

El Paso Independent School District

Coronado High School

2019-2020



Mission Statement

The mission of Coronado High School is to advance the academic, artistic, emotional, physical and social education of every student in order to develop productive members of society.

Vision

Student learning is a chief priority at Coronado High School. Students, teachers, administrators, parents and the community share the responsibility for advancing the schools mission. All students can learn. Exceptional students (special education, limited english, gifted and talented, etc.) require special services and resources. Students learn best when they are actively engaged in the learning process. Challenging expectations increase individual student performance.

Value Statement

Coronado High School values exceptional teaching, learning and collaboration among students teachers,, parents, community and administration.

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Comprehensive Needs Assessment

Revised/Approved: October 02, 2019

Demographics

Demographics Summary

Coronado High School was founded in 1962. The campus, known as "the pride of the Westside" has served the west El Paso community for over 50 years. During that time, the school has maintained a reputation of academic, athletic, and fine-arts excellence. Student expected enrollment for the **2018-2019** school year is 2800 plus. We are approximately **82% Hispanic, 14% White, 2% Asian, and 1% African American. The percentage of Economically Disadvantaged is 43%. 23% of students are enrolled in GT programs. 7% are served under Special Education Services. 1% receive Migrant Services.**

Demographics Strengths

The Culture and Climate at Coronado High School is very diverse with a population nearing 2800 students and over 250 employees. Over the past 2-years, we have focused on improving customer service across the campus. Professional development training was provided for all hourly and administration personnel. There have been gains made, as complaints to the principal have significantly reduced.

Although very diverse, our students are respectful to one another, supportive of one another's differences and follow directives. Most students focus on academics and strive to succeed.

Coronado High School has a long history of being very successful in the areas of academics, athletics, and fine arts. Coronado High School will continue to work on maintaining the high standards in each of these areas and will work to build other areas of success. Programs such as: the International Baccalaureate (IB) Program, Future Farmers of America Program and most recently the Marines (MJROTC), tends to attract students and families from all areas of El Paso Area. Furthermore, the addition of Dual Language programs for all high school including Coronado High School is another area of attraction for students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL Population is growing and more staff training is needed to meet the needs of population. **Root Cause:** Community continues to grow and diversify.

Problem Statement 2: Advanced class targets are not being met **Root Cause:** Newer teacher need support and professional development

Student Academic Achievement

Student Academic Achievement Summary

The data tables below show the STAAR scores for the campus. English 1 and 2 is the lowest performing domain. Note the special populations scores are lower than general populations

2019 STARR

All Students

Approaches Meets Masters

Eng 1 66.78% 53.66% 18.32%

Eng 2 69.06% 55.45% 12.14%

Alg 88.42% 74.12% 48.52%

Bio 85.95% 60.03% 21.42%

US Hist 93.07% 73.96% 43.77%

LEP Students

Approaches Meets Masters

Eng 1 31.80% 14.49% 1.06%

Eng 2 32.66% 18.09% 0%

Alg 82.11% 62.6% 34.15%

Bio 63.51% 27.49% 4.74%

US Hist 77.42% 30.65% 8.06%

SPED Students

Approaches Meets Masters

Eng 1 23.44% 3.12% 0%

Eng 2 14.89% 7.14% 0%

Alg 82.00% 60.0% 42.86%

Bio 60.00% 11.11% 2.22%

US Hist 60.71% 302.14% 10.71%

Student Academic Achievement Strengths

Overall school scores and passage rates are high. However, campus needs to improve special populations performance on state assessments.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Coronado High School is in need of strengthening academic and assessment support for Special Education students **Root Cause:** Inclusion teachers not in Core content PLC

Problem Statement 2: Coronado High School is in need of strengthening academic and assessment support for ELL Students **Root Cause:** ESL Teachers not able to PLC with ELA Teachers

Problem Statement 3: ELA scores are not comparable to other EOC scores **Root Cause:** Institutional changes (block schedule, ESL Certification) with little preparation.

Problem Statement 4: Not all students in advanced academic classes are taking exams **Root Cause:** Students do not see benefit of sitting for exams

School Processes & Programs

School Processes & Programs Summary

Data for 2017-2018 school year indicated the need to increase performance on the STAAR. The following areas were our focus

- Increase ELL performance on state assessments
- Increase Special Education performance on state assessment
- Increase percentage of meets and masters level on state assessments

Strategies implemented in 2018-2019 did not have the desired effect. No gains were made in sub populations.

Institutional changes occurred that had a dramatic impact on the organization and process. The campus is going through a massive renovation. The loss of classroom facilities, implementation of block schedule, and lack of common planning opportunities were just some of the challenges the campus had to face.

The retirement of veteran teachers, hiring of new teachers, changes in demographics and shifting to a more technology/computer driven instruction were also challenges.

School Processes & Programs Strengths

For the 2019-2020 school year, changes were made to master schedule to insure all tested content teachers had a common planning period. Procedure for PLC structure were put in place and teachers will provide documentation. All core content teachers will meet 4 times in a two week period with at least one whole department PLC in that time period.

The common planning period will also allow ESL teachers and ELA teachers to meet and collaborate to increase ELL performance on state assessments.

The common planning period will also allow inclusion teachers to PLC with content teachers to increase SPED performance on state assessments.

The common planning period will also allow all tested subjects, including advanced, to share test strategies and focus on increasing performance on state assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Coronado High School is in need of strengthening academic and assessment support for Special Education students **Root Cause:** Inclusion teachers not in Core content PLC

Problem Statement 2: Coronado High School is in need of strengthening academic and assessment support for ELL Students **Root Cause:** ESL Teachers not able to PLC with ELA Teachers

Problem Statement 3: ELA scores are not comparable to other EOC scores **Root Cause:** Institutional changes (block schedule, ESL Certification) with little preparation.

Perceptions

Perceptions Summary

Coronado has a reputation of excellence. It is one the best performing schools in the region. The schools demonstrates success in both academics and extracurricular activities. Coronado consistently sends students to top tier universities and most of our graduates go on to some type of post secondary education and have a graduation rate of over 90%.

The demographics of the school and the community have changed in last few years, it would be recommended that a climate survey be taken to survey the culture, climate, values, and beliefs to see how our community feels and if the campus is meeting their needs and expectations.

Attempts should be made to gather data and samples from a wide demographics to include other languages, not just Spanish, to understand the needs and expectations of groups who have been under represented or reluctant to participate in the past.

Perceptions Strengths

Coronado has a vocal and involved community. The community members that share their perspective and offer feedback have long been a part of the Coronado community. They take pride in being part of Coronado history and we receive support from varied sources. Coronado takes pride in meeting the expectations of our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Is the campus's self perception accurate and does it reflect majority of stakeholders? **Root Cause:** Less vocal and reluctant participants. Data not accurate/current. Low participation

Problem Statement 2: Campus construction is perceived to interfere with campus operations **Root Cause:** Communications and updates are not being received by all stakeholders.

Priority Problem Statements

Problem Statement 1: Coronado High School is in need of strengthening academic and assessment support for Special Education students

Root Cause 1: Inclusion teachers not in Core content PLC

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 2: Coronado High School is in need of strengthening academic and assessment support for ELL Students

Root Cause 2: ESL Teachers not able to PLC with ELA Teachers

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 3: ELA scores are not comparable to other EOC scores

Root Cause 3: Institutional changes (block schedule, ESL Certification) with little preparation.

Problem Statement 3 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 4: Campus construction is perceived to interfere with campus operations

Root Cause 4: Communications and updates are not being received by all stakeholders.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Advanced class targets are not being met

Root Cause 5: Newer teacher need support and professional development

Problem Statement 5 Areas: Demographics

Problem Statement 6: Not all students in advanced academic classes are taking exams

Root Cause 6: Students do not see benefit of sitting for exams

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Is the campus's self perception accurate and does it reflect majority of stakeholders?

Root Cause 7: Less vocal and reluctant participants. Data not accurate/current. Low participation

Problem Statement 7 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Goals

Goal 1: Active Learning

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

Directly Supports: Board Goals 1-3

Performance Objective 1: Students will increase or exceed EOC STAAR Standards for ALL testers by the following margins:

English One:

Approaches: From 66% to 70%

Meets: From 53% to 60%

Mastery: From 18% to 25%

English Two:

Approaches: From 73 to 80%

Meets: From 60% to 70%

Mastery: From 13% to 20%

Algebra One:

Approaches: From 92% to 95%

Meets: From 83% to 85%

Mastery: From 60% to 70%

Biology:

Approaches: From 86% to 90%



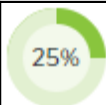
Meets: From 62% to 68%

Mastery: From 21% to 30%
 US History:
 Approaches: From 95% to 97%
 Meets: From 77% to 80%
 Mastery: From 45% to 50%
 By June 2020

Evaluation Data Source(s) 1: STAAR EOC Scores and District benchmarks will be analyzed in order to determine the strengths and challenges at CHS. This will help drive instruction.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Active Learning Leader, Instructional Coach and Department Chairs for STAAR tested subjects (ELA/Writing, Math, Science, Social Studies) will provide a tutoring schedule in all core areas throughout the year, in order to improve accountability standards on STAAR as well as improve in every student group listed in the state and federal accountability systems.	2.4	Active Learning Leader, Instructional Coach and Department Chairs	Formative Assessment: increase progress made in classroom mastery and performance on benchmarks Summative: STARR Results increase to level of goal				
	Funding Sources: 185 SCE (Campus) - 23852.00, 199 General Fund - 0.00						
2) The principal will promote planning with teachers to enhance instruction for all students by providing funding for supplies and materials such as furniture and equipment as well as including in house printing and general supplies for instruction of all students including at-risk students and economically disadvantaged students. This will occur throughout the year.	2.5, 2.6	Principal	Formative: Increased planning time and identification of students needing support, removing barriers for at risk students Summative: Increase performance of at risk students				
	Funding Sources: 185 SCE (Campus) - 22559.40, 211 ESEA Title I (Campus) - 45130.25, 199 General Fund - 0.00, 186 High School Allotment - 0.00						
3) The principal will provide the library staff funding for supplies and materials for the library to benefit at-risk students, economically disadvantaged and all students. This will occur throughout the year.	2.6	Principal	Formative: Track student use of library and materials used Summative: Increase performance of at risk students				
	Funding Sources: 199 General Fund - 0.00, 211 ESEA Title I (Campus) - 34350.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Students will increase or exceed EOC STAAR Standards for ALL testers by the following margins in Masters category

English One:

Masters: From 18% to 25%

English Two:

Masters: From 13% to 20%

Algebra One:

Mastery: From 60% to 70%

Biology:

Masters: From 21% to 30%

US History:






Mastery: From 45% to 50%

By June 2020

Evaluation Data Source(s) 2: District Benchmarks and Common Assessments. TEA reports, STAAR Scores

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Active Learning Leader, Instructional Coach, Department Heads will make sure that all weekly PLC's plan, examine and evaluate student work to drive lesson planning, and to create formative assessments that measure student mastery and plan on going interventions.</p> <p>Common planning will focus on meeting master level for higher performing students</p>	2.6	Principal, Active Learning Leader, Instructional Coach, Department Heads.	<p>Formative: production of lesson plans that are geared toward the students areas of need. PLC agenda and minutes reviewed to track progress. Creating assessments that measure mastery</p> <p>Summative: Increase student performance in class room. Produce more productive and united learning communities</p>				
Funding Sources: 211 ESEA Title I (Campus) - 8000.00, 185 SCE (Campus) - 1000.00							
 = 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 3: Increase the percent of college ready students as measured by the College, Career, Military Readiness Indicators from 67% to 75% June 2020

Evaluation Data Source(s) 3: By implementing college readiness classes, more students are being given the opportunity to take the course work. All Juniors tested for TSI. Remediation is available for students who do not pass TSI. All students will take the PSAT and SAT this year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) College Readiness Teachers, Active Learning Leader, Guidance and Instruction Assistant Principal will provide more opportunities to demonstrate college readiness, promote the importance of college readiness to increase the percentage of students who are college ready. This will be reviewed as scored are released.	2.4, 2.5, 2.6	College Readiness Teachers, Active Learning Leader, Guidance and Instruction Assistant Principal	Formative: track the number of students in College Readiness courses and then number of students using interventions to prepare for college readiness. Summative: increased passage of Standardized Assessment Scores such as EOC, TSI, PSAT, SAT, PLAN, ACT to increase the percentage of college readiness students				
2) Special tutoring for college readiness.	2.6, 3.1						
Funding Sources: 211 ESEA Title I (Campus) - 77692.00							
= 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 4: Coronado High School will work to increase attendance rates from an average of 94.92% to 96%. by June 2020

Evaluation Data Source(s) 4: Monthly attendance rates by grade level.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Alpha Team will identify students with chronic absenteeism. Assistant principals, alpha team, and graduation coach will monitor attendance on 45 day plan. Parents will be notified.	2.5, 2.6	Assistant Principals, Alpha, Graduation coach	Formative: identify students who are habitually absent and address the reasons why student is not coming to school, create plans that help eliminate barriers Summative: ADA increase to the projected number				
 = 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 5: Monitor at risk population to meet goals previously listed. STAAR, CCMR, Attendance.

Evaluation Data Source(s) 5: TEA Reports. Tableau,

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administration will provide books, novels, reading materials and subscriptions to enhance the learning experience of all students most especially at-risk and economically disadvantaged students. This will occur throughout the year.	2.6	Principal	Formative: Work with teachers who use materials in classrooms to monitor effective use and implementation. Summative: all standardized testing score results/ diagnostic growth assessments. formative common assessments/ Renaissance Assessments.				
				Funding Sources: 211 ESEA Title I (Campus) - 11000.00, 185 SCE (Campus) - 2000.00			
2) Guidance and Instruction Assistant Principal will implement interventions such as Credit by Exam, CCTA, virtual courses and other credit recovery opportunities for at-risk students to gain credit. These interventions will occur throughout the year as needed by particular students.	2.6	Guidance and Instruction Assistant Principal	Formative: monitor enrollment in programs/credit recovery completion. Summative: what percentage of participants completed intervention successfully.				
= 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: Teachers will implement at least one ALF lesson the first semester and at least one each nine week of second semester while implementing technology.

Evaluation Data Source(s) 6: Teacher lesson plans

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The administration will provide funding for technology, equipment, single use software, web based subscriptions, and general supplies for instruction for all student, including At-Risk Population. This will take place throughout the year.	2.4, 2.5, 2.6	Principal and assistant principals. ALL and campus teaching coach.	Formative: discuss technology use in PLC. Provide training to teachers who need support using technology in classroom. All students will have access to technology. Summative: Students and teachers will be come familiar with appropriate use of technology means in specific subject matter.				
Funding Sources: 211 ESEA Title I (Campus) - 53509.78, 185 SCE (Campus) - 10435.39, 199 General Fund - 0.00							
 = 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: To Maintain a 100% highly qualified teachers and paraprofessionals an staff to service the increasing student population at Coronado High School.

Evaluation Data Source(s) 1: Hiring qualified personnel as soon as positions are open.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Principal will hire additional Highly Qualified personnel in core areas when vacancies occur to continue provided high quality instruction on the campus	2.5	Principal	Formative: Provide time for PLC to allow teachers to exchange ideas. Provide for professional development opportunities and time to implement strategies learned in PD Summative: increase test scores,college readiness, and graduation rates.				
				Funding Sources: 185 SCE (Campus) - 162821.36, 211 ESEA Title I (Campus) - 359667.97			
2) Principal will hire Highly Qualified Paraprofessionals/Staff to work in core classes to include LEP and SPED populations to increase quality instruction as vacancies occur.	2.5	Principal	Formative: Monitor implementation of strategies to help ELL and at risk groups. Encourage cooperation across contents from teachers and support staff to increase student success. Summative: Successful test scores among ELL and at-risk groups.				
				Funding Sources: 185 SCE (Campus) - 24451.15			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

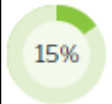


Goal 2: Great Community Schools






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 professional development for areas of LEP, SPED, Dual Language and Economically Disadvantaged students to ensure training to more than 90% of the teaching and professional staff.

Evaluation Data Source(s) 2: Professional development was offered throughout the year to address ELL students in the classrooms. The Diagnosticians provided staff development at the beginning of the school year to address implementation of accommodations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal, Assistant Principals, PEIMS Clerk will work to provide substitutes for professional developments for teachers and Paraprofessionals. Attending these PD will increase academic growth on the campus. This will occur when training become available or when needed.	2.5, 2.6	Principal, Assistant Principals, PEIMS Clerk	Formative: implement educational strategies learned at PD and tracking effectiveness on different student population Summative: Increased educational quality leading to higher performance on metrics				
				Funding Sources: 185 SCE (Campus) - 7680.70, 211 ESEA Title I (Campus) - 4000.00, 199 General Fund - 0.00			
2) The Principal will provide out of town travel expenses for teachers and staff for staff development to increase educational quality. This will occur when available or as needed.	2.5, 2.6	Principal	Formative: implement educational strategies learned at PD and tracking effectiveness on different student population Summative: Increased educational quality leading to higher performance on metrics				
				Funding Sources: 186 High School Allotment - 0.00, 199 General Fund - 0.00			
3) The Principal will provide in town registration fees and/or contracted services for professional development. This will occur when available or as needed.	2.5, 2.6	Principal	Formative: implement educational strategies learned at PD and tracking effectiveness on different student population Summative: Increased educational quality leading to higher performance on metrics				
				Funding Sources: 199 General Fund - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Principal and Active Learning Leader will provide additional funding to support classroom teachers with reading materials for Professional Development. This will occur when available or as needed.	2.5, 2.6	Principal and Active Learning Leader	Formative: implement educational strategies learned at PD and tracking effectiveness on different student population Summative: Increased educational quality leading to higher performance on metrics				
				Funding Sources: 199 General Fund - 0.00			
 = 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: Reduce number of campus referrals to promote a safe and drug free school by implementing PBIS. NEED DATA for goal...

Evaluation Data Source(s) 3: Referral numbers, pupil services, and Tableau

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal, Assistant Principal, Graduation Coach will meet with all campus administrative staff to implement strategies to promote a safe and drug free school and develop a cohesive plan to address bullying. This will occur throughout the year	2.5	Principal, Assistant Principal, Graduation Coach	Formative: Strategies will be evaluated and effectiveness will be determined by number of incidents involving drugs and/or violence Summative: The number of incidents will be compared to previous years to evaluate success of strategies				
2) Assistant Principal, PBIS coordinators will review and update Positive Behavioral Interventions Systems and Supports procedures on campus. This will occur throughout the year.	2.5, 2.6	Assistant Principal, PBIS coordinators	Formative: Strategies will be evaluated and effectiveness will be determined by number of incidents involving drugs and/or violence Summative: The number of incidents will be compared to previous years to evaluate success of strategies				
= 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: Once the District Budget has been allocated to Coronado High School, line items are inputted into the Budget forms and the allocations are determined and approved by the Campus Improvement Team, the budget will be set. Changes to the budget will then follow a specific process.

Evaluation Data Source(s) 1: School Budget

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Principal will monitor and adjust budget as necessary to meet all stated goals and strategies. This will take place throughout the year.	2.5	Principal	Formative: Budget is reviewed periodically to stay on track of campus objectives and mission statement. Summative: Meet all expected budgetary outcomes at the end of the school year.				
 = 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 2: Provide funding for day to day operational costs to maintain staff support, maintenance and repairs, general supplies, etc., for Coronado High School. This includes funding for repair and up keep of current facilities.

Evaluation Data Source(s) 2: School Budget

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Principal will provide funding for supplies and materials for Office/administration that includes equipment and furniture and general maintenance for the campus. This will occur throughout the year	2.5	Principal	Formative: Staff will report areas of need and concern. Priority given to safety issues and issues that impede learning. Summative: Implementation will provide safe and clean campus				
				Funding Sources: 199 General Fund - 0.00			
2) The Principal will provide overtime pay for support personnel to ensure completion of duties in maintenance and campus operation. This will occur throughout the year.	2.6	Principal	Formative: Staff will report areas of need and concern. Priority given to safety issues and issues that impede learning. Summative: Implementation will provide safe and clean campus				
				Funding Sources: 199 General Fund - 0.00			
= Accomplished = Continue/Modify = No Progress = Discontinue							





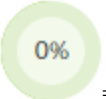

Goal 4: Community Partnerships

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

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

Evaluation Data Source(s) 1: Meeting sign in, parent feedback, attendance and ticket sales

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal and Parent engagement liaison will provide training and materials to parents and the opportunity through Coffee with the Principal to help parents better prepare their children to be successful. Furthermore, CHS will provide transportation for parents to support their child's education. This will occur throughout the year.	3.1, 3.2	Principal, Parent Engagement Liaison	Formative: track increase or decrease of parental involvement and announced meetings. Parent feedback on what methods they prefer. Summative: Compare parent participation rates over time e.g. beginning of year and end of year. Explore correlation between increased attendance and academic success.				
2) Principal, Assistant Principals, Active Learning Leader and Language Proficiency Acquisition Committee will increase school wide involvement of parents of English Language Learners (ELL) students by providing meeting opportunities to discuss grade level curriculum and activities. This will take place throughout the year.	3.1, 3.2	Principal, Assistant Principals, Active Learning Leader and Language Proficiency Acquisition Committee	Formative: track increase or decrease of parental involvement and announced meetings. Parent feedback on what methods they prefer. Summative: Compare parent participation rates over time e.g. beginning of year and end of year. Explore correlation between increased attendance and academic success. .				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 4: Community Partnerships

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

Performance Objective 2: Use the Parental Engagement Liaison (PEL) increase parental involvement by effectively encouraging, promoting and fostering positive relationships between families and school.

Evaluation Data Source(s) 2: Meeting Attendance and Agendas.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parent Engagement Liaison will provide reading materials in English and Spanish for parental awareness in order to show parents how they can improve their students' success in high school and in the future. This will occur throughout the year.	3.1, 3.2	Parent Engagement Liaison	Formative: track increase or decrease of parental involvement and announced meetings. Parent feedback on what methods they prefer. Summative: Compare parent participation rates over time e.g. beginning of year and end of year.				
Funding Sources: 211 ESEA Title I (Campus) - 2650.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




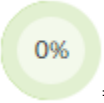

Goal 4: Community Partnerships

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

Performance Objective 3: Construction of new facilities will mandate that communication between the administration, faculty, staff, parents and students increases and implemented with fidelity.

Evaluation Data Source(s) 3: Community input on how effectively information is being distributed and received/

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal and assistant principals will increase communication between all stakeholders will be promoted at all levels to ensure that new routes of travel on campus are clear during this process. This will occur throughout the construction project.	3.2	Principal, Assistant Principals,	Formative: use different ways of communicating with stakeholders to distribute information effectively e.g. website, callouts. school announcements Summative: Evaluate most effective method(s) at the end of different construction phases.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Active Learning Leader, Instructional Coach and Department Chairs for STAAR tested subjects (ELA/Writing, Math, Science, Social Studies) will provide a tutoring schedule in all core areas throughout the year, in order to improve accountability standards on STAAR as well as improve in every student group listed in the state and federal accountability systems.

State Compensatory

Budget for Coronado High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.005.30.362.005	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,970.00
185.11.6117.005.30.100.005	6117 Homebound - Locally Defined	\$23,000.00
185.13.6117.005.31.000.005	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$81,092.10
185.11.6122.005.30.365.005	6122 Salaries or Wages for Substitute Support Personnel	\$600.00
185.11.6141.005.30.100.005	6141 Social Security/Medicare	\$334.00
185.11.6141.005.30.362.005	6141 Social Security/Medicare	\$110.70
185.11.6148.005.30.100.005	6148 Employee Benefits - Locally Defined	\$173.00
185.11.6149.005.0.100.005	6149 Employee Benefits	\$345.00
6100 Subtotal:		\$112,624.80
6300 Supplies and Services		
185.11.6329.005.30.000.005	6329 Reading Materials	\$2,000.00
185.11.6339.005.30.000.005	6339 Testing Materials	\$1,000.00
185.11.6395.005.30.000.005	6395 Supplies, DP Operations - Locally Defined	\$19,000.00
185.11.6396.005.30.000.005	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
185.11.6399.005.30.000.005	6399 General Supplies	\$41,411.40
6300 Subtotal:		\$68,411.40
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6499.005.30.000.005	6499 Miscellaneous Operating Costs	\$5,000.00
6400 Subtotal:		\$5,000.00

Personnel for Coronado High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abilez, Rene	High School Social Studies		.67
Canava, Liseth	High School EL English Teachers		1
Castro, Sunshine	High School ESOL		.35
De Los Angeles Castillo, Maria	SCE Clerk 1 LPAC		1
Gomez, Rosella	Graduation Coach		1
Headman, Carl	High School ESOL		1
La Port, Andrea	High School ESOL		1
Livingston, Kora	High School ESOL		.35
Madrid, Linda	High School English		1
Napolis, Carlos	Paraprofession ESOL		1
Richard, Virginia Sanchez	SCE Clerk 1 LPAC		1
Valdez, Albertine	High School ESOL		1
Williams, Richard	ALL Secondary Literacy		1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

2.2: Regular monitoring and revision

The 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.

* 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)

Per TEA: The campus must indicate where it makes the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

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:

i. 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 1111(c)(2)]) to meet the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.

2.5: Increased learning time and well-rounded education

2.1 : Increased learning time and well-rounded education

2.5 ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

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

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

2.6 iii. 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

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Sec. 1116(a)(2) and Sec. 1116(2)(c)(2) Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements. Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy.

Per TEA: The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

3.2: Offer flexible number of parent involvement meetings

3.1 Offer flexible number of parent involvement meetings

3.2 Campus **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

Per TEA: The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gallegos, Marco Antonio	High School Science		1
Gonzalez, Eric Andres	High School Mathematics/Combo Sports		.67
Levano, Armando	Paraprofessional ESOL		1
Luna, Adrian	High School Mathematics		1
Ortiz, Laura	Supplemental Title 1 Counselor		1
Pena, Kasey	Campus Teaching Coach		1
Salina, Felipe	Parent Engagement Liaison		.48

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Gilbert Andrews	
Administrator	Marc Escareno	
Clerical, Hourly	Deanetta White	
ALL	Kasey Pena	
Campus Instructional Coach	Richard Williams	
Classroom Teacher	Gaby Gaddy	
Classroom Teacher	Candice Rivera	
Classroom Teacher	Sarah Vargas	
Classroom Teacher	Shiella Merriman Parr	
Classroom Teacher	Toni Duckett	
Classroom Teacher	Olga Camacho	
Family Engagement	Felipe Salinas	
Classroom Teacher	Kyle Peterson	
Classroom Teacher	Sal Cabrera	
Classroom Teacher	Luis Vaquera	
Classroom Teacher	Adrian Gallard	
Classroom Teacher	Armando Flores	
Classroom Teacher	Stephen Brink	
Parent	Jennifer Ehrlich	
Classroom Teacher	Gabe Trujillo	
Classroom Teacher	Glenn Adams	
Classroom Teacher	Mario Hernandez	

Committee Role	Name	Position
Classroom Teacher	Hugo Nunez	

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring in Core Area	185.11.6117.005.30.100.005	\$23,000.00
1	1	1	Fringes for Tutoring (SCE)	185.11.614X.005.30.100.005	\$852.00
1	1	2	Supplies and Materials	185.11.6399.005.30.000.005	\$17,559.40
1	1	2	Miscellaneous - Field Trips - Tutoring snacks	185.11.6499.005.24.000.005	\$5,000.00
1	2	1	Testing Materials	182.11.6339.005.30.000.005	\$1,000.00
1	5	1	Reading Materials	185.11.6329.005.30.000.005	\$2,000.00
1	6	1	Technology	185.11.6395.005.30.000.005	\$5,435.39
1	6	1	Equipment	185.11.6396.005.30.000.005	\$5,000.00
2	1	1	Salaries (Professionals)	185.11.6119.005.30.000.005	\$139,747.47
2	1	1	Fringes (Professionals)	185.11.614X.005.30.000.005	\$23,073.89
2	1	2	ESOL- Paraprofessional (salary)	185.11.6126.005.30.000.005	\$18,119.12
2	1	2	ESOL- Paraprofessional (fringes)	185.11.614X.005.30.000.005	\$6,332.03
2	2	1	Substitutes	185.11.6112.005.30.362.005	\$6,970.00
2	2	1	Substitutes-Para	186.11.6122.005.362.005	\$600.00
2	2	1	Fringes _Substitutes (SCE)	185.11.6141.005.30.362.005	\$110.70
Sub-Total					\$254,800.00
Budgeted Fund Source Amount					\$254,800.00
+/- Difference					\$0
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	211.11.6399.005.24.801.005	\$35,000.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Miscellaneous - Field Trips - Tutoring snacks	211.11.6499.005.24.801.005	\$10,130.25
1	1	3	Library	211.12.6399.005.24.801.005	\$34,350.00
1	2	1	Testing Materials	211.11.6339.005.24.801.005	\$8,000.00
1	3	2	Other Payroll Payments - Certified Tutor TSI	211.11.6117.005.24.100.005	\$15,000.00
1	3	2	Certified Tutors - Fringe	211.11.6141.005.54.100.005	\$1,146.00
1	3	2	TRS Tutor Certified - Fringe	211.11.6146.005.24.100.005	\$1,208.00
1	3	2	TRS Tutor Certified - District Contribution - Fringe	211.11.6148.005.24.100.005	\$113.00
1	3	2	Other Employee Benefits - Fringe	211.11.6149.005.24.100.005	\$225.00
1	3	2	Other Payroll Payments - Non Certified Tutors	211.11.6126.005.24.100.005	\$60,000.00
1	3	2	Non Certified Tutors - Fringe	211.11.6141.005.24.100.005	\$0.00
1	5	1	Reading Materials	211.11.6329.005.24.801.005	\$6,000.00
1	5	1	Reading Materials for Library	211.12.6329.005.24.801.005	\$5,000.00
1	6	1	Technology Equipment	211.11.6395.005.24.801.005	\$15,000.00
1	6	1	Technology Equipment-Library	211.12.6395.005.24.801.005	\$15,000.00
1	6	1	Equipment	211.11.6396.005.24.801.005	\$13,509.78
1	6	1	Software	211.11.6397.005.24.801.005	\$10,000.00
2	1	1	Salaries (Professionals) Function 11	211.11.6119.005.24.801.005	\$141,463.69
2	1	1	Salaries (Support) Function 11	211.11.6129.005.24.801.005	\$21,453.20
2	1	1	Fringes (Professional & Support) Function 11	211.11.614X.005.24.801.005	\$41,764.58
2	1	1	Salaries (Professionals) Function 13	211.13.6119.005.24.801.005	\$52,344.01
2	1	1	Fringes (Professionals) Function 13	211.13.614X.005.24.801.005	\$11,710.00
2	1	1	Salaries - Supplemental Title I Counselor	211.31.6119.005.24.801.005	\$69,287.06
2	1	1	Fringes - Supplemental Title I Counselor	211.31.614X.005.24.801.005	\$14,645.43
2	1	1	Professionals (Stipends)	211.11.6118.005.24.801.005	\$7,000.00
2	2	1	Substitutes	211.11.6112.005.24.362.005	\$4,000.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Fringes_Substitutes (Title I)	211.11.6141.005.24.362.005	\$0.00
4	2	1	General Supplies PEL	211.61.6399.005.24.801.005	\$1,000.00
4	2	1	Misc. Operating Costs	211.61.6499.005.24.801.005	\$1,500.00
4	2	1	Reading Materials for Parents	211.61.6329.005.24.801.005	\$150.00
Sub-Total					\$596,000.00
Budgeted Fund Source Amount					\$596,000.00
+/- Difference					\$0
Grand Total					\$850,800.00