will provide quality instruction with high expectations through a safe, supportive learning environment thus empowering students to become lifelong learners and productive citizens.

Value Statement

The faculty and staff at Guerrero Elementary strive to offer an environment that promotes rigorous academic achievement, strong standards of character and an understanding of physical and emotional wellness that will ensure that our students are college and career ready.

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Comprehensive Needs Assessment

Revised/Approved: September 18, 2019

Demographics

Demographics Summary

The demographics at Guerrero Elementary mirror the demographics of our region with 90.7% of the student population identified as Hispanic. 89.5% of the population is identified as economically disadvantaged, 31.3% of students are English Language Learners and 18.2% are served in Special Education programs.

Guerrero Elementary's mobility rate is 12.5%, which is below the state average of 16%. The staff at Guerrero has remained fairly consistent through the years. The popularity of our Dual Language program has caused several staffing changes on the campus. The Guerrero faculty, staff and parents work together to ensure a positive and safe learning environment for our students. Communication between the campus and our stakeholders takes place in the form of written communication, phone messages, school REMIND text messages, the school marquee, Twitter, the school website, and various other forms of social media. Teachers and parents feel comfortable and supported in sharing their concerns, ideas, and suggestions. Teachers and staff members participate in various professional development opportunities. Faculty, staff, and administration work together to create an educational partnership with families including inviting parents to participate in the annual School - Parent Involvement Survey and evaluating all parent involvement activities through the campus Parent Engagement Leader. The participation is not as strong as the campus would like, so this is a focus for this school year. Parental involvement activities happen monthly. The school has a variety of community partners in education.

Demographics Strengths

- Enrollment has remained relatively steady.
- A small, dedicated PTA supports all school programs and provides a wide variety of activities for students and parents.
- Grade level student performances are well attended in the evening.
- Guerrero hosts 2 family Reading/Math nights with over 100 people in attendance.
- The 3rd grade teachers hosts a STAAR information night
- The number of teachers earning an ESL certification is increasing. (15 classroom teachers)
- All educators are highly qualified.
- Guerrero Elementary was the kickoff school for the Read Across the District activities last year.
- The Counselor runs a Kindness Club that cycles in different students and allows them to participate in random acts of kindness for the campus.

- The Dual Language Program is growing and will in all grade levels next year.
- The Intervention period is offered in every grade level and teachers offer a variety of activities for students to participate in throughout the year.
- The Student Council is very active and helps to maintain a great relationship with our Community Partners at the Monte Vista at Coronado Senior Community.

Needs:

- Attendance is not at 97+%.
- The number of native English language students participating in the Dual Language decreases as the students progress through the grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance for the previous school year was 96.3%. **Root Cause:** Factors contributing to poor attendance are the high number of PPCD students and students in Pre-Kindergarten who have low attendance rates.

Problem Statement 2: Attendance at Parental Involvement events is low. **Root Cause:** The campus is in need of better advertising and outreach.

Problem Statement 3: Parental attendance at evening events is limited. **Root Cause:** Limited outreach. Additional sessions need to be added during the say to encourage attendance.

Student Academic Achievement

Student Academic Achievement Summary

- Rosa Guerrero Elementary School "Met Standard" for the 2019 Accountability overall rating summary with a scaled score of 90 A.
- Student Achievement Rating - Met Standard, Scaled Score - 82 B
- STAAR Performance - Component Score - 54, Scaled Score - 82
- School Progress - Scaled Score - 89 B
- Academic Growth - Component score 77, Scaled Score 83 B
- Relative Performance (Economically Disadvantaged. 85.9%) Component Score 54, Scaled Score 89 B
- Closing the Gaps - Component Score 96, Scaled Score 92 A

Distinction Designations Earned:

- ELA / Reading
- Postsecondary Readiness
- Comparative Closing the Gaps

Teachers utilize assessment data to drive instruction. Students identified as at-risk are based upon both current and historical assessment data, teacher recommendations, and participation in intervention groups. Teachers use a variety of strategies, including formative assessments and student assessment data, in addition to targeted instruction during the enrichment block to help students increase their skills. 2019 - 2020 is the second year the teachers will be utilizing small groups through the Balanced Literacy structure to differentiate reading instruction; ensuring that students have solid learning experiences and build strong foundations. Classroom teachers, retired-teacher tutors, and experienced tutors work with identified students during the 45 minute enrichment block. These tutoring groups are created using data regarding students' strengths and weaknesses. STAAR data results indicate that grade levels are maintaining or increasing scores in most content areas. The percent of students who are reaching the Masters level is increasing for all grade levels as the students advance through their grade levels.

Student Academic Achievement Strengths

- 2019 STAAR results:
- Math - Approaches 85%, Meets 56%, Masters 36%
- Reading - Approaches 88%, Meets 51%, Masters 28%
- Writing - Approaches 73%, Meets 34%, Masters 3%
- Science - Approaches 85%, Meets 49%, Masters 19%

Accelerated instruction includes: differentiated instruction within the 90 minute model, pull-out tutoring by retired teachers or certified individuals

who are trained in the subject areas, after school tutoring twice a week by classroom teachers, DRA/EDL K-2nd, DRD instruction (Wilson), I-Station, progress monitoring, and intensive programs of instruction (stated through IEP's and 504's).

- Technology Resources to aid intervention are as follows: I-Station for Math and Reading (English and Spanish), Accelerated Reader (AR), and Prodigy Math.
- The Status of the Class Committee (Rtl) and SST committees meet in the Fall and follow up throughout the year. The Status of the Class committee (Rtl) reviews student data and meets with teachers to review progress throughout the year. A Data Wall is maintained for teachers to track student progress as a grade level.
- Needs of students are identified through the use of formative and summative assessments which drive instruction and intervention.
- Unit assessments, Mock STAAR assessments, DRA/EDL, and I-Station are used to determine areas of strength and areas in need of reinforcement.

Needs:

- The students struggle with grade level content at the start of the school year. Gaps in learning during the first few months of the school year.
- Students are not showing evidence of practice for learning. Centers will have a positive impact on howing learning growth by monitoring evidence of learning in the needs of hte students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are not at grade level for reading or math at the start of the school year. **Root Cause:** Increased need for teacher fidelity to Balanced Literacy instruction and rigorous and meaningful instruction for Reading and Mathematics.

Problem Statement 2: Students who have been retained show limited growth and remain in interventions year after year. **Root Cause:** Qualifying for Special Education has become difficult due the qualification protocols established by the state.

Problem Statement 3: 85% of 5th graders passed Science at the Approaches Level with 19% scoring at the Masters Level. **Root Cause:** Hands on learning opportunities and access to instruction in the Science Lab is not happening on a consistent and weekly basis.

Problem Statement 4: Campus attendance for the previous school year was 96.3%. **Root Cause:** Factors contributing to poor attendance are the high number of PPCD students and students in Pre-Kindergarten who have low attendance rates.

School Processes & Programs

School Processes & Programs Summary

The instructional needs of all students are met through rigorous, TEKS aligned, whole group delivery of instruction in each content area and utilizing the Active Learning Framework to support student-centered learning and mastery of each content learning objective. Teachers also have a common planning period to collaborate as a grade level/department to analyze student data and support student academic growth. The campus strives to limit interruptions to the instructional day by using Skype. A dedicated Enrichment period allows for the implementation of successful intervention programs and classroom routines. Campus and district-funded personnel such as the Campus Teaching Coach, Active Learning Leader, Inclusion teacher, DRD teachers, and SPED and Instructional paraprofessionals offer support to address the needs of all students and work to increase their academic achievement. Teachers continually monitor their students' progress and when a teacher recognizes that a student is struggling, the student is mentioned at the Status of the Class meeting (Rtl meeting). At this point, the teacher may request a meeting with the Student Success Team. A packet is distributed to all of the stakeholders invested in the student (teacher, nurse, parent). The team then meets to discuss what interventions the student has experienced and the results. Other interventions are discussed during that time and possible recommendations for Dyslexia testing, Section 504 or a Special Education can also be requested after interventions are implemented and evaluated. This process ensures that all students are looked at and their needs are addressed. The parents are also part of these teams and guide our decisions.

School Processes & Programs Strengths

Strengths:

Rosa Guerrero Elementary's strengths include being proactive as an entire campus in regards to student learning and achievement. The faculty and staff, by understanding how to read and effectively analyze student data, consistently monitor all students in their class and within the grade levels. Understanding the importance of early interventions, allows identification of academic gaps of the students and apply necessary interventions early in the year, thus allowing students to close gaps before they become increasingly detrimental to academic success. Faculty and Staff are supported by a Campus Teaching Coach and Active Learning Leader that share responsibilities to train and model best practices in the classroom by supporting instructional planning and implementation. Support is also offered to students by the school guidance counselor to support SEL throughout the campus.

Needs:

- Adherence to the Balance Literacy model
- Strengthen the writing process for all grade levels. Writing strength across the grade levels. Teachers in the older grades see weaknesses in sentence structure.

Perceptions

Perceptions Summary

At Rosa Guerrero Elementary, we strive to create an inviting culture and climate that fosters a sense of community. Communication between all stakeholders is key to our success and we strive to use a wide variety of means, both traditional and digital, to share information and address all questions and concerns in a very timely manner. Parents and students are invited to participate in a School Climate Survey. Our Positive Behavior Interventions and Supports program helps us create a positive school climate. Teachers are consistently proactive in teaching, modeling, and supporting appropriate student behaviors to ensure a safe and positive learning environment. Our students create their own videos demonstrating the behaviors that we expect to see at Guerrero. Students are recognized for adhering to our Core Values in a variety of ways. They are recognized with a golden ticket, get a shout out on the morning announcements and a handwritten, personalized, post card sent to their home. The campus highlights different values every week and connects these to the Core Essentials that are consistent throughout the district. Videos of the of the month and interactive lessons are featured on our school website also assist in supporting our PBIS and Core Essentials. Teachers use the Morning Message strategy to address the Social and Emotional needs of the students. They work closely with our Counselor to ensure that our students have what they need physically and emotionally to be successful in school. Should students or families need assistance, we work to connect them to the appropriate resources that offer assistance. As a campus, parent and community involvement through PTA, VIPS, Active Learning, and our PEL, as well as campus-wide parent engagement events are supported and highly encouraged.

Perceptions Strengths

Strengths:

- Information is provided to parents in advance via school web site, Tuesday Information packet, monthly school calendar, campus marquee, school messenger system (phone calls, emails and text messages), and the REMIND system.
- Monthly Parent Workshops are offered covering a variety of topics that are beneficial to the entire family. Workshops include the following topics: nutrition, wellness (physical/mental), knitting, parenting skill, bullying, technology, General Equivalency Diploma classes, etc.
- Various learning events are offered throughout the year for parents such as Family Reading Night, Literacy Night, Strong Fathers Nights, Science Fair Support Night, Grade Level Programs, Concerts, Parent Orientation at the beginning of the school year.
- Our PTA hosted a fall carnival and two evening dances for parents and students (Father, Daughter/ Mother, Son Dance)
- Pozole Breakfast and Parent Lunch typically takes place on the 1st Friday of the month.
- NBA rewards are offered monthly to students who have earned perfect attendance for the month. This results in a variety of fun rewards, including a Water Fun Day.
- Implementing the PBIS Program school-wide to promote the 3 core values: Respect, Responsibility, and Safety

Needs:

- More Parental Involvement activities are needed.
- Incentive to join the PTA. Membership is challenged, but attendance at events is high.
- Perceived limited use of technology in the classrooms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is limited parental involvement beyond the small group of PTA members who are faithfully at the campus. **Root Cause:** The majority of household has two working parents who are not available to help at school during the school day.

Problem Statement 2: The 2018-2019 School Climate Survey results show a drop in the perceived amount of technology used at the school. **Root Cause:** Technology is mostly used for interventions and in class activities. Only a few teachers use "Bring You Own Device" and very few products or published pieces are developed at school.

Problem Statement 3: Attendance at Parental Involvement events is low. **Root Cause:** The campus is in need of better advertising and outreach.

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 29, 2019

Goal 1: Active Learning

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

Directly Supports: Board Goals 1-3

Performance Objective 1: Meet federal and state accountability standards on the 2020 STAAR test and improve in all student groups.

Evaluation Data Source(s) 1: STAAR scores for 2020 for Reading and Math for Grades 3, 4, and 5.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative	Summative		
				Nov	Feb	Apr	June
1) The Balanced Literacy approach will be used at each grade level to include Guided Reading and the use of running records.		Administration, Campus Teaching Coach, ALL, Classroom Reading Teachers	85% or more of the student in each grade level will end the year reading on grade level.	5%			
2) Provide instructional supplies to support literacy and math skills (comprehension, vocabulary, computation, motivation and assessment),		Administration, Campus Teaching Coach	Increased student achievement in all tested subjects as measured by classroom performance and local and state assessments.	10%			
Funding Sources: 211 ESEA Title I (Campus) - 22000.00, 185 SCE (Campus) - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews				
				Formative			Summative	
				Nov	Feb	Apr	June	
3) Provide substitutes for teachers attending training and to complete data analysis for reporting to the administrative team in an effort to identify student needs and to increase student performance of our at-risk population.		Administration, Campus Teaching Coachs	Increased student achievement and targeted instruction and intervention.					
4) Purchase technology equipment to improve the digital learning environment and enhance instruction for students who are considered at-risk or economically disadvantaged.		Administration						
Funding Sources: 211 ESEA Title I (Campus) - 6615.63								
Funding Sources: 211 ESEA Title I (Campus) - 15000.00								
				= 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: Increase student attendance rate above 96% for the 2018-2019 school year.

Evaluation Data Source(s) 2: Alpha Attendance Reports, Weekly checks on EPISD's "The Pulse"

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Students will be recognized monthly for perfect attendance by earning a basketball sticker for their NBA basketball located on the classroom wall. Various incentives will be awarded throughout the school year on a two month basis.	2.4, 2.5	Administration, Homeroom teachers	Increased awareness of attendance statistics. Improved attendance.				
2) Parents of students with three or more absences will be contacted to discuss the absences, the impact of poor attendance, and a plan to get back on track with good attendance.	2.4, 2.5	Administration, Classroom Teachers	Awareness of attendance statistics and an increase in student attendance along with more accurate parent reporting for absences.				
= 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 3: Increase student success rate on the 2020 STAAR assessment for students who are coded SPED.

Evaluation Data Source(s) 3: STAAR scores for the SPED population on the 2020 Reading and Math for Grades 3, 4, and 5.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Utilize Special Education staff to ensure appropriate instruction and monitoring of identified students in compliance with all state and federal guidelines.	2.4, 2.5, 2.6	Administration, Homeroom Teachers, Special Education Staff	Increased student achievement in all subjects as measured by classroom performance and assessments, both local and state.				
2) Provide training for teachers to support the inclusive setting and other concerns for students with special needs.		Administration, Homeroom Teachers, Special Education Staff	Documentation of training sessions. Student progress on their IEP goals along with their growth as noted on I-Station reports.				
= 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 4: Maintain and/or increase the number of students participating in the Dual Language program.

Evaluation Data Source(s) 4: Student Enrollment

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Promote Sheltered Instruction Observation Protocol (SIOP) strategies are used and teachers are trained as needed / English Language proficiency Standards (ELPS) implementation to increase the academic performance and second language acquisition for English Language Learners.		Administration, LPAC Committee members, Bilingual and Dual Language Teachers	Increased student success as measured through growth according to I-Station on Math and Reading, STAAR Scores, TELPAS scores, and benchmarks.				
2) Implement the 50/50 Dual language Model in grades Pre-K through 5th.		Administration, LPAC Committee members, Bilingual and Dual Language Teachers	Increased student success as measured through growth according to I-Station on Math and Reading, STAAR Scores, TELPAS scores, and benchmarks.				
3) The campus will host evening events and provide classes and resources, such as Meet the Teacher, Strong Fathers Events, STAAR Information and a Dual Language Parent Information Night throughout the school year to keep parents informed of programs and strategies.		Administration, Dual Language Teachers, Pre-K - 5th, Parent engagement	25% of impacted parents in attendance.				

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: Successful implementation of the Gifted and Talented program in grades K - 3 and the Connections program in grades 4 and 5, through proper student identification, academic rigor and assessment.

Evaluation Data Source(s) 5: 2020 STAAR reports, GT product showcase

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All GT students in grades K - 3 will receive 45 minutes of accelerated instruction daily during the Enrichment block.		Administration, Counselor, GT teachers at each grade level, Connections Teacher	Increased student productivity in the GT program as evidenced by a GT product showcase at the end of the school year.				

= 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 6: Increased achievement of at-risk students

Evaluation Data Source(s) 6: 2020 STAAR assessments, I-Station progress monitoring.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Fund and utilize a Campus Teaching Coach to provide staff development, model best practices, build capacity in grade level instruction and assist the at-risk and economically disadvantaged population to ensure academic success.		Administration	Build capacity in the faculty and improved student achievement in reading and math as measured by classroom performance and assessments.	100%	100%	100%	100%
2) Provide tutoring services for at-risk and economically disadvantaged populations in the areas of Reading and Math instruction.		Administration, Teachers K - 5, Counselor	Sign-in sheets, increased student achievement on skills as monitored by classroom teachers.	100%	100%	100%	100%
3) Provide high interest library books, subscriptions, databases and instructional supplies in the library. Maintain the quality of the furniture in the library.		Administration, Librarian	Increased student use of the library and the overall instructional program at Guerrero.	65%		15%	
4) The campus will fund Instructional Paraprofessionals to support the instructional needs of the campus.		Administration	Increased student achievement.	100%	100%	100%	100%
				Funding Sources: 211 ESEA Title I (Campus) - 67400.75			
				Funding Sources: 185 SCE (Campus) - 23391.48, 211 ESEA Title I (Campus) - 4286.50			
				Funding Sources: 211 ESEA Title I (Campus) - 1750.00, 185 SCE (Campus) - 1500.00			
				Funding Sources: 211 ESEA Title I (Campus) - 60247.20, 185 SCE (Campus) - 24930.88			
	100%	→	×	= Accomplished = Continue/Modify = No Progress = Discontinue			





Goal 2: Great Community Schools

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

Performance Objective 1: Teacher turnover will be less than 5%, not counting turnover due to retirement.

Evaluation Data Source(s) 1: Agendas, Surveys, and Sign-in Sheets from professional development sessions

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
1) Teachers who are new to Guerrero or who have less than 2 years of teaching experience will have chosen/assigned mentors.		Administration	Teachers will learn all areas of the Guerrero Faculty handbook, best practices for teaching, and receive guidance on all campus and district programs and mandates.	100%	0%	0%	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Great Community Schools

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

Performance Objective 2: Provide and encourage continuing professional development centered around best practices including: Dual Language, Balanced Literacy, Positive Behavioral Interventions and Supports, Technology Integration, Active Learning Strategies and Imagination Learning.

Evaluation Data Source(s) 2: Agendas, Surveys, and Sign-in Sheets from professional development sessions

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb	Apr
1) Implement Professional Learning Communities at all grade levels with a focus on student learning and progress monitoring, including grade level assessments.		Administration, Grade Level Chairpersons, All Faculty	PLC Agendas, Minutes, Sign-in Sheets.			
2) Provide professional development opportunities and support materials for teachers and staff.		Administration, Grade Level Chairpersons, ALL, Campus Teaching Coach	Agendas, Surveys, and Sign-in Sheets from professional development sessions			
Funding Sources: 185 SCE (Campus) - 4000.00						
3) Provide professional development opportunities for administration.		Administration				
Funding Sources: 185 SCE (Campus) - 3000.00						

100% = Accomplished = Continue/Modify = No Progress = Discontinue

Goal 2: Great Community Schools

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

Performance Objective 3: Decrease the number of referrals from 2018-2019 by 5%.

Evaluation Data Source(s) 3: TEAMS Discipline reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews				
				Formative		Summative		
				Nov	Feb	Apr	June	
1) The counselor will conduct counseling and guidance lessons with all students at all grade levels.		Administration, Counselor						
2) The PBIS Team will review the PBIS Plan quarterly to ensure that the strategies and matrix are begin implemented with fidelity.								
3) The campus will support one student support assistant for monitor recess and the cafeteria.		Administration						
= Accomplished = Continue/Modify = No Progress = Discontinue								

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: Guerrero Elementary will meet all district reporting and spending deadlines, staying in compliance for all programs during the 2018-2019 school year.

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: audit reports, CIT Minutes, CIT Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus budget will be prepared and reviewed by the CIT committee to ensure that spending meets the needs in the CNA		Admin, CIT Members					
2) Purchasing and expenditures will be completed in a timely manner to stay in compliance with district deadlines.		Administration	Accurate audit reports				






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: Increase parent and community participation / attendance at school events.

Evaluation Data Source(s) 1: Event sign-in sheets, Number of communication call-outs on the Blackboard system, Survey results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb / Apr	June
1) Campus will maintain timely communication systems that help to ensure parents and other stakeholders are aware of and invited to events happening on the campus.	3.2	Administration, Active Learning Leader, Webmaster	Use of the "Tuesday Packet" as a once-a-week communication folder going home in each child's backpack.			
2) I-Pad stations will be set up at events to get timely feedback from parents.		Administration, Active Learning Leader	We will see a 10% increase of participation by parents in School Climate Survey.			
3) Support the Parent Engagement Leader to coordinate and support the school's efforts to implement Title I requirements and increase student and family involvement in school activities.	3.1	Administration, Parent Engagement Leader	increase parent / community involvement and attendance during campus events.			
4) Campus will provide a variety of classes and materials to promote student achievement and parental involvement.		Administration, Parental Engagement Leader	Schedule of activities, Attendance sign-in sheets			
5) Monthly evening student performances / PTA meetings will showcase student learning or engage parents and other stakeholders in learning with students.		Administration, Teachers	Attendance at school events outside of normal hours of instruction.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Nov	Feb /Apr	June
6) Provide reading and instructional materials and supplies for use by parents during Parental Engagement classes, lessons or meetings provided by the Parent Engagement Leader.		Principal, Assistant Principal, Parent Engagement Leader	Increase parent and student awareness of College and Career Readiness.	 40%		
Funding Sources: 211 ESEA Title I (Campus) - 2000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

State Compensatory

Personnel for Guerrero Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Gonzales	Instructional Paraprofessional		100% 185.11.6129.163.30.000.163

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Guerrero Elementary Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Guerrero Elementary CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

2.2: Regular monitoring and revision

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

- * including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))
- * as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies:

Guerrero Elementary will provide opportunities for all children, including each of the subgroups of

students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 111(c)(2)]) to meet the challenging State academic standards.

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

Guerrero Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Lujan	Instructional Paraprofessional	Pre-Kindergarten	100% 211.11.6129.163.32.801.163
Teresa Partida	Campus Teaching Coach	Reading	100% 211.13.6119.163.24.801.163
Trina Lopez	Instructional Paraprofessional		100% 211.11.6129.163.24.801.163

Campus Funding Summary

185 SCE (Campus)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Literacy and Math instructional support materials	185.11.6399.163.30.000.163	\$3,000.00	
1	6	2	Tutor for Reading and Math	185.11.6117.163.30.100.163	\$16,781.60	
1	6	2	Social Security	185.11.6141.163.30.100.163	\$145.00	
1	6	2	.55% TRS Care Surcharge	185.11.6148.163.30.100.163	\$55.00	
1	6	2	Other Employee Benefits	185.11.6149.163.30.100.163	\$150.00	
1	6	2	tutoring for Non-Degreed tutor	185.11.6126.163.30.100.163	\$0.00	
1	6	2	Group health and life ins.	185.11.6142.163.30.000.163	\$5,323.00	
1	6	2	Worker's Comp	185.11.6143.163.30.000.163	\$384.00	
1	6	2	.55% TRS Care Surcharge	185.11.6148.163.30.000.163	\$184.63	
1	6	2	Other Employee Benefits	185.11.6149.163.30.000.163	\$368.25	
1	6	3	Reading Materials	185.12.6329.163.30.000.163	\$0.00	
1	6	3	General Supplies	185.12.6399.163.30.000.163	\$509.75	
1	6	3	Database - Pebble Go	185.12.6299.163.30.801.163	\$990.25	
1	6	4	Instructional Paraprofessional Salary	185.11.6129.163.30.000.163	\$24,574.00	
1	6	4	SS / Medicare	185.11.6141.163.30.000.163	\$356.88	
2	2	2	Registration fees for in-town staff development / training	185.13.6499.163.30.000.163	\$1,802.00	
2	2	2	General supplies for staff development	185.13.6399.163.30.000.163	\$2,000.00	
2	2	2	Professional Literature	185.13.6329.163.30.000.163	\$198.00	
2	2	2	Registration fees for in-town staff development for Admin	185.23.6499.163.30.000.163	\$0.00	
2	2	2	Registration fees for in-town staff development for Admin	185.23.6399.163.30.000.163	\$0.00	
2	2	3	Professional Development for Administration - Registration	185.23.6411.163.30.000.163	\$3,000.00	

185 SCE (Campus)						
Goal	Objective	Strategy	Resources Needed	Account Code	Sub-Total	Amount
					Budgeted Fund Source Amount	\$59,822.36
					+/- Difference	\$0
211 ESEA Title I (Campus)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	Amount
1	1	2	Literacy and Math instructional support materials	211.11.6399.163.24.801.163	\$22,000.00	\$22,000.00
1	1	3	Substitutes	211.11.6112.163.24.362.163	\$6,515.63	\$6,515.63
1	1	3	Fringes	211.11.6141.163.24.100.163	\$50.00	\$50.00
1	1	3	Fringes	211.11.6141.163.24.362.163	\$50.00	\$50.00
1	1	4	Technology Resources: I-Pads, Laptops	211.11.6395.163.24.801.163	\$15,000.00	\$15,000.00
1	6	1	Salary - Campus Teaching Coach	211.11.6119.163.24.801.163	\$20,306.71	\$20,306.71
1	6	1	Salary - Campus Teaching Coach	211.13.6119.163.24.801.163	\$38,350.14	\$38,350.14
1	6	1	SS / Medicare	211.13.6141.163.24.801.163	\$606.91	\$606.91
1	6	1	Group Health and Life	211.13.6142.163.24.801.163	\$3,566.00	\$3,566.00
1	6	1	Worker's Compensation	211.13.6143.163.24.801.163	\$257.00	\$257.00
1	6	1	Teacher Retirement	211.13.6146.163.24.801.163	\$3,371.30	\$3,371.30
1	6	1	.55% TRS Care Surcharge	211.13.6148.163.24.801.163	\$314.23	\$314.23
1	6	1	Other Employee Benefits	211.13.6149.163.24.801.163	\$628.46	\$628.46
1	6	2	Part time temporary support	211.11.6126.163.24.100.163	\$4,000.00	\$4,000.00
1	6	2	SS / Medicare	211.11.6141.163.32.801.163	\$286.50	\$286.50
1	6	3	Reading Materials	211.12.6329.163.24.801.163	\$1,750.00	\$1,750.00
1	6	3	Furniture and Equipment for the Library	211.12.6396.163.24.801.163	\$0.00	\$0.00
1	6	4	Instructional Paraprofessional Salary	211.11.6129.163.24.801.163	\$21,128.68	\$21,128.68
1	6	4	Instructional Paraprofessional Salary	211.11.6129.163.32.801.163	\$18,729.68	\$18,729.68
1	6	4	SS / Medicare	211.11.6141.163.24.801.163	\$624.56	\$624.56

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in the upper grades struggle with writing complete sentences and the use of correct sentence structure in spite of teachers using grade level TEKS. **Root Cause:** Lack of consistency with implementing the writing curriculum.

Problem Statement 2: The Balanced Literacy model is not implemented with fidelity. **Root Cause:** The master schedule previously did not support the 135 minute model.

Problem Statement 3: Parental attendance at evening events is limited. **Root Cause:** Limited outreach. Additional sessions need to be added during the day to encourage attendance.