

**El Paso Independent School District
Western Hills Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

Western Hills Elementary provides all students with a superior education that enables them to achieve their full potential. We cultivate the aptitude of each one of our students to reach high academic goals through skillful and strategic problem solving, technological competence, creative and collaborative thinking, and civic-mindedness with a rigorous and culturally relevant curriculum. We strive to inspire our students to connect their learning by making positive contributions to our culturally diverse community. With the guidance of our faculty and staff, Western Hills Roadrunners will thrive with knowledge and mindset to be innovators of a global and multicultural society.

Vision

Western Hills Elementary will strive to nurture the emotional, social and cognitive skills, as well as coping strategies for each individual student who comes through our school through our 3 Core Values and Communication, Collaboration and Commitment.

Core Beliefs

It is our core belief that we should educate the "whole child, " socially, emotionally, and academically. We will do so by providing an environment rich in the following areas; SEL (Social Emotional Learning), and TEKS based learning in all academic areas. Additionally, we feel that providing opportunities in technology, Project based learning, Active Learning, art, music, and movement; will prepare our students to become strong citizens and leaders in today's world.

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Demographics

Demographics Summary

Western Hills is an established school that has existed on the Westside of El Paso for over 59 years. The old building was demolished and the new building was built in 2005. Western Hills Elementary, named after the majestic hills of the west side, was first opened in 1963. . Our school has long been a leader in community and academics. Grandparents and parents continue to follow the family tradition of being part of our Roadrunners family. Our tenured teachers have had the pleasure of teaching the families third generation members. Our stakeholders include our parents, our faculty, staff, students and business community members. We serve students from pre-kindergarten through fifth grade with a traditional elementary program, and a 50/50 Dual language program PK-5th, SPED students in our Community Readiness Community (CRC I and CRC II), generally has a ratio of 5 to 1. We have two SPED teachers that provide differentiated services to those students that qualify with a disability and provided them with an IEP (Individual Education Plan). We have another SPED teacher that will be working with our other students that qualified for Inclusion services and Co-teach services, through their IEP classes. Every teacher is GT certified and serves our gifted and talented students. Western Hills has a total staff of 60, includes a faculty of 28 classroom teachers. We also have one SPED Collaborative Dual Language classes one in Kinder. Our present student enrollment at this time is 338. Economically Disadvantage is at 60%; EB's are 39%; Special Education, 12.% Mobility Rate 16.7%. African America .89%, Hispanic 85.21% White 11% Asian .89% Dual language in PK-5th grade will be taught this year. It has been noted that our Western Hills' demographics reflect the demographics of our region with 85% of the 338 student population identified as Hispanic. 60% of the population is identified as economically disadvantaged, 39% of students are English Language Learners and 12% are served in special education programs.

Western Hills' faculty, staff and parents work together to ensure a positive, vibrant learning environment. Consistent communication between all stakeholders is strongly promoted. Strong communication exists between parents, teachers, and administrators. Teachers feel comfortable and supported in sharing their concerns, ideas, and suggestions. Teachers readily participate in campus professional development opportunities, which are diverse and systematic and are ascertained by the needs of the teacher. Professional development is differentiated based on the needs of the teacher.

Faculty, staff, and administration work diligently to create an educational partnership with families. The school works diligently to encourage participation from a variety of community partners in education.

Students reported they feel safe at school and that there is an overall positive school climate. They feel they are learning for the future, and that classes are challenging. Parents feel their child(ren) are being challenged in class and receiving an education which is preparing them to be successful in the future.

Demographics Strengths

Western Hills' has a high teacher retention rate. Students are diverse and accepting of one another. The Dual Language program promotes Bi-Culturalism, Bi-Literacy/Bilingualism, and High Academic Achievement through the integration of cultures. The faculty and staff are diverse bringing a unique and positive perspective to student learning. Students show caring and kindness and understand that working as one is strength. Current campus strengths include the building of the dual language program, a PK Dual Language, Kinder Dual Language Collaborative class, continual PK enrollment that is full day, a various community involvement events such PTA meetings combined with every grade level performance, Spelling Bee, Science Fair, Literacy and Math night and and Art presentation. We support these programs through training and planning time for teachers and information meetings with parents. Parents are an integral part of the success of these program and we want them to be confident in our ability to create a strong foundation for their children.

Western Hills Elementary School attendance has decreased over the past 10 years and the percentage of students enrolled. Discipline procedures are aligned across the campus with uniform expectations in the cafeteria, classrooms, library, computer labs, hallways, etc. We use PBIS (Positive Behavioral Interventions and Supports), SEL (Social Emotional Learning) to explicitly teach replacement behaviors is used to ensure students have the opportunity to learn behavioral expectations. This system further supports students social emotional development and defers referrals until all means on campus are exhausted.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Declining enrollment continues to impact funding and loss of teachers **Root Cause:** Our campus is in need of better marketing and outreach

Student Learning

Student Learning Summary

The residual left from COVID created deeper learning gaps for the majority of our students. In 2021-2022, TEA offered students a BOY assessment for students that were unable to take STAAR the prior year. The STAAR and BOY assessment provided us with data to give accelerated tutoring to our children. This last school year, 2021-2022 our school earned an A in our report card, through the Texas Education Agency, with 4 Distinctions; Academic Achievement in English Language Arts/Reading, Academic Achievement in Science and Postsecondary Readiness and Top 25% in closing the gap.

Student Learning Strengths

Western Hills' has a high teacher retention rate. Students are diverse and accepting of one another. The Dual Language program promotes Bi-Culturalism, Bi-Literacy/Bilingualism, and High Academic Achievement through the integration of cultures. The faculty and staff are diverse bringing a unique and positive perspective to student learning. Students show caring and kindness and understand that working as one is strength. Cooperative learning is a key strategy used in all our classes, PK-5th and throughout the all subjects.

Current campus strengths include the building of the dual language program, continual increases in PK enrollment that is now full day, the reestablishment of PTA and various community involvement events such as Golden Ticket Events, Caught , Spelling Bee and Science Fair. We support these programs through training and planning time for teachers and information meetings with parents. Parents are an integral part of the success of these program and we want them to be confident in our ability to create a strong foundation for their children.

Western Hills Elementary School attendance has decreased over the past five years and the percentage of transfer students has increased by 30%. Discipline procedures are aligned across the campus with uniform expectations in the cafeteria, classrooms, library, computer labs, hallways, etc. We use PBIS (Positive Behavioral Interventions and Supports, SEL (Social Emotional Learning) to explicitly teach replacement behaviors is used to ensure students have the opportunity to learn behavioral expectations. This system further supports students social emotional development and defers referrals until all means on campus are exhausted.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need support closing learning Gaps **Root Cause:** Residual effects from pandemic intensifying learning gaps

School Processes & Programs

School Processes & Programs Summary

Western Hills the rigor, relevance and delivery of instruction is aligned. The TEKS R US and TEX Guide are used to plan instruction which is aligned to the TEKS,ELPS, and CCRS. Low student SE's are focused on and engaging activities and interventions are provided to help reteach concepts.

To ensure fidelity teachers must turn in lesson plans once a week which shows what they are teaching,and how they are teaching.The lesson plans adhere to the district's curriculum. Administration does weekly walk-throughs to monitor that the lesson plans match the instruction set forth in the lesson plans as well as the district curriculum calendar.

Campus Coaches model lessons, provide resources, and training's for balanced literacy, guided math, and collaborative learning which are all instructional initiatives for the campus and district. which align to the CIP to have our first teach and then teach students in small groups and station-based learning.

Coaching conversations are held with grade levels once a month focusing on best practices such as differentiation, small group instruction, use of technology, as well as providing immediate and informative feedback with students. Centers and lessons that include the use of technology, High Order Thinking, Questioning Strategies and manipulatives are provided for all teachers on a monthly basis.

Campus CTC's work together, along with the principal, assistant principal,elementary facilitators, instructional technology personnel, to turn around professional development that is relevant to the district and campus instructional initiatives. Administrators and campus CTC's model lessons and strategies to ensure that teacher can turn them around with fidelity. During coaching sessions, PLC's, teachers discuss their struggles, successes, and ask for ideas about strategies they wish to use.

Content and language objectives are communicated using the TEKS, which are posted on the board and planned for during the lesson planning process. To enhance the communication teacher utilize visuals, websites, dictionaries and check student understanding.

TEKS and ELPS are used to plan lessons and guide instruction. The TEKS Resource system and state aligned assessments are utilized to keep instruction demanding with a rigor which meets state expectations. In addition Walk-through observations T-TESS, student products, collaborative learning, and data are used to inform best practices.

A Tutoring, Acceleration Block, Art program, Technology utilized in classrooms and labs, PBIS, SEL, Dual Language, regular counseling classes, , 5th grade Orchestra and SPED/Resource for those students identified.

Student objectives are posted daily in child friendly language as well as discussed at circle time and throughout the day,

Western Hills is staffed with a full time LPAC clerk, school nurse, office clerk, secretary, full time counselor, ALL, part time LSP. part time Diagnostician, full time Parent Liaison Clerk, part-time Assistant Principal, and Principal. Western Hills adheres to district guidelines and policies.

EL sheltered instruction is ensured through an individualized instruction plan decided through the LPAC in conjunction with the teacher. Throughout the school year the instructional supports are revisited to ensure that they meet individual needs.

School Context and Organization

Goals, Performance objectives and strategies are communicated through staff development days, weekly PLC's, Beginning of the Year and End of the Year formative and summative conferences are held with administrators, teachers and staff.

Needs are analyzed and monitored through data reviews. CIT members, MTSS members, teachers and staff prioritize needs in learning conversations, PLC's and grade level meetings.

The campus is focused on improvement through the goal setting process and data analysis.

PIC's are scheduled weekly during a Prep period . Weekly PLC's are led by grade level leaders, Campus Coaches and Administrators. Instructional Planning utilizes appropriate curricula, instructional strategies, resources and data during the planning process to address the diverse needs of students. HB4545 Tutors incorporated through grades K-5th. Programs to include CRC I and CRC II, Kinder Dual Language Collaborative.

Instruction time is protected from unnecessary interruptions and is maximized to meet the needs of students.

Technology

Teachers facilitate students to participation in presenting projects, and utilizing technology to enhance learning. In grades 3-5th grade my teachers continue to use the Schoology platform for daily work and assignments. Teachers continue to grow in their creativity in the delivery of lessons to ensure student engagement.

Technology supports instruction and learning through the use of Web Based programs.

School Processes & Programs Strengths

Strong first-teaching at a rigorous level ensures maximum opportunities for student engagement and success. Utilization and fidelity to the curriculum and instructional programs ensures TEKS are addressed. Analysis of student assessment results typically drives classroom instruction and identifies intervention needs. Utilization of a campus master schedule reflecting instructional time for each content area encourages maximization of instruction. In addition, ongoing professional development and grade-level Professional Learning Communities (PLCs) impact instructional decisions, all of which impact student academic growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of foundational skills in math and reading- grades PK-5th. **Root Cause:** Supporting small group in both math and reading PK_5th

Perceptions

Perceptions Summary

Western Hills' culture and climate fosters a sense of community. The campus is student focused and builds upon the commitment of continuous learning of all stakeholders; students, parents, faculty, and staff. Consistent communication between all stakeholders is strongly promoted, beginning with administration's open door policy. Strong communication exists between parents, teacher and administrators.

PBIS, a campus-wide behavior initiative supports a positive school climate. Proactive strategies for defining, teaching, and supporting appropriate student behaviors assist in establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success. A daily opportunity for teachers to focus on Social, Emotional Learning (SEL) is built into the campus schedule. Allowing them to support and encourage an effective and healthy school culture, while building positive relationships among students and teachers. Students are recognized for their academic achievement, displaying appropriate behavior and making good choices. Administration, faculty and staff take the time to focus on meeting the needs of the whole child; realizing little successful learning will take place if a student's emotional needs are not met.

Western Hills' educational philosophy reflects the mindset that all students are capable of learning and being successful, providing a learning environment which encourages all children to reach their full potential; focusing on the whole child's academic, emotional, physical, social, and cultural development. Decisions are made in the best interest of children. Administrators, faculty and staff lead by example cultivating an environment of mutual respect.

Perceptions Strengths

Through the 2021-2022, School quality survey the results provided many positive feedback concerning our School Quality overall , 68% of parents selected Excellent, while the remainder rated us as good at 32. In the area of " Welcoming Environment", parents rated our school in high 80%, in Strongly agree and Agree responses. Highest ranking items were as follows; Teachers believe all students can succeed, Students receive the support they need to prepare for the future, School administrators make decisions that are in the best interests of the students, School administrators clearly communicate the school's mission and vision, and School administrators are reasonably available when I have concern.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family involvement is rated by parents mid to high 70's. **Root Cause:** School has been tightly contained these last two years during pandemic.

Priority Problem Statements

Problem Statement 1: Declining enrollment continues to impact funding and loss of teachers

Root Cause 1: Our campus is in need of better marketing and outreach

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need support closing learning Gaps

Root Cause 2: Residual effects from pandemic intensifying learning gaps

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of foundational skills in math and reading- grades PK-5th.

Root Cause 3: Supporting small group in both math and reading PK_5th

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Family involvement is rated by parents mid to high 70's.

Root Cause 4: School has been tightly contained these last to years during pandemic.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3





Performance Objective 1: Curriculum and Instruction - 60 %of K-2nd-grade students will show one years growth from BOY toy EOY. Utilizing continued growth in PBIS,SEL,Collaborative Learning.

Improve Math, Reading, Science Scores 3% from approaches to meets to masters for all students. Meeting all Federal and state accountability standards on STAAR, reflecting growth in the Meets and Masters levels in each grade level.

Evaluation Data Sources: Istation K-2
STAAR Results 3-5

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology Plan: The technology committee will establish campus priorities integrating the use of technology by teachers and students to enhance the creative and active engagement during learning as well as intervention for at risk. Technology student replacement fund: 2500.00</p> <p>Strategy's Expected Result/Impact: All Teachers and students will have access to technology to improve learning and provide a platform for testing.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Technology - student Loaners - 185 SCE (Campus) - 185.11.6395.146.30.000.146 - \$4,800, Technology replacement - 199 General Fund - 199.11.6395.146.11.100.146 - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Testing Materials: Purchase instruction and testing materials and supplies to enhance teaching and learning for all, such as, but not limited to; subscriptions for K-5, Resources for Reading/Writing, Math, and Science. Printer will be purchased to allow students, to print documentation needed for PBL.</p> <p>Administer district benchmark and Mock in reading, math, writing and science for third through fifth.</p> <p>Strategy's Expected Result/Impact: To provide students in second through fifth with TEKS based on high rigor to support their acquisition of the necessary skills to become life long learners. To improve 3% over last years scores in Reading, Math, and Science.</p> <p>Staff Responsible for Monitoring: Math Coach Administration Grade Level Teachers Secretary to the Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Mentoring Minds, Math Warm-up, Lone Star Learning, and Print shop testing materials, Reading resources - 185 SCE (Campus) - 185.11.6339.146.30.000.146 - \$7,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer I-station assessments for literacy- Kinder through third-grade students at BOY, MOY and EOY.</p> <p>Strategy's Expected Result/Impact: Increase students learning outcomes utilizing research based program data.</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus teaching coaches (CTC)</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement Tier II reading intervention in K-5, Using , I-station, BL,Benchmarks</p> <p>Strategy's Expected Result/Impact: Increase students learning outcomes.</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus teaching coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement a campus-wide writing initiative utilizing student-friendly, grade level rubrics.</p> <p>Strategy's Expected Result/Impact: Ensure vertical alignment of writing content and expectations, resulting in increase in fourth grade STAAR writing/editing scores.</p> <p>Staff Responsible for Monitoring: Administration, campus teaching coach and classroom teachers.</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Maintain Literacy and Math block as to support district mandated time schedule for K-5 Balanced Literacy initiative. Strategy's Expected Result/Impact: Ensure students have strong foundation supporting grade level. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue administrative walk-throughs weekly to monitor instruction and active learning. Strategy's Expected Result/Impact: provide feedback and support for teachers to ensure a strong first teach and positive student learning environment. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Continue to provide phonics support in the implementation Balanced Literacy. Strategy's Expected Result/Impact: Provide strong phonics foundation resulting in improved reading skills. Staff Responsible for Monitoring: Administration, CTCs	Formative			Summative
	Oct	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Library Reading Materials, Bookmarks and General Supplies. Strategy's Expected Result/Impact: Enhance the academic achievement of at-risk, economically disadvantaged and other students in all content areas. Staff Responsible for Monitoring: Librarian, Secretary to the principal Funding Sources: Librarian Reading Materials - 199 General Fund - 199.12.6329.146.11.100.146 - \$1,500, Librarian General Supplies - 199 General Fund - 199.12.6399.146.11.100.146 - \$1,500, Librarian General Supplies - 211 ESEA Title I (Campus) - 211.12.6399.146.24.801.146	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning

EPISD 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: Attendance - 5% increase in student attendance

High Priority

Evaluation Data Sources: Attendance data- 2021-2022 was at 89
5% increase will bring us to 94.

Strategy 1 Details	Reviews			
Strategy 1: Traveling trophy to recognize class with 100% attendance, monthly. Classroom badge recognition in Schoology. Strategy's Expected Result/Impact: Increased attendance by 2% Staff Responsible for Monitoring: Administration PEIMS Clerk	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate attendance policies to parents during PEL and Coffee with the Principal meetings Strategy's Expected Result/Impact: Increase overall attendance rate resulting in positive student outcomes. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement 45-day attendance improvement plan with parents of students with three or more unexcused absences. Strategy's Expected Result/Impact: Increase overall attendance rate resulting in positive student outcomes. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Semester celebrations of perfect attendance. Strategy's Expected Result/Impact: Better attendance Staff Responsible for Monitoring: Administration, Teachers, PEIMS	Formative			Summative
	Oct	Dec	Mar	June





 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor SPED database to ensure 100% compliance for assessments and ARD time-lines. Strategy's Expected Result/Impact: Students will receive necessary accommodations for STAAR testing as noted in the IEP. ARD database will be up to date and monitored. Staff Responsible for Monitoring: Diagnostician, Speech Therapist, Resource teacher, CRC teachers and Administration.</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All identified SPED students will receive appropriate accommodations and services based on IEP'S to ensure that they are meeting IEP goals Strategy's Expected Result/Impact: Students will meet 75% of goals set out in IEP's Staff Responsible for Monitoring: Resource teacher, Principal, Regular Education teacher</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ARD recommendations will decide on student needs, either Support Facilitation or Co-teaching, as per IEP, Special Ed teacher and General Ed teacher, ARD committee.</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning





EPISD 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: Dual Language /Bilingual Education/ESL

High Priority

Evaluation Data Sources: TELPAS/ISTATION





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Dual leader and District support will provide training for Dual Language teachers to improve the implementation of the District Dual Language Initiative.</p> <p>Strategy's Expected Result/Impact: 80% of all students in the Dual Language Program will grow one year as measured by Istation, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Dual Lead, CTC's, Teachers, Principal, District support</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A minimum of two Dual Language nights will be provided to inform parents and community members about the benefits of Dual Language.</p> <p>Strategy's Expected Result/Impact: More parent and community involvement and student participation.</p> <p>Staff Responsible for Monitoring: Dual Language campus leader, Dual Language teachers, ALL, Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: LPAC committee will meet monthly to address new EB's to the school, monitor EB's 1-4 years, and provide instructional strategies for all EB's. To comply with all deadlines set by the state and federal guidelines.</p> <p>Strategy's Expected Result/Impact: EB students will improve TELPAS ratings 8 months growth, EB's will improve 5% on STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal LPAC LPAC Committee</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning

EPISD 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: Gifted and Talented - 100% of teachers certified in GT.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify all Gifted students at the beginning of the school year to enhance their educational experience.</p> <p>Strategy's Expected Result/Impact: 100% of students identified as GT will be serviced daily by a GT certified teacher.</p> <p>EOY presentation to parents</p> <p>Staff Responsible for Monitoring: Counselor,GT teachers, GT committee members, Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 6: Migrant Students

Evaluation Data Sources: PEIMS report, Region XIX Family Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify all students coded migrant and provide supports through the counselor. Strategy's Expected Result/Impact: 100% of all students meeting the criteria for migrant status will be identified. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher Tutors Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administration Teachers and Coaches</p> <p>Funding Sources: Teacher Tutors-ESSER Funds - 282 ESSER III ARP Funds - 282.11.6117.146.24.100.146 - \$51,143.80, FICA-ESSER Funds - 282 ESSER III ARP Funds - 282.11.6141.146.24.100.146 - \$733.84, Teacher Retirement- ESSER Funds - 282 ESSER III ARP Funds - 282.11.6146.146.24.100.146 - \$4,475, OSI Other-ESSER Funds - 282 ESSER III ARP Funds - 282.11.6149.146.24.100.146 - \$819, TRS Surcharge-ESSER Funds - 282 ESSER III ARP Funds - 282.11.6148.146.24.100.146 - \$384, Tutors Teacher - 185 SCE (Campus) - 185.11.6117.146.30.100.146 - \$9,500, FICA - 185 SCE (Campus) - 185.11.6141.146.30.100.146 - \$138, Teacher Retirement - 185 SCE (Campus) - 185.11.6146.146.30.100.146 - \$832, TRS Surcharge - 185 SCE (Campus) - 185.11.6148.146.30.100.146 - \$72, Other Employee Benefits - 185 SCE (Campus) - 185.11.6149.146.30.100.146 - \$152</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning

EPISD 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 7: Extra-curriculum Activities support- promote better attendance, student motivation
Chess Club, Robotics, Science Club, Book club. Birthday Pictures with Rango- the Chameleon.

Evaluation Data Sources: Promote better attendance
Increase student motivation

Goal 1: Active Learning

EPISD 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 8: Additional Student, Parent and Community Support

High Priority

Evaluation Data Sources: Students closing learning gap
Providing increased Parental Engagement Support

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Science Instructional Coach - Changes have been made to the account string. Instead of function 11 we need to change function to 13. Employee due to having a master's degree is eligible for a \$2,500.00 stipend which will be reflected in the CIP and Account string.</p> <p>Strategy's Expected Result/Impact: Closing the gap in learning</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: CTC Science - Sergio Peralta - 211 ESEA Title I (Campus) - 211.11.6119.146.24.801.146 - \$0, FICA - 211 ESEA Title I (Campus) - 211.11.6141.146.24.801.146 - \$0, Group Health Ins. - 211 ESEA Title I (Campus) - 211.11.6142.146.24.801.146 - \$0, Worksmans Compensation - 211 ESEA Title I (Campus) - 211.11.6143.146.24.801.146 - \$0, Teacher Retirement - 211 ESEA Title I (Campus) - 211.11.6146.146.24.801.146 - \$0, TRS-CARE SUR Charge - 211 ESEA Title I (Campus) - 211.11.6148.146.24.801.146 - \$0, Other Employee benefits - 211 ESEA Title I (Campus) - 211.11.6149.146.24.801.146 - \$0, CTC Science-Sergio Peralta - 211 ESEA Title I (Campus) - 211.13.6119.146.24.801.146 - \$51,426.87, Fringes-FICA - 211 ESEA Title I (Campus) - 211.13.6141.146.24.801.146 - \$877.46, Fringes-Group Health Insurance - 211 ESEA Title I (Campus) - 211.13.6142.146.24.801.146 - \$5,998.99, Fringes-Workman's Compensation - 211 ESEA Title I (Campus) - 211.13.6143.146.24.801.146 - \$414, Fringes-Teacher Retirement - 211 ESEA Title I (Campus) - 211.13.6146.146.24.801.146 - \$5,428.89, Fringes-TRS Care Sur Charge - 211 ESEA Title I (Campus) - 211.13.6148.146.24.801.146 - \$454.10, Fringes-Other Employee Benefits - 211 ESEA Title I (Campus) - 211.13.6149.146.24.801.146 - \$1,069, Stipend-Masters - 211 ESEA Title I (Campus) - 211.13..6118.146.24.801.146 - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Engagement paid 1/2 time through School 'budget</p> <p>Strategy's Expected Result/Impact: Increased parental support Increased Community Awareness</p> <p>Staff Responsible for Monitoring: Administration PEL</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>Funding Sources: Parental Engagement- Virginia Pinales - 211 ESEA Title I (Campus) - 211.61.6129.146.24.801.146 - \$8,162.27, FICA - 211 ESEA Title I (Campus) - 211.61.6141.146.24.801.146 - \$134.57, Group Health - 211 ESEA Title I (Campus) - 211.61.6142.146.24.801.146 - \$3,000, Workers Compensation - 211 ESEA Title I (Campus) - 211.61.6143.146.24.801.146 - \$207, Teacher Retirement - 211 ESEA Title I (Campus) - 211.61.6146.146.24.801.146 - \$824.14, TRS Care - 211 ESEA Title I (Campus) - 211.61.6148.146.24.801.146 - \$69.01, Other Employee Benefits - 211 ESEA Title I (Campus) - 211.61.6149.146.24.801.146 - \$163</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning





EPISD 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 9: Tutors

High Priority

Evaluation Data Sources: Students in grades 1st- 5th be given foundational and enriched academic support

Strategy 1 Details	Reviews			
<p>Strategy 1: High Impact tutors Strategy's Expected Result/Impact: Increased scores and gaps closing Staff Responsible for Monitoring: Administration CTC's Math and Reading</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Great Community Schools

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

Performance Objective 1: Employee Retention and Recruitment - Goal

Evaluation Data Sources: PEIMS Report- Employee Profile, Organization Position Detail

Strategy 1 Details	Reviews			
<p>Strategy 1: General school supplies to support the teacher's instructional day. Instructional furniture for classrooms to include, table white boards, student workstation .</p> <p>Instructional Supplies to support students in classroom, to be utilized this year with carry over funds.</p> <p>Funds were not used on supplies. Salary of CTC Teacher who has a master degree needed to receive a \$2,500.00 stipend for his credentials. So the \$2,474.00 was used to cover his salary. Also, need to take \$26.00 from 211.12.6399.146.24.801.146 to cover exact amount. 801.146</p> <p>Strategy's Expected Result/Impact: Grow student population.</p> <p>Staff Responsible for Monitoring: Administration Secretary to the Principal</p> <p>Funding Sources: Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.146.24.801.146 - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize district- funded school counselor to provide counseling, guidance lessons and as a resource for parents and families</p> <p>Strategy's Expected Result/Impact: Increase positive interactions for student and adults to support safe and positive school climate</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to promote the district-mandated Essential Program. Including our SEL/PBIS pledges</p> <p>Strategy's Expected Result/Impact: Focus on positive character developmental resulting in increased desired student behavior</p> <p>Staff Responsible for Monitoring: Administration, counselor and classroom teachers.</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Extra-curriculum Activities support- promote better attendance, student motivation Chess Club, Robotics, Crazy 8, Science Club etc.</p> <p>Strategy's Expected Result/Impact: Promote better attendance Increase student motivation</p> <p>Staff Responsible for Monitoring: Admin. Teachers Counselor</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

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

Performance Objective 2: Professional Development - Goal

Strategies must reflect campus professional development plan.

Evaluation Data Sources: T-TESS Professional Development Plans, SLO Goal, EPISD Professional development Management reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Substitutes teachers to provide ongoing student instruction. Allowing teachers to attend training to benefit at-risk, economically disadvantaged and other students in core content areas.</p> <p>Substitutes \$3000 (Local Funding) FICA-Fringes \$44.00</p> <p>Strategy's Expected Result/Impact: Professional development for increased education for teachers and grade level planning.</p> <p>Continued student instruction</p> <p>Staff Responsible for Monitoring: Teachers and Administration Secretary to the Principal</p> <p>Funding Sources: Substitute - 199 General Fund - 199.11.6112.146.11.362.146 - \$3,000, Fica - 199 General Fund - 199.11.6141.146.11.362.146 - \$44</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor PD</p> <p>Strategy's Expected Result/Impact: Continued support and Education for Counselor- providing direct support to our students, faculty, staff and parents.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: PD Counselor - 199 General Fund - 199.31.6499.146.99.100.146 - \$250</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continued support, PD reading materials for teachers. Contracted services -PD for teachers.</p>	Formative			Summative
	Oct	Dec	Mar	June

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0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
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Goal 2: Great Community Schools

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

Performance Objective 3: Discipline/PBIS/SEL/School Culture - Maintain as well as increase teacher participation in sharing our school culture.

High Priority

Evaluation Data Sources: Discipline Audit, PEMIS report, -Survey, School Climate. SEL/PBIS reporting

Strategy 1 Details	Reviews			
<p>Strategy 1: Awards, Ribbons,Plaques and Medals BOY, MOY and EOY</p> <p>Staff Responsible for Monitoring: Counselor Secretary to the Principal Administration</p> <p>Funding Sources: Awards, Ribbons,Certificates - 199 General Fund - 199.11.6499.146.11.100.146 - \$650</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize student achievement and demonstration of good character. " Caught you being Good" tickets, and the Golden Tickets.</p> <p>Strategy's Expected Result/Impact: Focus on student demonstration of positive behavior, fewer discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration, counselor and classroom teacher.</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Great Community Schools

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

Performance Objective 4: School upkeep and culture and climate

High Priority

Evaluation Data Sources:





Goal 3: Lead with Character and Ethics

EPISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all campus and district operations.

Performance Objective 1: Budget Management - Ensure 100% compliance with EPISD time-lines and policies, in addition to state and federal guidelines.

Evaluation Data Sources: PEIMS clearing results, SPED compliance database, budget and external funding reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Management framework will include a monthly update of all Fund Sources.</p> <p>Management will ensure equitable expenditure and distribution will be timely.</p> <p>Strategy's Expected Result/Impact: Management that all funds and expenditures are utilized by district time table.</p> <p>Staff Responsible for Monitoring: Administration Secretary to the Principal</p>	Formative			Summative
	Oct	Dec	Mar	June






Strategy 2 Details	Reviews			
<p>Strategy 2: Contracted Maintenance Repairs (2)Rizo 500.00 (2)Copiers 500.00</p> <p>Administrative Laptop Admin. and Instructional Rental Operation Leases 3129.60</p> <p>Instructional Supplies 1224.00. Furniture to support technology usage. Strategy's Expected Result/Impact: Maintenance and up keep of all rentals for optimal usage for instruction and office procedures. Staff Responsible for Monitoring: Administration Secretary to the Principal</p> <p>Funding Sources: Instructional Supplies - 185 SCE (Campus) - 185.11.6399.146.30.000.146 - \$1,224, Furniture- Classroom table top/stations - 185 SCE (Campus) - 185.11.6396.146.30.000.146 - \$5,832, Operation leases- Copiers - 199 General Fund - 199.11.6269.146.11.362.146 - \$3,129.60, Instructional General Supplies - 199 General Fund - 199.11.6399.146.11.100.146 - \$4,749, Admin. Laptop - 199 General Fund - 199.23.6395.146.99.100.146 - \$2,500, Admin. General Supplies - 199 General Fund - 199.23.6399.146.99.100.146 - \$1,250, Contracted Services-Maintenance repairs - 199 General Fund - 199.11.6249.146.11.100.146 - \$500, Renta Operational - 199 General Fund - 199.11.6269.146.11.362.146 - \$1,388.60</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Art Supplies: 250.00</p> <p>Strategy's Expected Result/Impact: Provide instructional supplies for students, teachers. Art supplies providing increased variety for students. Staff Responsible for Monitoring: Art Teacher</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide funding for the school nurse to purchase supplies to meet our students needs. 1500.00</p> <p>Strategy's Expected Result/Impact: 100% of students needing medical care from nurse will benefit from supplies. Staff Responsible for Monitoring: Nurse Administration Secretary</p> <p>Funding Sources: Nurse Supplies - 199 General Fund - 199.33.6399.146.99.100.146 - \$1,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Lead with Character and Ethics

EPISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all campus and district operations.

Performance Objective 2: Administrative Training--attending conferences targeted at sharpening the Administrative Leadership skills, Academic updates and School Culture.

Evaluation Data Sources: Admin increased knowledge/school support

Strategy 1 Details	Reviews			
Strategy 1: TEPSA Annual Conference Strategy's Expected Result/Impact: Increased Funding Sources: TEPSA- Registration/Hotel/Flt./Meals & Car Rental - 199 General Fund - 199.23.6411.146.99.100.146 - \$2,250	Formative			Summative
	Oct	Dec	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Partnerships





EPISD will maintain positive and productive partnerships with parents, community organizations and state and c to facilitate the success of all students.

Performance Objective 1: Family Engagement- Goal to improve our family engagement by 30%.

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

Evaluation Data Sources: School Climate Survey results, event sign-in rosters.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parental Engagement General Supplies and Miscellaneous Operating Cost Parent Hospitality Strategy's Expected Result/Impact: Improved school climate Staff Responsible for Monitoring: Parent Engagement, Principal, Secretary Funding Sources: Miscellaneous Operating Costs for PEL Hospitality - 211 ESEA Title I (Campus) - 211.61.6499.146.24.801.146 - \$61</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Beginning of the year - Meet and Greet with teacher. Parent engagement and information provided for academics, SEL and PBIS. Parenting Classes, Internet Safety Community Engagement Strategy's Expected Result/Impact: Parent attendance providing attendance, plans, student code of conduct, protocols Staff Responsible for Monitoring: Administration Faculty and Staff PEL Counselor Math Coach</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Every grade level with put on a Performance</p> <p>Student programs by grade level ART SHOW, GT SHOW, Science Fair, Spelling B in English and Spanish Provide Orchestra two minimal opportunities to perform.</p> <p>Strategy's Expected Result/Impact: Improve school climate as measured by Parent survey, school climate feedback forms, Parent feedback forms.</p> <p>Staff Responsible for Monitoring: Administration Grade level teachers Family Engagement Parent Liaison GT Teachers Art, Orchestra Teacher</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Coffee with the Principal</p> <p>First Wednesday of every month</p> <p>Presentations vary, Parent Compact, Student Growth, Parenting, SEL, Internet Safety, STAAR, etc.</p> <p>Strategy's Expected Result/Impact: 100% of parents will have access to the Parent compact</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison Parents</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Western Hills Elementary School

Total SCE Funds: \$29,550.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sergio Perlata	Science Coach		
Virginia Pinales	Parent Engagement Liaison		