El Paso Independent School District

Lee Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

At Lee Elementary, we are a community of leaders and learners;

We recognize, honor, and celebrate the leaders within us!

We...

L*ove learning*

E*xhibit good behaviors*

E*xcel in all that we do.*

Vision

As a community of life-long learners, we strive to empower, inspire, and meet the needs of ALL.

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FAMILY AND COMMUNITY ENGAGEMENT 1. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How? Lee Elementary has participated in the Strong Fathers program for two years. This program educates parents on engaging activities that they can practice at home. Activities are shared in the morning hours of the school day concentrating on academic areas (Math, Science, a Reading). Our school hosts a Cozy Slipper event twice a year to share reading activities and strategies to help students at home. Students are rewarded with a free dress pass and a book for participating. Our school offers classes to parents several times a month. Some of the classes offered are: ADHD Academy, Bring Your Dad to School, Knowing the Family Engagement Program at Lee, Grandparents Day Celebration, VIPS registration, Campus Family Engagement Policy, School Parent Compact, Campus Improvement Plan, District Family Engagement Policy, Building Relationships and Capacity with Parents, The Incredible Years, Survey Tally Sheet, Arts and Crafts, Parent Portal, Reading Strategies, Safety on Campus, and Love and Logic Series. The events are announced through a monthly calendar. Our school sends a School Compact home to parents stating yearly expectations for their school involvement. A monthly newsletter is sent home with information about events at the school and stating ways parents can be involved. Family Fun Friday is led by our PE Department once a month to promote healthy family relationships. Weekly announcements of upcoming events are shared by administration via phone calls/texts. Parents are invited to monthly grade level events which include performances, hands-on activities, and announcements. Our school hosts an information night to highlight/showcase the SEL competencies through stations. Parents/families of GT students are invited to one of two orientation sessions offered during the school year. Students and parents are invited to attend a science fair workshop in which support and assistance is provided to help set up science fair projects and boards. 2. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know? A small group of parents are involved in volunteering for campus events/needs. Parents attend Coffee with the Principal. During this event they can share ideas or concerns about the school. Parents participate during our Cozy Slipper events with reading activities. The Strong Fathers program teaches male role models about student academic learning strategies and bonding skills. Students and families are encouraged to support feeder schools through participation in homecoming parades and The Senior Walk to promote college readiness. Community members and professionals are invited to promote and expose different career opportunities and areas of studies to all students during Career Day. 3. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know? According to our School Climate Survey, 95.8% of parents believe their child is learning for the future. According to our School Climate Survey, 95.3% of parents feel they are respected at the school. According to our School Climate Survey, 96.2% of parents feel like teachers believe their child can succeed. 4. Are communications translated into languages other than English when needed? Communications are often translated into Spanish by bilingual members of the faculty. Flyers sent home are always sent in English and Spanish. Phone messages are sent in the parents' language of choice. 5. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems? Our school encourages participation in the different surveys offered throughout the school year. Parents rate their satisfaction with the school and district through these surveys. Our Parent Liaison has set up a Remind account to communicate with parents. Our school Twitter account is also available for parents to communicate with the school. During Coffee with the Principal, parents can share thoughts or concerns.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

1. Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years? Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?

- Enrollment declined from 2015 to 2017. From 2017 to present, enrollment has increased. Enrollment numbers fluctuate due to city housing and military deployments.
- Enrollment numbers for the past five years are as follows:
  - 2015: 568
  - 2016: 535
  - 2017: 482
  - 2018: 537
  - 2019: 543
  - Enrollment for the 1st semester is 543 students and currently in the 2nd semester, it has stayed the same with 543 students.

2. What percentage of students are Migrant? Do they return each year? What time of year?

- 7 students out of 542 are migrant (.01 percent)
- Student migrants stay for the entire year; Only 1 parent leaves to work while family unit stays behind

3. What does the data indicate about special education referrals when analyzed by student groups and race/ethnicity? What does the data indicate about students who qualified versus those who do not qualify?

- There are currently 15 SPED referrals for the 2018– 2019 school year.
- 14 students are Hispanics.
- 5 students did not qualify and 4 are still pending testing.
- 65% of students tested qualified for SPED.

4. What are the attendance and tardy rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?

- 95.14% is the current attendance rate for the 2018-2019 school year, 2017-2018 school year at 95.28%, 2016-2017 school year at 96.32%.
- There are currently 1,911 tardies.
- Interventions in place to promote attendance: Free dress passes for classes who spell out "Perfect Attendance", attendance to monthly PBIS celebrations, recognition of attendance during pep rallies, golden tickets, EOY awards from counselor,
- Campus procedures in place to track and respond to unexcused absences include: phone call to parents from teachers after 3rd absence, Home visits by counselor, administration and truancy officers, administrator's call to parents, 45-day attendance plan, if necessary; There are no interventions in place for tardies.

5. What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?

- Total offenses 29 for 17 students
    - 4 females, 13 males
    - 15 Hispanic, 14 White, 3 Other

6. What are the number and types of students enrolled in each special program (e.g. gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Head-start, PreK, summer school).

- G/T- 31 students
- RTI- 449 students
- Fine Arts- 449 students
- PreK- 93 students
- 3 yr-old class- 39 students
- Boys and Girls Club
    - Kinder: 2 students
    - 1st Graders: 10 students
    - 2nd Graders: 14 students
    - 3rd Graders: 21 students
    - 4th Graders: 34 students
    - 5th Graders: 30 students
    - Sylvan Tutoring-
        - 3rd Graders: 16 students
        - 4th Graders: 19 students
        - 5th Graders: 10 students

7. How are ELL students supported and how effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELLs?

- ELs in 5th grade are supported through Bilingual classrooms
- ELs in Pk-4th are supported in Dual Language classrooms
- Students are also supported daily through RTI.
- Teachers provide LPAC accommodations
- Students receive guided reading and small group instruction in the classrooms
- **PK** uses the following for EL support: Magico Espanol (for letter, beginning sound, and 1 picture), Magico 2 (for letter, beginning sound, and 4 pictures), and Sentence Builder (for building sentences)
- Kinder uses Starfall and Magic Writing, I-station Reading and Math for K-5th
- **1st** Grade uses Prodigy for Math, Epic for leveled readers, and Starfall for phonics
- **2nd** Grade uses Kahoot, Prodigy, Shadow Puppet, Frye Words app, I-Station-differentiated and provides auditory and pictorial support with home access, Epic-provides leveled reading books in English and Spanish and appeals to students' interests with listening capability, Kahoot-allows teachers to create differentiated quizzes for students to demonstrate their knowledge and engage in rigorous academic activities, Prodigy-ELs can choose from a variety of online manipulatives and pictures that support language and content development.
- **3rd** Grade uses I-station for Reading and Math, Google translator for struggling students, peer support, visuals/pictorial models, word walls, dictionary support (English), clarification of words and phrases, oral translation, pre-teach vocabulary (vocabulary bank), Stemscopes in Spanish and word bank, rephrase and repeat, wait time, model pronunciation, read and model think aloud, provide sentence stems, making cross-linguistic connections, "Echo-Echo" (verbally respond to the same questions using academic vocabulary, anchor charts and Discovery Education videos
- **4th** Grade uses the following for EL support: Read texts multiple times to build fluency, preview pages to activate prior knowledge, make predictions and summarize to support comprehension, monitor/question while reading, use graphic organizers to model thinking, table talk for Writing, use personal journals to help with fluency, provide dictionaries for frequently-used words, display word walls, and music to stimulate the brain
- **5th** Grade uses Stemscopes in Spanish, Epic for leveled passages, dictionaries, Google translate for newcomer, Writing prompts and graphic organizers

8. How many graduates meet college course entrance requirements (without remediation) by gender, ELL status, ethnicity, race and socioeconomic status?

- Not applicable

9. How many students graduate from high school with college credit?

- Not applicable

STAFF QUALITY, RECRUITMENT AND RETENTION

1. What are the retention rates for employees? What systems are in place to support new teachers?

- There are currently 30 classroom teachers;1 out of 30 classroom teachers left for personal reasons, 1 out of 30 classroom teachers resigned.
- There are currently 6 cafeteria employees. 1 employee is new to campus, but not to the district

- There are currently 4 custodians with no changes from previous year.
- There are currently 4 full time office staff employees and 2 part time employees.
- There are currently: 1 Librarian, 1 nurse, 1 counselor, 1 Active Learning Leader, 1 Campus Teaching Coach, 1 Science coach for K-3rd, 1 Science Coach for 4-5th, 2 Physical Education Coaches, 1 SPED teacher, and 1 Music teacher
- Compared to last year, 1 Active Learning Leader became a Campus Teaching Coach due to district decision. Other positions have remained the same.
- There are currently 3 para professionals. 1 para position has not been filled.
- New teachers are supported through the following systems: mentors, PLCs, district trainings, grade level chair, staff development, instructional team and administrative support

2. What strategies and structures are in place to build capacity?

- 90 min PLCs, Staff development, weekly instructional team meetings, monthly CIT committee meetings for campus needs, Courtesy Committee meetings as needed, PBIS/SEL monthly meetings, faculty meetings, ALF Coaching Conversations, new teacher orientation with the district, panel interviews to fill positions on campus, mentors for new teachers

3. How are the strengths of the most effective teachers shared with others?

- PLCs, grade level planning days, faculty meetings, shared and modeled lessons, Schoology, ALF units and lessons, classroom visits

4. Are positions funded with state special allotment and federal funds evaluated every year for necessity and effectiveness?

- Yes, positions are evaluated during CIT meetings for effectiveness and necessity.

PARENTS and COMMUNITY

1. Describe the efforts that are in place to engage parents in strategies or programs to improve academic outcomes?

- Science, Reading, Math Strong Fathers Night
- Bring Your Dad to School Day
- Father Daughter Dance
- Mother Son Game Night
- Grandparents Day Celebration
- Family Fun Fridays
- Cozy Slipper Family Book Club
- Grade level performances
- Coffee with the Principal
- Fall Carnival

- PBIS/SEL Night
- Book Fairs
- Parent Engagement Leader Activities
- Thanksgiving Luncheon
- Student-led conferences
  Parent Communication Apps: ClassDojo, Remind, Bloomz
- Peter Piper Nights
- Film Festival
- Parent volunteers
- Monthly newsletters
- Upcoming activity flyers
- Marquee/website updates
- Automated messages from principal
- Kids Excel Program performance

2. How are parents involved in the decision-making process?

- ARDs and 504 meetings
- Coffee with the Principal
- Parent Climate surveys
- Open-door policy with administration and teachers
- Parent teacher conferences
- Family engagement interest surveys
- School/Parent compact

3. What is the socioeconomic status of the community? Is the community growing or declining?

- Socio-economic status of the community is low income
- Community fluctuates due to city housing and military deployments

4. What is the level of involvement in school activities?

- August: 19
- September: 448
- October: 361
- November: 618
- December: 280
- January: 126

- February: 614
- March: 50

The following number of parents participated in the following school activities:

- August: ADHD Academy 1 (19 participants)
- September: Knowing the Family Engagement at Lee (2 participants); Bring Your Dad to School (163 participants); ADHD Academy Class 3 (17 participants); Grandparents Day Celebration (57 participants); ADHD Academy Class 2 (16 participants); VIPs Registration (2 participants); ADHD Academy Class 5 (13 participants); ADHD Academy Class 4 (15 participants)
- October: Building Relationships and Capacity (34 participants); District Family Engagement Policy (13 participants); ADHD Academy Class 7 (21 participants); Campus Improvement Plan (13 participants); School/Parent Compact (13 participants); Campus Family Engagement Policy (13 participants); Parent Portal (2 participants); Family Fun Friday (136 participants); Incredible Years 1 (10 participants); Parent Portal (5 participants); 4th Grade Presentation (70 participants); Incredible Years 2 (9 participants); Arts and Crafts (8 participants)
- November: Calendar (1 participants); Survey Tally Sheet (74 participants); Incredible Years 3 (7 participants); Reading Strategies (6 participants); Love and Logic 1 (6 participate); Safety on Campus (5 participants); Thanksgiving Luncheon (307 participants); Incredible Years 4 (7 participants); Reading Strategies (6 participants); Thanksgiving Performance (68 participants); Incredible Years 5 (7 participants); Family Fun Friday (119 participants); Arts and Crafts (5 participants)
- December: Love and Logic 3 (8 participants); Love and Logic 4 (8 participants); Reading with Dad (74 participants); Incredible Years (6 participants); Love and Logic 5 (7 participants); Cozy Slipper (76 participants); Love and Logic 6 (7 participants); Family Fun Friday (78 participants); Incredible Years (6 participants); Coffee with Principal (2 participants); Arts and Crafts (5 participants); Incredible Years (4 participants)
- January: Incredible Years (4 participants); Incredible Years (5 participants); Arts and Crafts (4 participants); Family Fun Friday (108 participants); Incredible Years (5 participants)

5. What adult education courses/services are available?

- ADHD Academy
- Knowing the Parental Program at Lee
- Learning About the Parent Portal
- Arts and Crafts
- The Incredible Years
- Intro to PBIS/SEL
- Love and Logic
- Safety on Campus
- Truancy Class
- Nutrition Class
- School Policy and Parent/Teacher Compact Review

- Child Abuse Prevention Class

Demographics Summary – Our Campus Story

- Enrollment has increased from 2017
- We have 65% of students tested qualify for SPED majority are Hispanic
- Attendance rates have decreased over the last 3 years
- Tardy rates continue to be high at 1,911 for the current school year
- Discipline rates are at 29 offenses
- We have several special programs including; GT, RTI, Fine Arts, Pre-K and 3 year-old classes
- EL students are supported through multiple technology and classroom supports, but Dual Language support can be enhanced
- We have a high retention rate of teachers and staff with multiple structures of support in place
- There were multiple educational courses and school activities for parents to engage in their child's education
- The level of involvement for parents is high in the months of September, October, November, and February

Demographics Strengths

Demographics Strengths

- Our campus has a variety of campus programs available to parents to attend in order to promote the social and academic needs of their child(ren)
- We have a high retention rate of teachers, with losing only 1 to resignation and 1 to leaving for personal reasons.
- Our campus provides monthly adult education courses through our Parent Engagement Liaison.
- Our campus student enrollment has increased from previous years.
- We are building capacity amongst teachers through PLCs, staff development, and grade level meetings

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dual Language professional development does not include all staff members (PE, Library, Music, Counselor, and Office Staff) to ensure consistent implementation of the 50/50 model. **Root Cause**: The campus failed to prioritize turnover of Dual Language professional development.

Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%. **Root Cause**: Students are not actively engaged in daily classroom instruction.

Student Academic Achievement

Student Academic Achievement Summary

1. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

- Our Limited English Proficient and Bilingual students did not meet satisfactory performance on STAAR due to lack of vocabulary and comprehension in the English language. Our Special Education students did not meet satisfactory performance due to poor ability to acquire basic skills.
- Our Hispanic and Economic Disadvantage students met satisfactory performance due to increase intervention support from teachers and support staff throughout the day.
- There is a significant difference between the performances of different student groups due to language barriers, consistency of academic vocabulary and comprehension of the English language throughout all grade levels.

2. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

- Our Economically Disadvantage and our Hispanic groups fell below the System Safeguards in writing and science state tests.
- Students will continue to be receiving additional assistance during RtI and after school tutoring.RtI and after school tutoring.

3. What trends and patterns are identified when student performance scores on state assessments are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

- Our campus trends show that students unable to succeed on their present grade level state exams will not be able to succeed in future state exams. Our LEP and Bilingual students tend to score lower on the Reading state exam due to lack of vocabulary and comprehension.
- Our students perform adequately in the Math state tests from grade to grade. Our Special Ed students usually perform lower than their peers in all subject areas.

4. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

- Student needs are identified using data from I-Station, District Benchmarks, District Mock Tests, Informal Teacher Observations, and TRS Unit Assessments.
- Student-specific services and interventions are determined by their skill levels and understanding of each standard. They are implemented during reading and math blocks and RtI block. They are being monitored, adjusted and evaluated informally and formally on a daily basis.
  Each student is supported with these structures: Differentiation, rotation of RtI groups, small group instruction during Reading and Math blocks,

after-school tutoring, Prodigy online program, and Istation.

5. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

- Yes. Accommodations and instructional decisions are beneficial and are being implemented with fidelity. Students benefit from these individual aids to assist them with their learning.

6. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

- RtI is implemented for all grade levels Kinder through 5th four days out of the week for 45 minutes.
- Students are identified and placed in groups based on IStation results and DRA.
- The RtI process and implementation is effective because teachers are selected to provide instruction based on own academic strength. This is also a school wide initiative where everyone on campus has shared responsibility of the RtI implementation.
- The RtI process has no effect on the number of referrals to special education.

Student Academic Achievement Summary – Our Campus Story

- Students continue to lack reading comprehension and vocabulary at all grade levels.
- ELL's and Special Education students are still scoring below in the reading, writing and science state assessments.
- Student's not meeting performance level in the reading state assessment in 3rd grade most likely will not meet performance level in 4th and 5th grade.
- Lee students perform better in the math state assessments
- Individual student needs are addressed using DRA, Istation, district benchmark, district mocks, and campus unit assessments.
- School wide RtI's are being implemented four times a week for forty-five minutes.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- 80% of 3rd-5th grade students approached the 2018 math state assessment compared to 75% in 2017
- 70% of 3rd - 5th grade students approached the 2018 reading state assessment compared to 68% in 2017
- 73% of 4th grade students approached the 2018 writing state assessment compared to 51% in 2017
- 65% of 5th grade students approached the 2018 science state assessment compared to 51% in 2017

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause**: Reading instruction are not implemented or taught consistently across grade levels.

Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause**: Not enough structured programs or resources to follow consistently across grade levels.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?

- **Yes, we are aligned with the TEKS that are derived from the TEKS Resource System which drives teacher instruction**
- **Rigor-Blooms Taxonomy within the Active Learning Framework**
- **Teachers look for online resources, blogs, teacher posts, and colleague resources**
- **Use grade-level planning days provided by the principal**
- **Evidence of rigor can be seen in lesson plans, student growth can be seen through TELPAS, I-Station, DRA/EDL, unit assessments, benchmarks, circle progress monitoring, evidence of growth can also be seen through informal/summative assessments , TEKS resource system usage monitoring, and the use of Schoology resources**
- **IEP goals are based on TEKS**
- **Professional Development**

2. Are teachers implementing the district's curriculum with fidelity? How do you know?

- **Teacher lesson plans**
- **Student progress in assessments**
  - **Benchmarks/ Mock Tests**

- Units Assessments
- Informal
- Formal
- Summative
- I-Station
- DRA/EDL
- CIRCLES
- Grade-level planning days
- Usage of TRS website
- Walkthroughs and Observation Feedback on Eduphoria

3. How are the instructional initiatives of the campus or district aligned with this improvement plan?

- **Active Learning Framework-promotes best practices and active learning in the classroom**
- **Social Emotional Learning-provides students an outlet to manage and build upon their emotions**
- **Positive Behavior Intervention and Support- provides teacher with a multi-tiered approach to social, emotional, and behavioral support**
- **Monthly Pep Rallies-promote college readiness**
- **Dual-Language-promotes bilingualism and bi-literacy**
- **Thinking Maps-promotes visual thinking by tying in maps with the 8 thought processes**
- **Lotta Lara-promotes development of Spanish and English literacy (comprehension, oracy, and fluency) through repeated reading**
  Weekly 90 minute Professional Learning Communities-provides academic learning

opportunities and collaboration for teachers about district/campus initiatives
- Cozy Slippers-provides parents and students an opportunity to work together in different ELAR activities
- Response To Intervention-addresses students' deficiencies through targeted instruction
- Balanced Literacy-strives to guide students to become proficient readers
- Core Essentials and Building Character-fosters positive character development
- Boys and Girls Club- services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence
- Positive Playgrounds- promotes positive interactions between students to problem solve
- Career Day- exposes students to different career options

4. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

Differentiation and learning scaffolds are addressed through:

- **Guided Reading/Math**
- **Balanced Literacy**
- **Before/After-school tutoring**
- **Response To Intervention (45 minute block)**
- **Prodigy Math computer program**
- **I-Station Reading and Math computer programs**

Use of technology and other instructional strategies:

- **Learning centers**
- **Hands-on Science labs**
- **Project Based Learning**
- **Active Learning Framework best practices**
- **Blooms Taxonomy for questioning strategies**
- **Math manipulatives (fraction strips/circles, money, clocks, base 10, place value chart, number lines)**
- **iPads and desktop computers integrated throughout lessons**
- **Chromebooks and laptops**
- **Smartboard lessons**
- **Computers On Wheels (COW) in the library**
- **Dash Robots**

5. How are professional development strategies implemented and monitored?

- **Weekly 90 min PLCs**
- **Coaching sessions with ALF**
- **Classroom observations**
- **Lesson plans**
- **Student work/progress**
- **Lee Schoology page uploads**

6. How are content and language objectives communicated with ELL students?

Posted objectives in kid-friendly language in English and Spanish (some visuals for lower

grades)
- **Orally addressed with students**
- **Written down in student journals (for upper grades)**

7. How are ELL sheltered instruction strategies provided and monitored?

ELL sheltered instruction strategies are provided by:

- **Using the SIOP model**
- **Using cross-language strategies**
- **Implementing the Dual-Language program in Kinder through 4th**

ELL strategies are monitored through:

- **EDL/DRA assessment**
- **TELPAS for monitoring**
- **Monthly Reading and Math I-Station assessments**
- **Unit assessments, Benchmarks, Mocks**
- **Informal questioning throughout lessons**
- **Student work**

SCHOOL CONTEXT AND ORGANIZATION

1. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

   The objectives and goals are communicated through:

o Weekly 90 minute PLCs (minutes from each grade level and surveys from teachers)

o Staff development

o Data Binder

o Meetings with Administration

o CIP for campus goals

o Adjusting RTI groups

- Expectations are set for teachers through T-TESS dimensions

2. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

- Our campus is using the following initiatives to address root causes:

o RTI

o SEL

o PBIS (Check In Check Out)

o College Readiness

o Family Engagement (Family Fun Friday, parent classes, Cozy Slipper, Strong Father, Boys and Girls Club, Coffee with Principals)

- Needs are prioritized through teacher discussions and analyzation of student/campus data during PLCs, CIT meetings, and CIP

3. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

- Yes, we focus on student deficits through targeted instruction and also through our RTI block
- Teachers implementing the Balanced Literacy and Math Model
- Room for growth in: Vertical alignment

4. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

- · Weekly 90 minute PLCs for Kinder through 5th (45 minutes for turn-over trainings and 45 minutes for prep/planning)
- · Grade level PLCs (once a week)
- · Grade level planning days (3 full days per year)
- · Instructional planning expectations are stated in lesson plans, agendas, unit maps, grade-level minutes
- Planning with Science coaches once a week

5. Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?

- Master schedule does maximize the amount of time spent in instruction
- Unnecessary interruptions are kept to a minimum

TECHNOLOGY

1. What are district and/or campus expectations for the integrated use of technology?

- We are a Digital Citizenship certified campus
- Active Learning Framework supports the use of technology
- District promotes involvement in the EPISD Student Film Festival
- District Trainings offered by I.T.S.
- Access to online trainings through the district website, Hoonuit
- District 9 weeks performance assessment through use of technology for 3rd-5th
- TELPAS assessment completed online for 2nd-5th
- Student expected to complete their assigned time goal for I-Station Reading and Math based on Tier

2. How is technology used to support instruction and learning?

- Students have access to at least 5 desktop computers, set of classroom iPads, and Chromebooks (5th grade)
- Technology is used for presentations, research (Google slides), during small group to support deficits (I-Station, Prodigy, Epic, Apps: Shadowpuppet, Chatterpix, Writing Wizard, Mona Art, Geoboard, Quizalize, Quizizz, Kahoot, Storybots, ABC Mouse, Discovery Education, Tenmarks)
- Students attend computer lab on a weekly basis
- Science Teachers and Librarian integrate technology into their lessons
- Each teacher has access to an infocus, document camera, printer, and Smartboard

Processes and Programs Summary – Our Campus Story

- Teacher Instruction is aligned with the TEKS.
  Initiatives, from campus and district level, are implemented with fidelity: RTI, Balanced Literacy, SEL, PBIS, College Readiness, Cozy Slippers,

Core Essentials, and ALF.
- Our campus needs to focus on rigor with academic vocabulary and work towards building a strong vertical alignment in content areas.
- Differentiation takes place within the Guided Reading and Math blocks, RTI, small group, tutoring, within Reading and Math computer programs, and within the Active Learning Framework.
- When it comes to differentiation within instruction, it should be thoroughly planned for and implemented with fidelity.
- Student and teacher access to technology is evident. Each classroom has access to a set of iPads, desktop computers, printers, Smartboard, infocus and document camera, along with two working computer labs with over 20 computers in each room. Early childhood has 8 iPads per classroom.
- We have a variety of data sources that are changing each year at the district level, which makes it difficult to analyze data and drive instruction consistently
- We are systematically assessing students and using the data to drive instruction and to differentiate.
- Planning time is made available to teachers weekly during 90 minute PLCs and 3 full days (or 6 half days) during the school year
- Teachers address our ELL population through the use of sheltered instruction (Pre-K through 5th), cross-language strategies, and implementing the dual language program in grades Pre-K through 4th.

School Processes & Programs Strengths

Processes and Programs Strengths

- Teachers implement the use of technology . Students have access to at least 5 computers and approximately 8 iPads per classroom. The campus has two working computer labs available to all grade levels.
- The vertical alignment document from TRS, when applied, provides teachers with the knowledge to build on student schema.
- Students are learning in a student-centered environment through ALF and their emotional well-being through SEL.
- Teachers consistently attend weekly 90-minute PLCs and use provided grade-level planning days to plan instruction
- Every teacher is involved with the RTI process, which occurs 4 times a week for 45 minutes
- Dual language teachers/staff are working towards implementing the 50/50 model. Supporting students in both languages is supporting their metacognitive skills including academic vocabulary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more Dual Language trainings and resources. **Root Cause**: Lack of knowledge and resources prevent promoting and prioritizing the Dual Language program.

Problem Statement 2: Teachers are not able to prioritize effective use of technology in the classroom due to teachers being unfamiliar with programs. **Root Cause**: Campus instructional team did not make it a priority to provide technology training.

Perceptions

Perceptions Summary

FAMILY AND COMMUNITY ENGAGEMENT

1. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?

- **Lee Elementary has participated in the Strong Fathers program for two years. This program educates parents on engaging activities that they can practice at home. Activities are shared in the morning hours of the school day concentrating on academic areas (Math, Science, a Reading).**
- **Our school hosts a Cozy Slipper event twice a year to share reading activities and strategies to help students at home. Students are rewarded with a free dress pass and a book for participating.**
- **Our school offers classes to parents several times a month. Some of the classes offered are: ADHD Academy, Bring Your Dad to School, Knowing the Family Engagement Program at Lee, Grandparents Day Celebration, VIPS registration, Campus Family Engagement Policy, School Parent Compact, Campus Improvement Plan, District Family Engagement Policy, Building Relationships and Capacity with Parents, The Incredible Years, Survey Tally Sheet, Arts and Crafts, Parent Portal, Reading Strategies, Safety on Campus, and Love and Logic Series. The events are announced through a monthly calendar.**
- **Our school sends a School Compact home to parents stating yearly expectations for their school involvement.**

- A monthly newsletter is sent home with information about events at the school and stating ways parents can be involved.
- Family Fun Friday is led by our PE Department once a month to promote healthy family relationships.
- Weekly announcements of upcoming events are shared by administration via phone calls/texts.
- Parents are invited to monthly grade level events which include performances, hands-on activities, and announcements.
- Our school hosts an information night to highlight/showcase the SEL competencies through stations.
- Parents/families of GT students are invited to one of two orientation sessions offered during the school year.
- Students and parents are invited to attend a science fair workshop in which support and assistance is provided to help set up science fair projects and boards.

2. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?

- A small group of parents are involved in volunteering for campus events/needs.
- Parents attend Coffee with the Principal. During this event they can share ideas or concerns about the school.
- Parents participate during our Cozy Slipper events with reading activities.
- The Strong Fathers program teaches male role models about student academic learning strategies and bonding skills.
  Students and families are encouraged to support feeder schools through participation in

homecoming parades and The Senior Walk to promote college readiness.

- **Community members and professionals are invited to promote and expose different career opportunities and areas of studies to all students during Career Day.**

3. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?

- **According to our School Climate Survey, 95.8% of parents believe their child is learning for the future.**
- **According to our School Climate Survey, 95.3% of parents feel they are respected at the school.**
- **According to our School Climate Survey, 96.2% of parents feel like teachers believe their child can succeed.**

4. Are communications translated into languages other than English when needed?

- **Communications are often translated into Spanish by bilingual members of the faculty.**
- **Flyers sent home are always sent in English and Spanish.**
- **Phone messages are sent in the parents' language of choice.**

5. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

- **Our school encourages participation in the different surveys offered throughout the school year. Parents rate their satisfaction with the school and district through these surveys.**

- **Our Parent Liaison has set up a Remind account to communicate with parents.**
- **Our school Twitter account is also available for parents to communicate with the school.**
- **During Coffee with the Principal, parents can share thoughts or concerns.**
- **According to our School Climate Survey, 92.9% of parents feel included in their child's school.**

SCHOOL CULTURE AND CLIMATE

1. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions

- According to our School Climate Survey, 84.1% of our students feel safe at school.
- According to our School Climate Survey, 92.8% of our students like their school.
- According to our School Climate Survey, 87% of students feel that their teachers believe in them.
- According to our School Climate Survey, 95.7% of students say they have learned to respect others at their school.

2. How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why?

- The PBIS Team meets monthly to review student reflection sheets and make decisions based on the information.
- Adjustments are made if data reflects a need for behavioral intervention. If a student receives 3 or more reflection sheets and/or a referral, they are placed in our Check in Check Out Program that addresses interventions for students needing additional and behavioral support.
- Students are routinely guided and supported by assigned PBIS committee members on daily basis.

3. Are disciplinary policies and practices proactive or reactive? Why?

- School wide PBIS implementation is a proactive approach to teach behavior expectations.
- Our Check in Check Out Program is proactive in making our students feel accountable for their behavior.

4. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

- Guest speakers present anti-bullying prevention programs.
- Our school counselor teaches guidance lessons on bullying prevention.
- SEL morning meetings discuss ways to prevent or address bullying.

- Continued mentoring, PBIS, and SEL strategies are set in place to prevent bullying.
- Our PE department teaches lessons on anti-bullying and bullying awareness.
- Our data reflects that our campus has zero reported bullying incidents.

5. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

- As of April 15, 2019, Lee has one student sent to DAEP for mandatory purposes. The offense is for an assault on another student.

6. Do campus activities promote wide-spread student participation? Are they inclusive or exclusive?

- Cozy Slipper Book Club is inclusive and offered to all students.
- Strong Fathers is inclusive and offered to all students.
- Fall Festival is inclusive and offered to all students.
- College Readiness Pep Rallies are inclusive and offered to all students.
- RAD is inclusive and offered to all students.
- Guest Speakers are exclusive and available to certain grade levels based on topic.
- Career Day is inclusive and offered to all students.
- Family Fun Friday is inclusive and offered to all students.
- PBIS Celebrations are exclusive and available to students that meet the required behavioral criteria.
- Dr. Seuss week is inclusive and offered to all students.
- Red Ribbon Week is inclusive and offered to all students.
- Our end of year awards are inclusive and offered to all students.
- Volleyball Club is exclusive to 5th grade girls that meet behavioral and academic requirements.
- Science Fair is exclusive to students in third grade through fifth grade.
- Gifted and Talented services are exclusive to all students who have qualified through a testing process.
- Gifted and Talented End of Year Showcase is exclusive to students who participate in the program.
- The EPISD Film Festival is exclusive to fourth and fifth graders that submitted a plan for their film.
- Pep Squad is exclusive to students who meet academic and behavioral expectations after a tryout process.

Perceptions Summary – Our Campus Story

Family and Community Engagement

- Lee Elementary has been communicating with parents via a monthly newsletter and an activity calendar. In addition, the school sends flyers with reminders about our activities. Parent involvement has increased with new activities such as the Strong Fathers Program and the Cozy Slipper Book Club.
- Lee Elementary has a monthly average of 309 participants in on-campus family activities.

- Our parents can hear about our events through our campus phone messenger and Remind app account. They can communicate back with us by phone, Twitter account, or in person.
- Our campus has made an effort to be fully accessible to parents that only speak Spanish. All notes, phone messages and flyers are sent in English and Spanish.

School Culture and Climate

- Our PBIS and SEL programs have built a positive and safe environment for our students. (an average of 88% of parents and students surveyed reported feeling safe in school, and 94% average of parents and students surveyed reported liking the school, learning to respect and being respected, and perceived that teachers believe in students according to the 2018-2019 Campus Climate survey)
- Our proactive programs of PBIS and Check in Check Out evaluate data and make adjustments on campus behavior needs.
- Our campus has created a bully free environment (an average of 92% of students surveyed reported positive feedback on 2018-2019 Campus Climate survey.)
- Our College Readiness Pep Rallies have had a positive response in our students' participation. Students are aware of different college options and are excited about their future.
- Our Pep Squad has 27 students ranging from K-5th grade. Students are eager to represent the school.
- Various activities are offered to all students.

Perceptions Strengths

Perceptions Strengths

- Our school has been successful in implementing school wide PBIS lessons and routines.
- Our school has been successful in implementing daily morning meetings as part of our SEL program.
- Our school offers a variety of after school activities to promote parental engagement and support students with academic, fine arts, and athletics opportunities as well as nutritional meals.
- Our data shows that our students feel safe and are cared for.
- Our Strong Fathers program has increased parental involvement.
- Classes are offered by our parental engagement liaison.
- Parents are welcomed through events including Family Fun Friday, lunch with your child on Friday, Grandparents Day, Fall Festival, PPP Fundraiser Night, Thanksgiving Lunch and monthly grade level performances.
- Our College Readiness Pep rallies celebrate our monthly valedictorians and acknowledges grade level attendance.
- Participation in the Boys and Girls Club is at capacity with a waiting list.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the School Climate Survey, there is an increase from 17.1% to 30.4% where students feel bullied in school. **Root Cause**: Social media and factors external to the school environment influence the incorrect usage of the word bully because campus has failed to provide consistent information on what constitutes bullying.

Priority Problem Statements

Problem Statement 1: Dual Language professional development does not include all staff members (PE, Library, Music, Counselor, and Office Staff) to ensure consistent implementation of the 50/50 model.

Root Cause 1: The campus failed to prioritize turnover of Dual Language professional development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%.

Root Cause 2: Students are not actively engaged in daily classroom instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels.

Root Cause 3: Reading instruction are not implemented or taught consistently across grade levels.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains.

Root Cause 4: Not enough structured programs or resources to follow consistently across grade levels.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Teachers need more Dual Language trainings and resources.

Root Cause 5: Lack of knowledge and resources prevent promoting and prioritizing the Dual Language program.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers are not able to prioritize effective use of technology in the classroom due to teachers being unfamiliar with programs.

Root Cause 6: Campus instructional team did not make it a priority to provide technology training.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: According to the School Climate Survey, there is an increase from 17.1% to 30.4% where students feel bullied in school.

Root Cause 7: Social media and factors external to the school environment influence the incorrect usage of the word bully because campus has failed to provide consistent information on what constitutes bullying.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 1: Increase the number of all students who reach meets level in tested content by May 2020 as measured by STAAR. Reading from 49% to 60%; Math from 39% to 50%; Writing from 31% to 40%; Science from 29% to 40%

Evaluation Data Source(s) 1: 2020 data reports: STAAR, iStation, Benchmarks, Unit Assm't

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will use monthly I-Station Reading and Math data reports to identify and group students based on a need to address academic gaps and growth.	2.4, 2.5, 2.6	Principal, Assistant Principal, ALL/CTC and Grade level chairs	Increase in student learning outcomes by using research based programs. All teachers will review data reports to identify student needs.				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide one Instructional Paraprofessional to support classroom teachers in grades PK-2 twice per week in Reading with students identified at-risk.	2.4, 2.6	Principal ALL/CTC	Increase student learning outcomes through continuous improvements. PK-2 grade teachers will receive student support during small group instruction.				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 ESEA Title I (Campus) - 26406.90							
3) Identify (through monthly progress monitoring) and provide tiered instruction for students identified at-risk in Reading and Math during the school-wide designated intervention block and after school tutoring.	2.4, 2.5, 2.6	Principal, ALL/CTC	Increase student learning outcomes through continuous improvement. All teachers will provide tiered instruction during the designated RtI block. Tutoring will be provided by teachers who select to provide services.				
Problem Statements: Student Academic Achievement 1							
4) Continue to update the campus library yearly with reading materials and supplies to enhance instruction.	2.4	Librarian	Increase student performance by extending the learning from the classroom. Librarian will receive updated resources to provide extended classroom support.				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 ESEA Title I (Campus) - 6000.00, 199 General Fund - 500.00							
5) Instructional leadership team will monitor student progress on a monthly basis for identified groups of students requiring intervention.	2.4, 2.5, 2.6	Principal, Special Ed Teacher, ALL/CTC, Grade level chairs	Increase student performance by using research-based programs. All teachers will provide tiered instruction during RTI block.				
Problem Statements: Student Academic Achievement 1							
6) Monitor the implementation of the Balanced Literacy components in Grades K-5 to ensure student progress through walk-throughs and learning walks.	2.5	Principal, Assistant Principal, ALL, CTCs, Grade Level Chairs	Increase student learning outcomes through continuous improvement. Teachers will effectively implement all components of BL.				
Problem Statements: Student Academic Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Implement the daily recommended block structure in all content areas in order to vertically align best practices across grade levels.	2.4, 2.5	Principal, Assistant Principal, ALL, Grade level chairs	Student success as evidenced by walk-through documentation. Increase student learning through continuous improvement. Teachers will provide best practices in each content area.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
8) Enhance classroom instruction by providing one student field trip per year in grades K-5 to build their experiences and extend learning process.	2.5	Principal, ALLs, Campus Teaching Coaches	Increase student performances in writing by making connections to personal experiences. All students will participate in a minimum of one field trip per year.				
Problem Statements: Demographics 2							
Funding Sources: 211 ESEA Title I (Campus) - 6550.00, 199 General Fund - 1500.00							
9) Implement school-wide use of Thinking Maps to support the writing process for grades PK-5 by implementing a minimum of one TM per month.	2.4	Principal, ALL/CTC, Grade level chairs	Increase student performance in writing. All teachers will implement Thinking Maps to improve student writing.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 10) Continue to fund 3 Campus Teaching Coaches to support the curriculum and meet the needs of students in grades K-5.	2.4, 2.6	Principal	Increase student learning outcomes by using research based programs; weekly schedules All teachers will receive student support from campus teaching coaches in Reading, Math and Science.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1							
Funding Sources: 211 ESEA Title I (Campus) - 142940.70, 185 SCE (Campus) - 63513.95							
11) Monitor student progress on assessments and hold quarterly conferences with teachers and students on their data.	2.4, 2.6	Principal, Assistant Principal	Student success as evidence by walk-through documentation. All teachers and students will receive quarterly feedback on their data.				
12) Allow students the opportunity to demonstrate the scientific method by participating in the school science fair.	2.4	Principal, Assistant Principal, Campus Teaching Coaches	Increase student performance by extending the learning from the classroom. All students will complete a class or individual science fair project.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
13) Instructional leadership team will monitor student progress and usage of accelerated reader on a monthly basis.	2.5	Principal, Librarian	Increase student learning outcomes by using research based programs. All teachers will use AR to allow students opportunity to reinforce reading skills. (built into PBIS expectations)				
Problem Statements: Student Academic Achievement 1							
14) Identify students in need of dyslexia services and collaborate with a part-time Reading Specialist to support students.	2.4, 2.5, 2.6	Principal and Assistant Principal	Increase student learning of students in need of DRD services. All students identified as needing DRD services will receive daily services.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Dual Language professional development does not include all staff members (PE, Library, Music, Counselor, and Office Staff) to ensure consistent implementation of the 50/50 model. **Root Cause 1**: The campus failed to prioritize turnover of Dual Language professional development.
Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%. **Root Cause 2**: Students are not actively engaged in daily classroom instruction.

Student Academic Achievement
Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause 1**: Reading instruction are not implemented or taught consistently across grade levels.
Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause 2**: Not enough structured programs or resources to follow consistently across grade levels.

School Processes & Programs
Problem Statement 1: Teachers need more Dual Language trainings and resources. **Root Cause 1**: Lack of knowledge and resources prevent promoting and prioritizing the Dual Language program.

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase student daily attendance from 94.78% to 96% by the end of the 2019-2020 school year.

    Evaluation Data Source(s) 2: 2020 TEAMS attendance reports (3 and 6 week reports)

    Summative Evaluation 2:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to provide individual student, class and grade level incentives for perfect attendance every four weeks.	2.5	PBIS/SEL Team, Counselor	Student learning will improve as a result of students attending school daily. Students with perfect attendance will receive incentives.				
Problem Statements: Demographics 2							
2) Monitor student attendance every four weeks and request a parent-admin conference for students with excessive absences or tardies.	2.5, 2.6	Principal, Assistant Principal, Counselor, PEIMS Clerk	Student learning will improve as a result of students attending school daily. Student attendance will improve for all students.				
Problem Statements: Demographics 2							
3) Collaborate with Alpha Truant Officer and Counselor to conduct home visits for students with extended absences and frequent tardies.	2.5, 2.6	Assistant Principal, PEIMS Clerk	Student learning will improve as a result of students attending school daily. Student attendance will improve for all students.				
Problem Statements: Demographics 2							

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

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%. **Root Cause 2**: Students are not actively engaged in daily classroom instruction.

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 number of Sped students who reach meets level in tested content by May 2019 as measured by STAAR. Reading from 7% to 15%; Math from 4% to 10%; Writing from 0% to 10%; Science from 0% to 10%

    Evaluation Data Source(s) 3: 2019 data reports: STAAR, iStation, Benchmarks, IEP reports

    Summative Evaluation 3:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure all student IEPs are up to date and contain measurable goals and objectives to meet federal guidelines.	2.4	Principal, Assistant Principal, Diagnostician, SLP	Federal guidelines will be met as student IEPs will be thoroughly written and deadlines will be met. Administration and teachers will gain a deeper understanding in students' IEP process.				
2) Provide training for gen ed teachers in the implementation of accommodations in and out of the classroom.	2.4	Principal, Assistant Principal, Special Education teachers, SLP	Increase academic performance of special needs students. Teachers will be able to implement strategies in the classroom for students to gain academic growth.				
3) Include special education teachers in weekly campus PLC to ensure training in data analysis and best practices in the classroom.	2.4	Principal, Assistant Principal, Campus Teaching Coaches	Increase academic performance of special needs students. All Special Education teachers will be included in the campus planning and provided with opportunities in viewing strategies to increase the rigor in the classroom for the students.				
Problem Statements: Student Academic Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Increase the number of students participating in an inclusive setting to maximize exposure to grade level curriculum to better prepare students for district/state assessments.	2.4	Principal, Assistant Principal, Special Education teacher	Increase academic performance of special needs students on all assessments. Maximize exposure to general education instruction to align curriculum for students taking assessments.				
Problem Statements: Student Academic Achievement 1, 2							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause 1**: Reading instruction are not implemented or taught consistently across grade levels.
Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause 2**: Not enough structured programs or resources to follow consistently across grade levels.

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: Increase the number of EL students who reach meets level in tested content by May 2019 as measured by STAAR. Reading from 33% to 40%; Math from 25% to 30%; Writing from 24% to 30%; Science from 7% to 30%

Evaluation Data Source(s) 4: 2019 data reports: STAAR and Benchmarks

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) Ensure dual language teachers are implementing the 50/50 model with fidelity daily.	2.4, 2.5, 2.6	Principal, Assistant Principal	Increase student learning outcomes through quality curriculum and instruction for dual language learners. All teachers will implement the 50/50 model with fidelity.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
2) Provide teacher professional development of best practices in sheltered instruction by utilizing the campus mentors, minimum of once per semester.	2.6	Principal, Dual Language Mentors	Increase student learning outcomes through quality curriculum and instruction for dual language learners. All teachers will implement best practices in dual language classrooms.				
Problem Statements: Demographics 1 - School Processes & Programs 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Conduct professional learning walks to learn best practices from colleagues, minimum of one visit per semester.	2.5, 2.6	Principal, Dual Language Mentors	Increase student learning outcomes through quality curriculum and instruction for dual language learners. All dual language teachers will model best practices for fellow dual language colleagues.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
4) Strive to incorporate the dual language model to special classes such as P.E., Fine Arts, and Library visits by following the 50/50 model and schedule.	2.6	Principal	Increase student performance by extending the learning from the classroom. All teachers on campus will deliver instruction in the language as scheduled.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
5) Provide two PLCs, one in the fall and one in the spring, for dual language teachers to collaborate, share ideas, and plan for vertical alignment.	2.6	Principal, Dual Language Mentors	Improve instructional practices and increase collaboration among dual language teachers. All dual language teachers will participate in PLCs to collaborate and plan for best practices.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
6) Create instructional planning goals that are specific for dual language classrooms which measure academic achievement in both languages.	2.6	Principal, Dual Language Mentors	Improve student learning outcomes by addressing their individual needs in both English and Spanish. All dual language teachers will develop instructional goals using beginning of year data and make adjustments after monthly assessments.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
7) Utilize data to identify and group students based on a need to address academic gaps in Spanish during RTI.	2.5, 2.6	Principal, Dual Language Mentors	Improve student learning outcomes by addressing their individual needs in Spanish. All dual language teachers will make adjustments to groups after monthly assessments.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Dual Language professional development does not include all staff members (PE, Library, Music, Counselor, and Office Staff) to ensure consistent implementation of the 50/50 model. **Root Cause 1**: The campus failed to prioritize turnover of Dual Language professional development.

Student Academic Achievement

Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause 1**: Reading instruction are not implemented or taught consistently across grade levels.

Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause 2**: Not enough structured programs or resources to follow consistently across grade levels.

School Processes & Programs

Problem Statement 1: Teachers need more Dual Language trainings and resources. **Root Cause 1**: Lack of knowledge and resources prevent promoting and prioritizing the Dual Language program.

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 5: Increase the number of Gifted and Talented students who reach mastery level in tested content by 10% as measured by STAAR in May 2019.
Reading from 77% to 85%; Math from 73% to 80%; Writing from 29% to 40%; Science from 30% to 40%;

Evaluation Data Source(s) 5: 2019 data reports: STAAR, iStation, Benchmarks

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that homeroom teachers of identified GT students complete the mandated 30 hour initial training or the 6 hour update within one semester of being assigned GT students.	2.4, 2.5	GT Coordinator, Principal	Increase student learning outcomes through quality curriculum and instruction for gifted learners. All teachers provided specific strategies to teach GT students.				
2) Host two GT parent information nights- one at the beginning of the year for all returning GT students in the fall; one after newly identified GT students have been accepted into the program in the spring.	2.4, 3.2	GT Coordinator, Principal	Increase student learning outcomes through quality curriculum and instruction for gifted learners. Increase parent/guardian awareness of academic expectations of gifted learners.				
3) Host a GT showcase at the end of the school year for families of GT students.	2.5, 3.2	GT Coordinator, GT teachers, Principal	Increase student learning outcomes through quality curriculum and instruction for gifted learners. Increase parent/guardian awareness of academic expectations of gifted learners.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Ensure that the Texas Performance Standards Project is completed by all GT students in all grade levels.	2.4	GT Coordinator, GT Teachers, GT committee	Increase student learning outcomes through quality curriculum and instruction for gifted learners. All teachers will provide GT students opportunity to complete annual project.				
5) Monitor that identified GT students are receiving services per district program requirements by consistently issuing the GT K-5 Progress Report.	2.4	GT Coordinator, GT Teachers, GT committee Principal	Increase student learning outcomes through quality curriculum and instruction for gifted learners. All teachers provided specific strategies to teach GT students.				

100% = Accomplished   → = Continue/Modify   0% = 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: Hire and retain effective teachers and paraprofessionals in order to provide a quality education for our students.

Evaluation Data Source(s) 1: Organization Report from TEAMS; TTESS summary reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide planning and professional development opportunities for faculty which are aligned with district initiatives to improve student achievement. (in and out of town)	2.4, 2.5, 2.6	Principal	Improve instructional practices and increase collaboration among teachers. All teachers provided specific strategies to teach best practices to students.	10%			
Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2							
Funding Sources: 211 ESEA Title I (Campus) - 1000.00							
2) Provide substitutes for professional development, planning and teacher observation opportunities.	2.5	Principal	Improve instructional practices and increase collaboration among teachers. All teachers provided specific strategies to teach best practices to students.	10%			
Funding Sources: 211 ESEA Title I (Campus) - 7999.00, 199 General Fund - 2841.00							
3) Schedule weekly 90 min PLC meetings to analyze data and plan for instruction in all content areas.	2.5	Principal, ALLs, Campus Teaching Coaches, Grade level chairs	Improve instructional practices and increase collaboration among teachers. All teachers provided specific strategies to teach best practices to students.	25%			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
Comprehensive Support Strategy 4) Hire highly qualified teachers for any vacancies by collaborating with HR and holding interviews with highly qualified candidates.	2.4	Principal	Hire qualified teachers to provide quality instruction in every classroom. All students will be provided instruction by highly qualified teachers.	25%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Dual Language professional development does not include all staff members (PE, Library, Music, Counselor, and Office Staff) to ensure consistent implementation of the 50/50 model. **Root Cause 1**: The campus failed to prioritize turnover of Dual Language professional development.
Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%. **Root Cause 2**: Students are not actively engaged in daily classroom instruction.

Student Academic Achievement
Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause 1**: Reading instruction are not implemented or taught consistently across grade levels.
Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause 2**: Not enough structured programs or resources to follow consistently across grade levels.

School Processes & Programs
Problem Statement 1: Teachers need more Dual Language trainings and resources. **Root Cause 1**: Lack of knowledge and resources prevent promoting and prioritizing the Dual Language program.
Problem Statement 2: Teachers are not able to prioritize effective use of technology in the classroom due to teachers being unfamiliar with programs. **Root Cause 2**: Campus instructional team did not make it a priority to provide technology training.

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: Decrease the number of discipline referrals from 35 in 2018-2019 to a maximum of 30 by the end of the 2019-2020 school year.

    Evaluation Data Source(s) 2: TEAMS discipline reports

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide ongoing professional development at the campus level on topics such as Positive Behavior Intervention Systems (PBIS), Social Emotional Learning (SEL), and Bullying policy to support the implementation of the campus-wide and district initiatives.	2.5, 2.6	Principal, Assistant Principal, Counselor, PBIS, and SEL Teams	Decrease number of discipline referrals and increase of student attendance. All teachers provided specific strategies to teach best practices to students.	25%			
Problem Statements: Demographics 2 - Perceptions 1							
2) Implement quarterly campus-wide PBIS and bullying lessons to teach expected behavior and procedures on campus.	2.5, 2.6	Assistant Principal, Counselor, PBIS Team	Students will learn expected behavior and the number of discipline referrals will decrease. All teachers provided specific strategies to teach best practices to students.				
Problem Statements: Perceptions 1							
3) Reward students who demonstrate the campus expectations as described on the PBIS rubric every six-weeks.	2.5, 2.6	Assistant Principal, PBIS Team	Decrease number of discipline referrals and increase student attendance. All teachers provided specific strategies to teach best practices to students.				
Problem Statements: Demographics 2 **Funding Sources**: 199 General Fund - 3500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Implement SEL activities (morning meetings, Sanford Harmony lessons, and relaxation/breathing exercises) to provide a foundation for a safe and positive learning experience.	2.5, 2.6	Principal, Assistant Principal, PBIS/SEL Teams	Teachers and students will build strong relationships which will result in a safe and positive learning environment with end results of increased learning time. All teachers provided specific strategies to teach best practices to students.				
	Problem Statements: Perceptions 1						
	Funding Sources: 199 General Fund - 500.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for 2016-17 was 96.32%, for 2017-2018 was 95.28%, and attendance for the current 2018-2019 school year is 95.12%. **Root Cause 2**: Students are not actively engaged in daily classroom instruction.

Perceptions
Problem Statement 1: According to the School Climate Survey, there is an increase from 17.1% to 30.4% where students feel bullied in school. **Root Cause 1**: Social media and factors external to the school environment influence the incorrect usage of the word bully because campus has failed to provide consistent information on what constitutes bullying.

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: Maintain 80% or above of student and parent responses as positive in each area of the School Climate Survey by May 2020.

    Evaluation Data Source(s) 3: School Climate Survey

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Train all faculty, staff, and students in Standard Response Safety Protocols to raise awareness of school wide safety protocols.		Principal, Assistant Principal, Nurse	Increase the number of teachers able to respond to emergencies as they arise on campus. Maintain a safe environment for all.				
Funding Sources: 199 General Fund - 500.00							
2) Promote a "College Readiness" environment by implementing activities which promote higher education.	2.5	Counselor, College Readiness Committee	Increase number of teachers able to implement college readiness strategies within the classroom. Promote student learning for the future.				
3) Provide students with career education to assist students in developing knowledge, skills, and competencies necessary for career opportunities.	2.6	Counselor, College Readiness Committee	Increase number of teachers able to teach career education skills within the classroom. Promote student learning for the future and awareness of the various career options.				
100% = Accomplished → = Continue/Modify 0% = 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: Systematically evaluate 100% of all instructional initiatives, programs, and resources in the 2019-2020 school year.

Evaluation Data Source(s) 1: school surveys; sign-in sheets; monthly calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide instructional materials and resources to teachers and staff in order to increase student achievement and support curriculum of students identified as ELL, Economically Disadvantage and At-Risk.	2.4	Principal	Increase student learning for all students. All teachers will be provided the necessary resources to teach all students.	25%			
Funding Sources: 211 ESEA Title I (Campus) - 9503.40, 199 General Fund - 19101.00							
TEA Priorities Build a foundation of reading and math 2) Provide non-mandated testing materials in order to meet state testing standards in the various core content areas.	2.4	Principal	Increase student performance and preparation of test-testing strategies. Gr 3-5 teachers will be provided resources to support tested content areas.	30%			
Problem Statements: Student Academic Achievement 1, 2							
Funding Sources: 185 SCE (Campus) - 11686.05							
3) Continue to promote annual technology initiatives on campus by purchasing equipment.	2.4, 2.5	Principal, ALL	Increase student performance by incorporating technology in all content areas. All teachers will be provided the technology equipment needed to teach all students within the classroom.	25%			
Problem Statements: School Processes & Programs 2							
Funding Sources: 211 ESEA Title I (Campus) - 6000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Provide supplies and equipment to office and custodial staff to support the overall operations of the campus.		Principal	Support the learning environment of students. Staff members will be provided the necessary resources to support faculty and students on campus.	25%			
Funding Sources: 199 General Fund - 5800.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels. **Root Cause 1**: Reading instruction are not implemented or taught consistently across grade levels.
Problem Statement 2: Students across grade levels are struggling in the writing process as state assessment data reflects students have only made minimal gains. **Root Cause 2**: Not enough structured programs or resources to follow consistently across grade levels.

School Processes & Programs
Problem Statement 2: Teachers are not able to prioritize effective use of technology in the classroom due to teachers being unfamiliar with programs. **Root Cause 2**: Campus instructional team did not make it a priority to provide technology training.

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: Maintain 10% parent participation at all school sponsored events during 2019-2020 school year.

Evaluation Data Source(s) 1: School surveys; sign-in sheets; monthly calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize district-funded Parental Engagement Leader (PEL) to coordinate and support monthly parental community involvement activities.	3.1, 3.2	Principal	Increase parent/guardian awareness of academic expectations and building capacity for community involvement. All parents will be provided opportunities to participate in monthly parental activities.				
2) Provide supplies, materials, and parent training opportunities on campus to address their children's academic, social and emotional growth.	3.1, 3.2	Principal, Parent Engagement Leader	Increase parent/guardian awareness of academic expectations and building community. All parents will be provided opportunities to participate in monthly parental activities.				
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							
3) Conduct informational meetings to inform parents and community members about campus and district initiatives such as special education, college readiness, state assessment, dual language, student attendance, bullying and content updates to help support their children's needs.		Principal, Parent Engagement Leader	Increase parent/guardian awareness of academic expectations and building community. All parents will be provided opportunities to participate in monthly parental activities.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Collaborate with community members and local businesses to increase the number of Volunteers in Public Schools and Partnerships in Education.	3.1, 3.2	Counselor, Parental Engagement Leader	Increase community members awareness of academic expectations and building community. Community members and local business will be able to participate in partnerships with the school.				
Funding Sources: 199 General Fund - 500.00							
5) Collaborate with ECI and HeadStart programs to provide parents with informational sessions to facilitate the transition from early childhood programs to the elementary campuses.	3.1, 3.2	Counselor	Increase parent awareness in the areas of Early Pre-K initiative; Special Education referrals; and Dual Enrollment registrations. All parents will be provided opportunities to participate in various programs offered to early childhood students.				
6) Continue to provide monthly programs and activities such as Fall Carnival, Cozy Slipper Book Club, Science and Literacy Fair, musical performances, and Strong Fathers program to allow parents participation in their child's education.	3.1, 3.2	Principal, Assistant Principal, Instructional Team, Campus Teaching Coaches, and Grade level chairs.	Increase parent/guardian awareness of academic expectations and building community. All parents will be provided opportunities to participate in monthly parental activities.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Hire highly qualified teachers for any vacancies by collaborating with HR and holding interviews with highly qualified candidates.

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). Sec. 1114(b)(6) Data was gathered from different sources as the needs and strengths of all campus staff and students were addressed; particullarly the needs of our at-risk population.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals including teachers, principal, other school leaders, paraprofessionals present in the school, and other individuals determined by the school. Sec. 1114(b)(1-5).

2.2: Regular monitoring and revision

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

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 in electronic and print form. The CIP is presented to the community during beginning of year parent meeting.

2.4: Opportunities for all children to meet State standards

The plan oulines performance objectives and strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage 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. This will be accomplished through data monitoring, staff development and flexible scheduling.

2.5: Increased learning time and well-rounded education

Lee Elementary will use methods and instructional strategies that strengthen the academic program in the school to 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.

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

This plan 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 and how their needs will be met.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus will distribute, to parents and family members of participating children, the written parent and family engagement policy. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The policy will be presented to the community during a beginning of year parent meeting.

3.2: Offer flexible number of parent involvement meetings

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Lee elementary will provide a variety of opportunities for parents and families to be involved in their child's education. These activities will include:

- Providing assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.
- Provide materials and training to help parents work with their child, such as literacy and technology training.
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand.
- Provide reasonable support for family engagement activities.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Terry Montes	Principal
Administrator	Guillermo Ramirez	Asst. Principal
Classroom Teacher	Candida Reyes	PreK Teacher
Classroom Teacher	Gilbert Brashear	1st grade teacher
Classroom Teacher	Cynthia Rivera	2nd grade teacher
Classroom Teacher	Gabriela Almeida	3rd grade teachaer
Classroom Teacher	Cecilia Bazan	4th grade teacher
Non-classroom Professional	maria hernandez	Campus Teaching Coach
Non-classroom Professional	Valerie Montano	ALL
Hourly Employee	Brenda Ramirez	SpEd Paraprofessional
District-level Professional	Mary Broderick-Vargas	Director Elementary C&I
Business Representative	Darrell Rydholm	Sylvan Learning
Community Representative	Marisela Akle	Boys and Girls Club Coordinator
Classroom Teacher	Karen Castillo	Resource/Inclusion Teacher
Classroom Teacher	Varonica Lormand	Kindergarten Teacher
Classroom Teacher	Mayra Betancourt	5th grade teacher

Campus Funding Summary

			199 General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	library: student awards and incentives	199.12.6499.150.11.100.150	$500.00
1	1	8	field trip for 3rd grade	199.11.6499.150.11.100.150	$1,500.00
2	1	2	substitutes for non-content meetings and PD	199.11.6112.150.11.362.150	$2,601.00
2	1	2	substitutes for SpEd teachers- meetings and PD	199.11.6112.150.23.362.150	$0.00
2	1	2	substitutes for PK teachers- meetings and early release days	199.11.6112.150.32.362.150	$240.00
2	2	3	student awards and incentives	199.11.6499.150.11.100.150	$3,500.00
2	2	4	supplies for counseling center	199.31.6399	$500.00
2	3	1	supplies for nurse's office	199.33.6933.150.99.100.150	$500.00
3	1	1	supplies and materials for student use	199.11.6399.150.11.100.150	$19,101.00
3	1	4	additional funds for copier allotment	199.11.6269.150.11.362.150	$1,500.00
3	1	4	supplies for admin/office staff	199.23.6399.150.99.100.150	$3,000.00
3	1	4	custodial supplies	199.51.6399.150.99.100.150	$800.00
3	1	4	additional funds for copier allotment	199.11.6249.150.11.100.150	$500.00
4	1	4	Incentives for VIPS	199.23.6499	$500.00
				Sub-Total	$34,742.00
				Budgeted Fund Source Amount	$34,742.00
				+/- Difference	$0
			185 SCE (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Student Support salary Campus Coaches (Hernandez)	185.11.6119	$47,660.56
1	1	10	Teacher Support salary Campus Coaches (Hernandez)	185.13.6119	$15,853.39

185 SCE (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	testing materials for tested content areas in grades 3-5	185.11.6339.150.30.000.150	$11,686.05
				Sub-Total	$75,200.00
				Budgeted Fund Source Amount	$75,200.00
				+/- Difference	$0

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	full salary for paraprofessional & fringes	211.11.6129	$26,406.90
1	1	4	reading materials for library	211.12.6329.150.24.801.150	$6,000.00
1	1	8	field trips for K-5	211.11.6499.150.24.801.150	$4,000.00
1	1	8	charter buses for 4th grade field trip	211.11.6412.150.24.801.150	$2,550.00
1	1	10	Student Support salary and fringes Campus Coaches (Licerio and Zuniga)	211.11.6119	$105,323.17
1	1	10	Teacher Support salary and fringes Campus Coaches (Licerio and Zuniga)	211.13.6119	$26,330.79
1	1	10	5% compensation increase for CTCs		$11,286.74
2	1	1	teacher PD (in-town)	211.13.6499.150.24.801.150	$720.00
2	1	1	librarian PD	211.12.6499	$280.00
2	1	2	substitutes for teacher planning and PD	211.11.6112.150.24.362.150	$7,246.00
2	1	2	fringes for substitutes for teacher planning and PD	211.11.6141.150.24.362.150	$184.00
2	1	2	substitutes for PK teachers- planning	211.11.6112.150.32.362.150	$560.00
2	1	2	fringes for substitutes for PK teacher planning	211.11.6141.150.32.362.150	$9.00
3	1	1	supplies and materials for student use	211.11.6399.150.24.801.150	$9,503.40
3	1	3	technology equipment	211.11.6395.150.24.801.150	$6,000.00
4	1	2	snacks for parent classes/events	211.61.6499.150.24.801.150	$800.00
4	1	2	supplies for parent center/activities after school	211.61.6399.150.24.801.150	$1,200.00
				Sub-Total	$208,400.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$208,400.00
				+/- Difference	$0
				Grand Total	$318,342.00