

El Paso Independent School District
Sunrise Mountain Elementary
2020-2021 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...

Love learning

Exhibit good behaviors

Excel 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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Comprehensive Needs Assessment

Revised/Approved: May 18, 2020

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?

- Enrollment declined from 2015 School Year to 2016 School Year. From 2017 to 2019, enrollment increased. The enrollment this year decreased from last year.
- Enrollment numbers for the past five years are as follows:
 - 2015-2016 School Year: 535 students
 - 2016-2017 School Year: 482 students
 - 2017-2018 School Year: 537 students
 - 2018-2019 School Year: 543 students
 - 2019-2020 School Year: 528 students
- Enrollment for the 1st semester was 511 students and currently there are 528 students in the 2nd school semester.

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

- We have 3 migrant students (one 1st Grader, one 2nd Grader, and one 5th Grader); 3 students out of 528 enrolled students for a percentage of 0.01%
- Our students who belong to migrant families are enrolled for the entire year

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 11 students that were tested, 4 that are still pending, and 7 that qualified for services
- 10 of the students that were tested are Hispanic
- 64%, not including the pending 4, 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?

- 95.04% is the current attendance rate for our campus for the 2019-2020 school year, as of April 27th, 2020. For each grade level, the rates are as follows:

- PreK 3: 92.3%
- PreK 4: 94.3%
- Kinder: 94.91%
- 1st Grade: 95.44%
- 2nd Grade: 95.64%
- 3rd Grade: 96.27%
- 4th Grade: 95.49%
- 5th Grade: 95.97%

- The trend for attendance over the last 4 years is as follows:

- 95.04% is the current attendance rate for the 2019-2020 school year
- 95.14% was the rate for the 2018-2019 school year
- 95.28% was the rate for the 2017-2018 school year
- 96.32% was the rate for the 2016-2017 school year
- Previous year, 2018-2019, there were 1,911 tardies.
- This 2019-2020 school year, there are 1,149 tardies in Kinder to 5th, 312 tardies in PreK4, and 54 tardies in PreK3 for a total of

1,515 tardies

- Interventions in place to promote attendance:
- Free dress passes for classes who spell out “Perfect Attendance”

- Invitation to PBIS Celebrations
- Perfect attendance flags posted outside of classroom
- Recognition of attendance during pep rallies
- Golden tickets
- EOY awards from counselor
- Percentages of attendance provided to PBIS/SEL committee members to share with colleagues
- Campus procedures for teachers to track/respond to unexcused absences (phone call to parents, home visits by counselor, administration, and truancy officers, admin.'s call to parents, 45-day attendance plan (when applicable))
- No interventions in place for tardies

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

- Total offenses from August 12, 2019 to March 13, 2020 were 33
- 2 females, 13 males
- 1 male student was recommended for JJAEP
- 2 students, 1 male and 1 female, were recommended for DAEP
- 1 student, female, DAEP was upheld
- 1 student, male, was not upheld so he was referred to First Chance Program
- Last school year, the total offenses was at 29

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, Headstart, PreK, summer school).

- G/T Program: 25 students (Kinder-1, 1st Grade-2, 2nd Grade-6, 3rd Grade-5, 4th Grade-6, and 5th Grade-5)
- Enrichment: 223 (including 3 students from AIM I)
- RTI Students: 212
- Fine Arts: Music-445 students

- PreK Students: 56 students
- 3yr Old Program: 27 students
- Boys and Girls Club: 111 Students Total-Kinder-3 students, 1st Graders-17 students, 2nd Graders-20 students, 3rd Graders-21 students, 4th Graders-22 students, and 5th Graders-28 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 Pk-5th are supported in Dual Language classrooms (50/50 model established by the district)
- 2 sets of Okapi Library for campus along Okapi trainings
- Dr. Escamilla-Biliteracy Squared training.
- Dr. Medina-C6 Biliteracy Framework training.
- PreK through 2nd grade EL students are supported through Enrichment.
- 3rd through 5th Students are also supported daily through RTI
- Teachers provide LPAC accommodations
- Students receive Guided Reading and Math instruction, including small group intervention
- 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); Ellevation resources; Schoology to promote, facilitate, and provide support instruction in their native language.
- Kinder uses Starfall and Magic Writing, I-station Reading and Imagine Math; Ellevation resources; Discovery Ed, Schoology to promote, facilitate, and provide support instruction in their native language.
- 1st Grade uses Imagine Math/Prodigy, Epic for leveled readers, Starfall for phonics, and Writing Wizard for sight words and building sentences; Ellevation resources, Schoology to promote, facilitate, and provide support instruction in their native language.
- 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; Ellevation resources; Imagine Math to support dominant language; Discovery Ed; Schoology to promote, facilitate, and provide support instruction in their native language.
- 3rd Grade uses I-station Reading and Imagine 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), Stemscores 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; Ellevation resources/strategies; Stemscores; HMH resources, Imagine Math, MyOn!; Schoology to promote, facilitate, and provide support instruction in their native language.

- 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, lessons that involve writing, speaking, drawing and listening, concepts diagrammed with pictures, small groups, pair with other students that speak their native language, sentence frames; Ellevation resources; Istation, MyON; Imagine Math; Schoology to promote, facilitate, and provide support instruction in their native language.
- 5th Grade uses Stemscoapes in Spanish, Epic for leveled passages, dictionaries, Google translate for newcomers, Writing prompts and graphic organizers; Ellevation resources; Istation based on dominant language; MyOn books; Imagine Math to support dominant language; Schoology to promote, facilitate, and provide support instruction in their native language.

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?

- Lee staffing includes:
- 33 classroom teachers (to include 2 AIM teachers)
- 1 principal and 1 assistant principal
- 6 cafeteria employees
- 1 nurse
- 1 counselor
- 1 Active Learning Leader (concentration in ELAR for PreK-5th)
- 2 Campus Teaching Coaches (one for Math PreK-5th and one for Science PreK-5th)
- 2 PE Coaches
- 1 SPED teacher
- 8 Paraprofessionals (1 instructional, 4 PreK, 1 SpEd, and 2 AIM)
- 5 custodians

- 3 full-time office staff employees
- 1 part-time office employee
- 1 playground monitor
- 1 classroom teacher resigned from the district
- Our campus has a librarian vacancy since Feb 2020
- There is a Reading Specialist vacancy as of Dec 2019
- Compared to last year, Active Learning Leader shifted concentration from Math to ELAR, and 1 CTC became the Math Coach
- New teachers are supported through the following systems: mentors, PLCs, district trainings, grade level chair, staff development, planning days, support from instructional team and administration

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

- Weekly 90 min PLCs
- Staff development days
- Weekly instructional team meetings
- Monthly CIT committee meetings
- PBIS/SEL monthly meetings
- Courtesy Committee meetings (as needed)
- Faculty meetings (as needed)
- Grade Level Committee meetings
- ALF Coaching Conversations
- New Teacher District Orientation
- Panel interviews to fill vacancies on campus
- Mentors within same grade level for new teachers

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

- Opportunities to collaborate during PLCs, grade level planning days, faculty meetings, and staff development days
- Sharing modeled lessons/activities amongst all grade levels through Schoology, email, and Google Drive
- ALF lessons in e-studio
- Opportunity to visit classrooms

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?

- Father Daughter Dance
- Family Fun Fridays
- Cozy Slipper Family Book Club -One gingerbread theme and one Dr. Seuss
- Grade Level Performances
- Coffee with the Principal
- Fall Carnival
- PBIS/SEL Night
- Scholastic Book Fairs (1 in Fall and 1 in the Spring)
- Parent communication apps: ClassDojo, Remind, SeeSaw, Bloomz, Schoology
- Reading, Math Strong Fathers Mornings
- English/Spanish Spelling Bee
- Parent volunteers

- Monthly newsletters in English and Spanish
- PBIS reflection sheets
- PBIS celebration notifications
- Upcoming activity flyers
- Automated message from principal
- Marquee and website updates
- Boys and Girls Parent Engagement Activities: Cookies In-A-Jar, Candle Decorating, National Puzzle Day Activity, Mexican Culture Celebration, Kids Excel Presentation/Creative Kids Gallery
- Literacy and Science Fairs
- Thanksgiving Luncheon
- Student-led conferences
- Grandparents Day Celebration
- Bring Your Dad to School Day
- Peter Piper Night
- Parent Engagement Leader Activities
- monthly parent activities calendar
- Christmas Gingerbread House (PreK)
- Christmas Performance (Mrs. Nieves)

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

- ARDs
- 504 meetings
- Coffee with the Principal
- Parent Climate Survey
- Open-door policy with administration and campus staff, including teachers

- Student-led conferences
- Family engagement interest surveys
- School/Parent compacts
- LPAC committee

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

- Socio-economic status of the community is low income
- The community has shown little fluctuation in growing or declining

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

- September: 318
- October: 209
- November: 153
- December: 174

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

- September: Calendar (1); Grandparents Day Celebration (138 participants); PBIS Night (22 participants);

VIPS Registration (4 participants); Bring Your Dad to School (153 participants)

- October: Family Fun Friday (142 participants); 4th Grade Presentation (44 participants); Incredible Years 2 (9 participants); Arts and Crafts (9 participants); Bullying Presentation (5 participants)
- November: Calendar (1 participants); Nutrition Class 1 (6 participants); Nutrition Class 2 (4 participants); Nutrition Class 3 (4 participants); Coffee with the Principal (3 participants); Strong Fathers-Reading Morning (61 participants); Parents Cafe (9 participants); 3rd Grade Performance (58 participants); Arts and Crafts (7 participants)
- December: Calendar (1 participant); Cozy Slipper Family Book Club (49 participants);

Nutrition Class 4 (4 participants); Family Fun Friday (112 participants); Arts and Crafts (8 participants)

5. What adult education courses/services are available?

- Nutrition classes
- Coffee with the Principal
- Arts & Crafts
- Bullying Prevention
- Volunteers registration
- Parents Café
- Learning about Parent Portal
- Science Morning
- Reading Morning
- SEL
- PBIS
- School policy and P/T Compact review

Demographics Summary – Our Campus Story

- Our enrollment has decreased from previous years
- We have 7 students tested that qualified for SPED, the majority of which are Hispanic
- Attendance rates have slowly decreased over the last 4 years
- We have over 7 interventions in place to promote attendance
- Tardy rates are not accounted for (per Eliana Mendez)
- Total offenses have increased from the previous year of 29 offenses to 33 offenses for this year, the majority of which takes place amongst the males (13 males to 2 females)
- Our special programs consist of G/T, RTI, Enrichment, Fine Arts (Music/Orchestra), PreK 3 and 4 yr old classes, and Boys and Girls Club
- EL students are supported through a variety of quality resources that support their 2nd language acquisition
- We have a 97.1% retention rate of teachers (with only 1 resigning) with multiple structures of support in place

- There is a Librarian and Reading Specialist vacancy
- There are 10+ strategies in place to build capacity among teachers
- Our campus provides a multitude of opportunities for parents to engage and support our school community throughout the school year.

Demographics Strengths

Demographics Strengths

- Our campus provides a variety of opportunities for parents to participate in educational activities/lessons/performances.
- Our campus provides monthly adult education courses to support parents.
- Teacher retention is at 97%. The reason this percentage is high, is because there are great support systems in place.
- Migrant students have stayed enrolled the entire school year.
- Wide variety of resources available to support Language Learners (ELLs).
- After-school support for students; Boys and Girls Club.

Problem Statements Identifying Demographics Needs

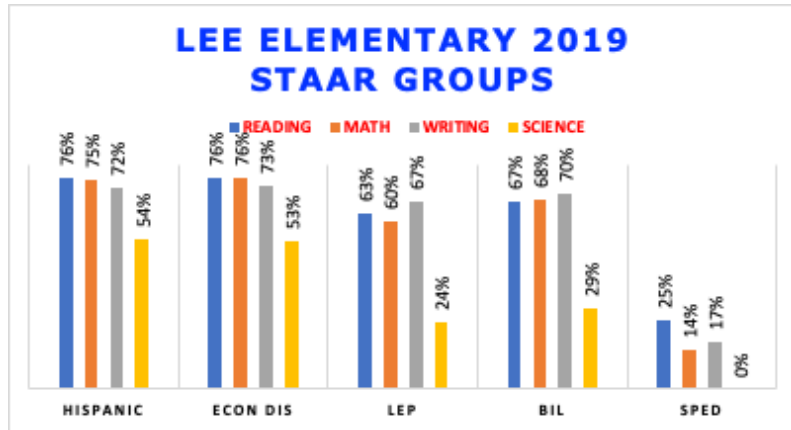
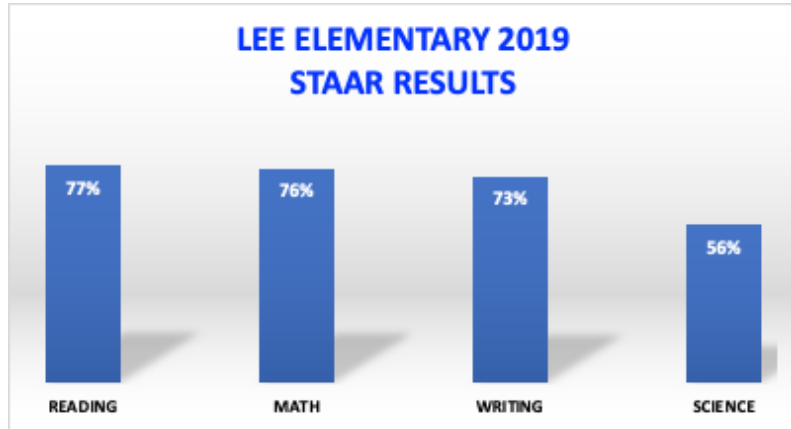
Problem Statement 1 (Prioritized): Based on the low number of referred and identified SPED students, our campus staff needs support in identifying SPED students. **Root Cause:** Teachers need screeners, checklists, and professional development to aid in identifying students who are potentially in need of SPED services provided by evaluation team and related services.

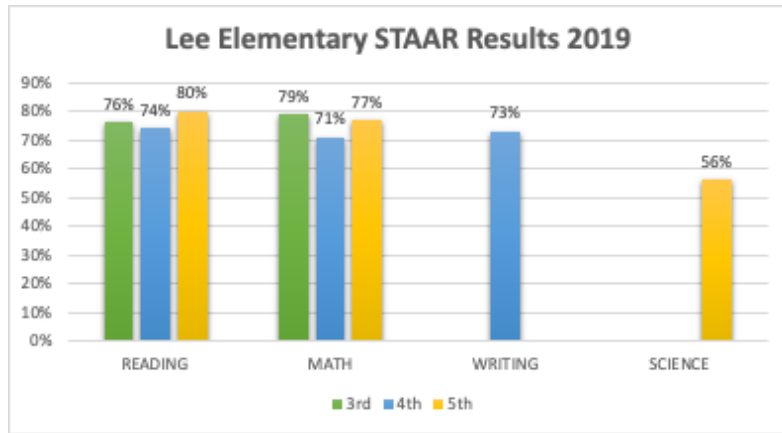
Problem Statement 2 (Prioritized): Attendance rates for our campus are decreasing. Attendance for the 2018-2019 school year was 95.14% and attendance for the current 2019-2020 school year is 95.04%. **Root Cause:** There is no specific positive program separate from PBIS that happens in a more frequent manner to promote and encourage daily attendance.

Student Learning

Student Learning Summary

1. How did each student group score on the latest state assessment?





Which groups did not meet satisfactory performance? Why?

- Our SPED population did not meet performance in the area of 3rd grade math and reading, 4th grade math, writing, and reading, and 5th grade math, reading, and writing. There is a significant difference between the SPED population and the rest of the student groups. SPED students have difficulty acquiring basic skills and make slower progress towards meeting state standards.
- Our LEP population did not meet performance in the area of 3rd grade reading and math, 4th grade reading, math, and reading, and 5th grade math, reading, and science. There is a significant difference between the LEP population and the rest of the population due to limited English vocabulary and comprehension of academic vocabulary.
- Our BIL population did not meet performance in the area of 5th grade math and reading. There is a significant difference between the BIL population and the rest of the population due to difficulty with comprehension of academic vocabulary, language barriers, and limited English vocabulary.

Which groups met satisfactory performance? Why?

- Our Hispanic and Economic Disadvantage students met satisfactory performance due to implementation of evidence-based practices as well as the increase intervention support from teachers and support staff throughout the day.

Is there a significant difference between the performances of different student groups? Why?

- 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 math and science state tests.
- Students will continue to be receiving additional assistance during 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 I-station, Imagine math, Developmental Reading Assessment, district benchmarks, formal and informal teacher data, and district mock tests.
- Student specific services and interventions are determined by their individual skill levels and progress towards meeting the state standards. Interventions are administered during reading blocks, math blocks, and RTI. Student progress is monitored and evaluated formally and informally daily. Data based decisions are made to adjust instruction as needed.
- Students are supported through differentiated instruction, individual RTI groups, small group instruction, after school tutoring, Imagine math, prodigy, and I-station.

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 for the students. During these meetings, committee members have the student's best interest and can target each area of concern to make recommendations based on the child's academic, social and physical needs. Interventions considered are assigned to bring the child optimal instructional gains in the classroom and optimal returns with state assessments and are being implemented with fidelity. Students benefit from these individual aids to assist them with their learning. Ellevation documentation has been recorded to track student progress in a timely manner. Ellevation resources have been implemented in the classroom to meet accommodations and interventions for students.

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?

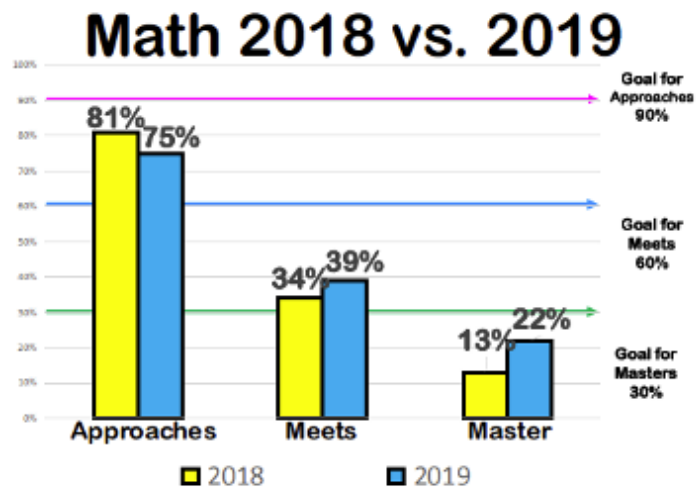
- RTI is implemented for all grade levels Kinder through 5th four days out of the week for 45 minutes. Students are identified and placed in groups based on I-Station results , DRA, and district assessments.
- The RTI process and implementation is effective because teachers are selected to provide instruction based on own academic strengths. 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 are improving but are still scoring below the reading standard.
- 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.
- Individual student needs are addressed using DRA, Istation, district benchmark, district mocks, and campus unit assessments.
- School wide RTI is being implemented four times a week for forty-five minutes.

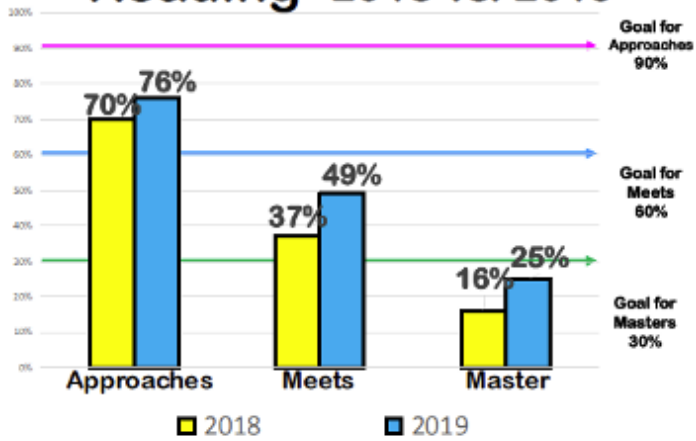
Student Learning Strengths

Student Academic Achievement Strengths



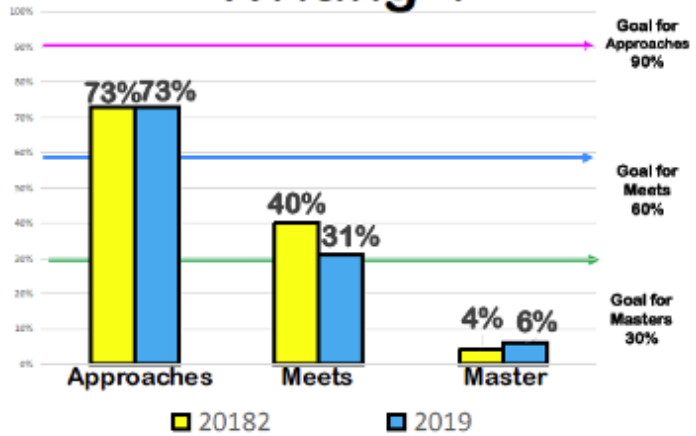
- Although the number of student's approaching went down 6%, we had an increase in the number of students that Met and Mastered.

Reading 2018 vs. 2019



- Our percentage in Approaches, Meets, and Masters increased in 2019.

Writing 4th



- We were able to maintain at a 73% Approaching and had a slight increase in Master's percentage.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels and content areas. **Root Cause:** Students have insufficient Tier 2 background vocabulary. Students lack opportunities for independent reading across all content areas.

Problem Statement 2 (Prioritized): In 2019, 56% of students Approached the Science STAAR test. **Root Cause:** There is a lack of standard awareness and vertical alignment in science instruction.

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, imagine math, 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 o Units Assessments
Informal
Formal
- Summative o I-Station and imagine Math benchmarks and lessons.
DRA/EDL
CIRCLES
- MIZ Grant planning days and documentation for Kinder and Third.
- 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
- Math Innovation Zones –promotes blended learning in Math
- Science and Literacy fair
- Strong Fathers- promotes blended learning in Reading and Math.

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)
- I-Station Reading
- Imagine Math
- My-On
- Quizlet
- Virtual Learning (BrainPOP, quizzalize, Khan Academy, google forms, read works, gizmo, ABC Mouse, yo hablo hola, STEMSCOPES, spelling city, writing wizard, leyendo con Angel, epic, Prodigy)
- 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
 - Planning with Special Education Teacher to modify and accommodate learning to SPED students.
 - Graphic organizers and scaffold
 - Small Group Paraprofessional Instruction

- In-school tutoring provided by external tutor.

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
- Two planning days for MIZ
- Dual Language PLC
- Editing and revising training for the Mock Writing
- PLC to revise Mock Assessment for 4th and 5th
- Guided Math centers training.
- Special Education IEP development trainings
- Imagine Math after school training days.
- Biliteracy squared training with Dr. Escamilla
- Biliteracy framework with Dr. Medina

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?

- Using the SIOP model
- Using cross-language strategies
- Implementing the Dual-Language program in Kinder through 5th
- ELL strategies are monitored through:
 - EDL/DRA assessment
 - TELPAS for monitoring
 - Monthly Reading, Istation Reading and Imagine Math
 - Unit assessments, Benchmarks, Mocks
 - Informal questioning throughout lessons
 - Student work
 - Eduphoria (instructional modifications)
 - Dual language Pillars

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:

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

- Staff development
- Data Binder
- Meetings with Administration
- CIP for campus goals

- Adjusting RTI groups
- Expectations are set for teachers through T-TESS dimensions

1. 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:

- RTI
- Grade Level Chair meetings to identify needs for the campus.
- SEL
- PBIS (Check in Check Out)
- College Readiness
- 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.
- CNA meetings
- Instructional Team meetings.

1. 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.
- Student data tracking and data walls posted in PLC room.
- Progress reports on IEP goals.
- Annual ARD meeting to check student's progress.

1. 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 (90 minutes for prep/planning/data analysis)

- 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
- Instructional team meetings
- MIZ planning days
- Planning with Science, Reading and Math coaches once a week

1. 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
- Inclusion/Resource scheduled is based on student's needs.
- Paraprofessional schedule is based on student's needs. (2nd grade being a priority)

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 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 based on Tier
- Students are expected to complete their Imagine Math lessons

- District provides training to become Apple certified Teacher.
- Virtual Learning
- District provides training for online teaching and computer programs.

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 (3rd and 5th grade)
- Technology is used for presentations, research (Google slides), during small group to support deficits (I-Station, Imagine math 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
- Ipads and laptops available in the library for checkout.
- Additional ipads and laptops were purchased this school year to add to the COWs in the library.

3. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

- Each student should practice digital citizenship and receive year-round training.
- Modified virtual instruction for SPED students based on their needs.
- Have students use technology for Active Learning.
- Incorporate technology into blended learning.
- Have students be familiarized with using schoology and all the main apps in school links and virtual conferencing.
- Teach students how to submit online assignments in their courses.
- Teach students how to access their episd email and use it.

4. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

- Prepare teachers on how to use schoology to its full features.

- PLC planning on how to integrate schoology to our instruction.
- Teach students how to troubleshoot.
- Provide tutorials for Prek-5th grade parents on how to navigate on schoology and access online resources.

5. How are instructional materials available online evaluated for appropriateness and accuracy?

- Assignments are aligned to TEKS.
- Use only reliable or teacher made resources.
- Use district provided resources.

6. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

- iPads and desktop computers integrated throughout lessons
- Chromebooks and laptops
- Smartboard
- Computers on Wheels (COW) in the library
- Dash Robots, Ozobots
- CD players and listening centers
- Infocus
- Technology barriers would be limited knowledge, iPad not being updated to the newest software, and not having enough devices.

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.

Evidence of rigor can be seen in lesson plans, student growth can be seen through TELPAS, I-Station, DRA/EDL, imagine math, 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.

- Differentiation takes place within the Guided Reading and Math blocks, RTI, small group, tutoring, within Reading and Math computers programs, virtual learning, IEPs, planning with SPED 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, in focus and document camera, along with two working computer labs with over 20 computers in each room.
- 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, posted objectives, eduphoria instructional accommodations, dual language training and implementing the dual language program in grades Pre-K through 5th.

School Processes & Programs Strengths

Processes and Programs Strengths

- Teachers implement the use of technology. Students have access to at least 5 computers and approximately 6 iPads per classroom.
- The campus has two working computer labs available to all grade levels. 3rd grade has 19 hp laptops.
- 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 and grade level chair meetings.
- Every teacher is involved with the RTI process (45-minute block)
- 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.
- Teachers consistently attend a variety of trainings offered by the district or region 19.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers have limited knowledge on how to incorporate technology in the classroom during instructional time. **Root Cause:** Teachers have

limited time during the school year to attend trainings as they are focused on delivering the curriculum and do not feel comfortable leaving their students to attend trainings.

Problem Statement 2 (Prioritized): Teachers have limited access to virtual resources and platforms when trying to implement innovative technology activities and assignments in the classroom. **Root Cause:** Teachers prefer to use textbooks, paper and pencil and have not prioritized technology as it was mainly used to supplement learning.

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 three 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, Reading, SEL).
- 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: Nutrition Classes, Coffee with the Principal, Arts & Crafts, Bullying Prevention, Volunteers Registration, Parents Café, Learning About the Parent Portal, Science Morning, Reading Morning, SEL, PBIS, School Policy and Parent/Teacher Compact Review.
- 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.
- 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 an orientation session at the beginning of the school year.
- Students and parents are invited to attend one of various science fair workshops 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 through SEL strategies.
- Students and families are encouraged to support feeder schools through participation in homecoming parade, high school band winter program, and middle school drum corp presentations 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.
- El Paso Fire Department is invited to give a fire safety presentation to all students during Fire Prevention Week.

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

- According to our School Climate Survey, 98.7% of parents believe their child is learning for the future.
- According to our School Climate Survey, 92.3% of parents feel they are respected at the school.
- According to our School Climate Survey, 95.5% 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 biliterate 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.
- Teachers use different platforms of digital communication to contact families.

- 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, 92.9% of our students feel safe at school.
- According to our School Climate Survey, 91.9% of our students like their school.
- According to our School Climate Survey, 100% of students feel that their teachers believe in them.
- According to our School Climate Survey, 90.5% of students say they have learned to respect others at their school.

1. 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.
- Parents are referred to community agencies for additional family support.

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

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

1. 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.

- Visual reminders are placed within the campus to promote anti-bullying behavior.
- Our school counselor teaches guidance lessons on bullying prevention and David's Law.
- 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 five (5) documented reported bullying incidents. Two of the reports are considered the same incident. All five reports were investigated and closed.

1. 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?

- There are of 33 referrals from August 12, 2019 to March 13, 2020.
- A. 1 Student Male student was recommended for JJAEP for mandatory purposes. The offense is for aggravated assault.
- B. 2 Students recommended for DAEP, one female - one male.
 - a. 1 Student, female, DAEP was upheld for mandatory purposes. The offense is for alcohol.
 - b. 1 Student, male, was not upheld. This case was sent for mandatory purposes. The offense is for alcohol but the hearing officer recommended the First Chance Program.
- The male student group is more heavily represented than the female student group. Out of 88 disciplinary actions, 72 were on male students and 16 were on female students.

1. 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

- Read Across the District 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 exclusive and offered to all PK4-5th grade students.
- PBIS Celebrations are exclusive and available to PK4-5th grade students that meet the required behavioral and academic 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.
- Pep Squad is exclusive to students who meet academic and behavioral expectations after a tryout process.
- Father/Daughter Dance is inclusive to all students.
- Mother/Son Game Night is inclusive to all students.
- Specific guest speakers are inclusive and offered to all students during regular scheduled pep rallies.

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 remained at a relatively similar average of participants as last year.
- Lee Elementary has an average of 169 participants in on-campus family activities. (fall semester only)
- 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. (a 98% average of parents and students surveyed reported perceiving that teachers believe in students and an 88% average of parents and students reported feeling safe in school according to the 2019-2020 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 positive and supportive environment (an average of 92% of students surveyed reported positive feedback on 2019-2020 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 15 students ranging from 2nd-5th grades. 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 and the Sanford Harmony adopted lessons.
- 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.
- Our campus Father/Daughter Dance 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.
- The Boys and Girls Club is at capacity with 100 students participating in the program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the School Climate Survey, there is a decrease from 50.7% to 41.9% in students reporting use of technology to turn in assignments. **Root Cause:** Our campus has not prioritized funding for a technology specific leader along with a sufficient number of technology devices.

Problem Statement 2: According to the School Climate Survey, there is a decrease from 78.3% to 67.6% in students reporting being knowledgeable of different academic programs in the district. **Root Cause:** he district does not inform schools/teachers of detailed, upcoming programs in a timely manner or at beginning of the year.

Problem Statement 3 (Prioritized): According to the School Climate Survey, there was a 37.5% participation rate in parent completion of the School Climate Survey. **Root Cause:** Detailed district results for our campus are not shared with parents thus encouraging more participation in the future.

Priority Problem Statements

Problem Statement 1: Based on the low number of referred and identified SPED students, our campus staff needs support in identifying SPED students.

Root Cause 1: Teachers need screeners, checklists, and professional development to aid in identifying students who are potentially in need of SPED services provided by evaluation team and related services.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance rates for our campus are decreasing. Attendance for the 2018-2019 school year was 95.14% and attendance for the current 2019-2020 school year is 95.04%.

Root Cause 2: There is no specific positive program separate from PBIS that happens in a more frequent manner to promote and encourage daily attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the School Climate Survey, there is a decrease from 50.7% to 41.9% in students reporting use of technology to turn in assignments.

Root Cause 3: Our campus has not prioritized funding for a technology specific leader along with a sufficient number of technology devices.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: According to the School Climate Survey, there was a 37.5% participation rate in parent completion of the School Climate Survey.

Root Cause 4: Detailed district results for our campus are not shared with parents thus encouraging more participation in the future.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Some students are performing below grade level in the areas of reading comprehension and vocabulary across all grade levels and content areas.

Root Cause 5: Students have insufficient Tier 2 background vocabulary. Students lack opportunities for independent reading across all content areas.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In 2019, 56% of students Approached the Science STAAR test.

Root Cause 6: There is a lack of standard awareness and vertical alignment in science instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers have limited access to virtual resources and platforms when trying to implement innovative technology activities and assignments in the classroom.

Root Cause 7: Teachers prefer to use textbooks, paper and pencil and have not prioritized technology as it was mainly used to supplement learning.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers have limited knowledge on how to incorporate technology in the classroom during instructional time.

Root Cause 8: Teachers have limited time during the school year to attend trainings as they are focused on delivering the curriculum and do not feel comfortable leaving their students to attend trainings.

Problem Statement 8 Areas: School Processes & Programs

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.

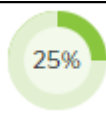

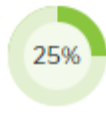

Directly Supports:
Board Goals 1-3

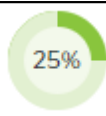


Performance Objective 1: Increase the number of all students who reach meets level in tested content by May 2021 as measured by STAAR. Reading from 49% to 60%; Math from 39% to 50%; Writing from 31% to 40%; Science from 29% to 40%

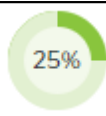
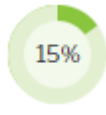
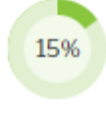

Targeted or ESF High Priority

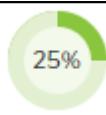




Evaluation Data Sources: 2020 data reports: iStation, Imagine Math, Benchmarks, Unit Assm't

<p>Strategy 1: Teachers will use monthly REN360 Reading and Imagine Math data reports to identify and group students based on a need to address academic gaps and growth.</p> <p>Strategy's Expected Result/Impact: Increase in student learning outcomes by using research based programs.</p> <p>All teachers will review data reports to identify student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ALL/CTC and Grade level chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Provide one Instructional Paraprofessional to support classroom teachers in grades K-2 twice per week in Reading with students identified at-risk.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through continuous improvements.</p> <p>K-2 grade teachers will receive student support during small group instruction.</p> <p>Staff Responsible for Monitoring: Principal ALL/CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: fringes for paraprofessional - 185 SCE (Campus) - 185.11.614x - \$6,515.95, salary for paraprofessional - 185 SCE (Campus) - 185.11.6129.150.30.000.150 - \$20,566.21</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 3: Provide tiered instruction for students identified at-risk in Reading and Math during the school-wide designated intervention block and after school tutoring.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through continuous improvement.</p> <p>All teachers will provide tiered instruction during the designated RtI block. Tutoring will be provided by teachers who select to provide services.</p> <p>Staff Responsible for Monitoring: Principal, ALL/CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: in-school tutoring - 185 SCE (Campus) - 185.11.6117.150.30.000.150 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 4: Continue to update the campus library and classrooms with reading materials and supplies to enhance instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance by extending the learning from the classroom.</p> <p>Librarian will receive updated resources to provide extended classroom support.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.4</p> <p>Funding Sources: reading materials for classrooms (novels) - 211 ESEA Title I (Campus) - 211.11.6329.150.24.801.150 - \$1,000, reading materials for classrooms (Lightbox) - 211 ESEA Title I (Campus) - 211.11.6299.150.24.801.150 - \$1,602, reading materials for library - 211 ESEA Title I (Campus) - 211.12.6329.150.24.801.150 - \$6,000, library: student awards and incentives - 199 General Fund - 199.12.6499.150.11.100.150 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 5: Track student data and individual goals using digital data walls with which the instructional team can monitor student progress to identify groups of students requiring intervention.</p> <p>Strategy's Expected Result/Impact: Increase student performance by using research-based programs and student data tracking process.</p> <p>All teachers will provide tiered instruction during RTI block.</p> <p>Staff Responsible for Monitoring: Principal, Special Ed Teacher, ALL/CTC, Grade level chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 6: Monitor the implementation of the Balanced Literacy components in Grades K-5 to ensure student progress through walk-throughs and learning walks.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through continuous improvement.</p> <p>Teachers will effectively implement all components of BL.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, CTCs, Grade Level Chairs</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 7: Implement the daily recommended block structure in all content areas in order to vertically align best practices across grade levels.</p> <p>Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation. Increase student learning through continuous improvement.</p> <p>Teachers will provide best practices in each content area.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Grade level chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 8: Enhance classroom instruction by providing one student field trip per year in grades K-5 to build their experiences and extend learning process.</p> <p>Strategy's Expected Result/Impact: Increase student performances in writing by making connections to personal experiences.</p> <p>All students will participate in a minimum of one field trip per year.</p> <p>Staff Responsible for Monitoring: Principal, ALLs, Campus Teaching Coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p> <p>Funding Sources: field trips for K-5 - 211 ESEA Title I (Campus) - 211.11.6499.150.24.801.150 - \$4,000, charter buses for 4th grade field trip - 211 ESEA Title I (Campus) - 211.11.6412.150.24.801.150 - \$2,550, field trip for 3rd and 5th grade - 199 General Fund - 199.11.6499.150.11.100.150 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student performance in writing.</p> <p>All teachers will implement Thinking Maps to improve student writing.</p> <p>Staff Responsible for Monitoring: Principal, ALL/CTC, Grade level chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 10: Continue to fund two Campus Teaching Coaches, one to support the Science curriculum a second to focus on technology integration in content areas, to meet the needs of students in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs; weekly schedules</p> <p>All teachers will receive student support from campus teaching coaches in Science and technology integration within content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Student Support salary and fringes Campus Coaches (Zuniga and ***) - 211 ESEA Title I (Campus) - 211.11.6119.150.24.801.150 - \$93,514.60, Teacher Support salary and fringes Campus Coaches (Zuniga and ***) - 211 ESEA Title I (Campus) - 211.13.6119.150.24.801.150 - \$24,099.29, Fringe Benefits for Salaries - 211 ESEA Title I (Campus) - 211.11.614x.150.24.801.150 - \$26,152.93</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 11: Monitor student progress on assessments and hold quarterly conferences with teachers and students to review data results.</p> <p>Strategy's Expected Result/Impact: Student success as evidence by walk-through documentation and student data tracking documents.</p> <p>All teachers and students will receive quarterly feedback on their data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 12: Allow students the opportunity to demonstrate the scientific method by participating in the school science fair.</p> <p>Strategy's Expected Result/Impact: Increase student performance by extending the learning from the classroom.</p> <p>All students will complete a class or individual science fair project.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Teaching Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 13: Instructional leadership team will monitor student progress and usage of accelerated reader on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs.</p> <p>All teachers will use AR to allow students opportunity to reinforce independent reading skills. (built into PBIS expectations)</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 14: Identify students in need of dyslexia services and collaborate with Reading Specialist to support students.</p> <p>Strategy's Expected Result/Impact: Increase student learning of students in need of DRD services.</p> <p>All students identified as needing DRD services will receive daily services.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Reviews			
	Formative			Summative
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	 25%			
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Goal 1: Active Learning


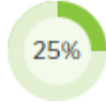





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase student daily attendance from 93.4% to 96% by the end of the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: TEAMS attendance reports (3, 6 and 9 week reports)

<p>Strategy 1: Continue to provide individual student, class and grade level incentives for perfect attendance every three weeks.</p> <p>Strategy's Expected Result/Impact: Student learning will improve as a result of students attending school daily.</p> <p>Students with perfect attendance will receive incentives.</p> <p>Staff Responsible for Monitoring: PBIS/SEL Team, Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Monitor student attendance every three weeks to request a parent-admin conference for students with excessive absences or tardies; findings to be shared at monthly PBIS meetings.</p> <p>Strategy's Expected Result/Impact: Student learning will improve as a result of students attending school daily.</p> <p>Student attendance will improve for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Clerk</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Collaborate with Alpha Truant Officer and Counselor to conduct home visits for students with extended absences and frequent tardies; findings to be shared at monthly PBIS meetings.</p> <p>Strategy's Expected Result/Impact: Student learning will improve as a result of students attending school daily.</p> <p>Student attendance will improve for all students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, PEIMS Clerk</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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Goal 1: Active Learning


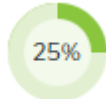
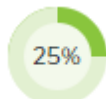
El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

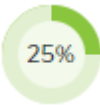




Directly Supports:
Board Goals 1-3

Performance Objective 3: Increase the number of SpEd students who reach meets level in tested content by May 2021 as measured by STAAR. Reading from 7% to 15%; Math from 4% to 10%; Writing from 0% to 10%; Science from 0% to 10%

Targeted or ESF High Priority

Evaluation Data Sources: 2020 data reports: iStation, Imagine Math, Benchmarks, IEP reports

<p>Strategy 1: Ensure all student IEPs are up to date and contain measurable goals and objectives to meet federal guidelines. Strategy's Expected Result/Impact: Federal guidelines will be met as student IEPs will be thoroughly written and deadlines will be met.</p> <p>Administration and teachers will gain a deeper understanding in students' IEP process. Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician, SLP Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Provide training for gen ed teachers in the implementation of accommodations in and out of the classroom to include training on characteristics of students with disabilities to initiate referral process as needed. Strategy's Expected Result/Impact: Increase academic performance of special needs students.</p> <p>Teachers will be able to implement strategies in the classroom for students to gain academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education teachers, SLP Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Include special education teachers in weekly campus PLC meetings to ensure training in data analysis and best practices in the classroom. Strategy's Expected Result/Impact: Increase academic performance of special needs students.</p> <p>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. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Teaching Coaches Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase academic performance of special needs students on all assessments.</p> <p>Maximize exposure to general education instruction to align curriculum for students taking assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning




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









Directly Supports:
Board Goals 1-3

Performance Objective 4: Increase the number of EL students who reach meets level in tested content by May 2021 as measured by STAAR. Reading from 33% to 40%; Math from 25% to 30%; Writing from 24% to 30%; Science from 7% to 30%

Targeted or ESF High Priority

Evaluation Data Sources: 2020 data reports: iStation, Imagine Math, Benchmarks

<p>Strategy 1: Ensure dual language teachers are implementing the 50/50 model with fidelity daily as indicated on DL schedules.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for dual language learners.</p> <p>All teachers will implement the 50/50 model with fidelity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Provide teacher professional development of best practices in sheltered instruction by utilizing the campus mentors, minimum of once per semester.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for dual language learners.</p> <p>All teachers will implement best practices in dual language classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Dual Language Mentors</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Conduct professional learning walks to learn best practices from colleagues, minimum of one visit per semester.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for dual language learners.</p> <p>All dual language teachers will model best practices for fellow dual language colleagues.</p> <p>Staff Responsible for Monitoring: Principal, Dual Language Mentors</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student performance by extending the learning from the classroom.</p> <p>All teachers on campus will deliver instruction in the language as scheduled.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices and increase collaboration among dual language teachers.</p> <p>All dual language teachers will participate in PLCs to collaborate and plan for best practices.</p> <p>Staff Responsible for Monitoring: Principal, Dual Language Mentors</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 6: Create instructional planning goals that are specific for dual language classrooms which measure academic achievement in both languages.</p> <p>Strategy's Expected Result/Impact: Improve student learning outcomes by addressing their individual needs in both English and Spanish.</p> <p>All dual language teachers will develop instructional goals using beginning of year data and make adjustments after monthly assessments.</p> <p>Staff Responsible for Monitoring: Principal, Dual Language Mentors</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 7: Utilize data to identify and group students based on a need to address academic gaps in Spanish during RTI block.</p> <p>Strategy's Expected Result/Impact: Improve student learning outcomes by addressing their individual needs in Spanish.</p> <p>All dual language teachers will make adjustments to groups after monthly assessments.</p> <p>Staff Responsible for Monitoring: Principal, Dual Language Mentors</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning




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







Directly Supports:
Board Goals 1-3

Performance Objective 5: Increase the number of Gifted and Talented students who reach mastery level in tested content by 10% as measured by STAAR in May 2021.

Reading from 77% to 85%; Math from 73% to 80%; Writing from 29% to 40%; Science from 30% to 40%;

Evaluation Data Sources: 2020 data reports: iStation, Imagine Math, Benchmarks

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for gifted learners.</p> <p>All teachers provided specific strategies to teach GT students.</p> <p>Staff Responsible for Monitoring: GT Coordinator, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for gifted learners.</p> <p>Increase parent/guardian awareness of academic expectations of gifted learners.</p> <p>Staff Responsible for Monitoring: GT Coordinator, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 3.2, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Host a GT showcase at the end of the school year for families of GT students.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for gifted learners.</p> <p>Increase parent/guardian awareness of academic expectations of gifted learners.</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT teachers, Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 3.2, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
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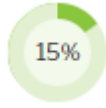
<p>Strategy 4: Ensure that the Texas Performance Standards Project is completed by all GT students in every grade levels.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for gifted learners.</p> <p>All teachers will provide GT students opportunity to complete annual project.</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT Teachers, GT committee</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 5: Monitor that identified GT students are receiving services per district program requirements by consistently issuing the quarterly GT K-5 Progress Report.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes through quality curriculum and instruction for gifted learners.</p> <p>All teachers provided specific strategies to teach GT students.</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT Teachers, GT committee Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
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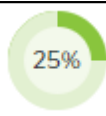
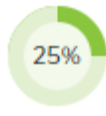
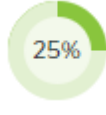




Goal 2: Great Community Schools

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 Sources: Organization Report from TEAMS; TTESS summary reports

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Provide planning and professional development opportunities for faculty which are aligned with district initiatives to improve student achievement. (in and out of town)</p> <p>Strategy's Expected Result/Impact: Improve instructional practices and increase collaboration among teachers.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: librarian PD - 211 ESEA Title I (Campus) - 211.12.6499.150.24.801.150 - \$280, teacher PD (out-of-town for La Cosecha) - 211 ESEA Title I (Campus) - 211.13.6411.150.24.801.150 - \$4,720, teacher PD (in-town) - 211 ESEA Title I (Campus) - 211.13.6499.150.24.801.150 - \$1,000, admin PD (out-of-town) - 211 ESEA Title I (Campus) - 211.23.6411.150.24.801.150 - \$2,000</p>				
<p>Strategy 2: Provide substitutes for professional development, planning and teacher observation opportunities.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices and increase collaboration among teachers.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: substitutes for SpEd paraprofessionals - 199 General Fund - 199.11.6122.150.23.362.150 - \$480, substitutes for teacher planning and PD - 211 ESEA Title I (Campus) - 211.11.6112.150.24.362.150 - \$7,806, fringes for substitutes for teacher planning and PD - 211 ESEA Title I (Campus) - 211.11.xxx, substitutes for non-content meetings and PD - 199 General Fund - 199.11.6112.150.11.362.150 - \$2,841, substitutes for SpEd teachers- meetings and PD - 199 General Fund - 199.11.6112.150.23.362.150 - \$640, substitutes for PK teachers- meetings and early release days - 199 General Fund - 199.11.6112.150.32.362.150, substitutes for PK teachers- planning - 211 ESEA Title I (Campus) - 211.11.6112.150.32.362.150, fringes for substitutes for PK teacher planning - 211 ESEA Title I (Campus) - 211.11.6141.150.32.362.150</p>				




<p>Strategy 3: Schedule weekly 90 min PLC meetings to analyze data and plan for instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices and increase collaboration among teachers.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal, ALLs, Campus Teaching Coaches, Grade level chairs</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 4: Hire highly qualified teachers for any vacancies by collaborating with HR and holding interviews with highly qualified candidates.</p> <p>Strategy's Expected Result/Impact: Hire qualified teachers to provide quality instruction in every classroom.</p> <p>All students will be provided instruction by highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 5: Support teachers in creating digital resources and integration of technology to differentiate instruction for all learners.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices and increase collaboration among teachers.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal, ALLs, Campus Teaching Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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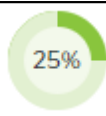




Goal 2: Great Community Schools

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 33 in 2019-2020 to a maximum of 30 by the end of the 2020-2021 school year.

Evaluation Data Sources: TEAMS discipline reports

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease number of discipline referrals and increase of student attendance.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS, and SEL Teams</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Implement quarterly campus-wide PBIS and bullying lessons to teach expected behavior and procedures on campus.</p> <p>Strategy's Expected Result/Impact: Students will learn expected behavior and the number of discipline referrals will decrease.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, PBIS Team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Reward students who demonstrate the campus expectations as described on the PBIS rubric every six-weeks.</p> <p>Strategy's Expected Result/Impact: Decrease number of discipline referrals and increase student attendance.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, PBIS Team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: student awards and incentives - 199 General Fund - 199.11.6499.150.11.100.150 - \$3,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				








<p>Strategy 4: Implement SEL activities (morning meetings, Sanford Harmony lessons, and relaxation/breathing exercises) to provide a foundation for a safe and positive learning experience.</p> <p>Strategy's Expected Result/Impact: Teachers and students will build strong relationships which will result in a safe and positive learning environment with end results of increased learning time.</p> <p>All teachers provided specific strategies to teach best practices to students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS/SEL Teams</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: supplies for counseling center - 199 General Fund - 199.31.6399.150.99.100.150 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Great Community Schools

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

Performance Objective 3: Maintain 80% or above of student and parent responses as positive in each area of the School Climate Survey by May 2021.

Evaluation Data Sources: School Climate Survey

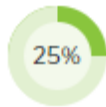

<p>Strategy 1: Train all faculty, staff, and students in Standard Response Safety Protocols to raise awareness of school wide safety protocols.</p> <p>Strategy's Expected Result/Impact: Increase the number of teachers able to respond to emergencies as they arise on campus.</p> <p>Maintain a safe environment for all.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse</p> <p>Funding Sources: supplies for nurse's office - 199 General Fund - 199.33.6933.150.99.100.150 - \$500, PPE - 199 General Fund - 199.23.6399.150.99.919.150 - \$1,700</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Promote a "College Readiness" environment by implementing activities which promote higher education.</p> <p>Strategy's Expected Result/Impact: Increase number of teachers able to implement college readiness strategies within the classroom.</p> <p>Promote student learning for the future.</p> <p>Staff Responsible for Monitoring: Counselor, College Readiness Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Provide students with career education to assist students in developing knowledge, skills, and competencies necessary for career opportunities.</p> <p>Strategy's Expected Result/Impact: Increase number of teachers able to teach career education skills within the classroom.</p> <p>Promote student learning for the future and awareness of the various career options.</p> <p>Staff Responsible for Monitoring: Counselor, College Readiness Committee</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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 2020-2021 school year.

Evaluation Data Sources: school surveys; sign-in sheets; monthly calendars

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student learning for all students.</p> <p>All teachers will be provided the necessary resources to teach all students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: CARRY OVER FUNDS (supplies) - 211 ESEA Title I (Campus) - 211.11.6399.150.24.019.150 - \$3,000, CARRY OVER FUNDS (wish list) - 185 SCE (Campus) - 185.11.6399.150.30.019.150 - \$345, supplies and materials for student use - 211 ESEA Title I (Campus) - 211.11.6399.150.24.801.150 - \$15,977.18, supplies and materials for student use - 199 General Fund - 199.11.6399.150.11.100.150 - \$15,173, supplies and materials for student use - 185 SCE (Campus) - 185.11.6399.150.30.000.150 - \$19,117.84</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
<p>Strategy 2: Provide non-mandated testing materials in order to meet state testing standards in the various core content areas.</p> <p>Strategy's Expected Result/Impact: Increase student performance and preparation of test-testing strategies.</p> <p>Gr 3-5 teachers will be provided resources to support tested content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: testing materials for tested content areas in grades 3-5 - 185 SCE (Campus) - 185.11.6339.150.30.000.150 - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 5%			




<p>Strategy 3: Continue to promote integration of technology in core content areas by purchasing equipment and software.</p> <p>Strategy's Expected Result/Impact: Increase student performance by incorporating technology in all content areas.</p> <p>All teachers will be provided the technology equipment needed to teach all students within the classroom.</p> <p>Staff Responsible for Monitoring: Principal, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: CARRY OVER FUNDS (update computer labs) - 185 SCE (Campus) - 185.11.6395.150.30.019.150 - \$18,280, CARRY OVER FUNDS (Mac books for CTC) - 185 SCE (Campus) - 185.11.6395.150.30.019.150 - \$2,840, CARRY OVER FUNDS (OWLs for staff not receiving from district) - 185 SCE (Campus) - 185.11.6395.150.30.019.150 - \$9,170, CARRY OVER FUNDS (NearPod/Flocabulary) - 211 ESEA Title I (Campus) - 211.11.6397.150.24.019.150 - \$3,400, technology equipment for admin/office staff - 199 General Fund - 199.23.6395.150.99.100.150, technology equipment (laptops for 5th grade and library; update equipment) - 211 ESEA Title I (Campus) - 211.11.6395.150.24.801.150 - \$13,000, technology equipment (COW for grade level check-out) - 185 SCE (Campus) - 185.11.6395.150.30.000.150 - \$8,000, CARRY OVER FUNDS (charging carts and additional chargers; AirPods for teachers) - 211 ESEA Title I (Campus) - 211.11.6395.150.24.019.150 - \$13,488</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 4: Provide supplies and equipment for office and custodial staff to support the overall operations of the campus.</p> <p>Strategy's Expected Result/Impact: Support the learning environment of students.</p> <p>Staff members will be provided the necessary resources to support faculty and students on campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: additional funds for copier allotment - 199 General Fund - 199.11.6269.150.11.362.150 - \$1,500, supplies for admin/office staff - 199 General Fund - 199.23.6399.150.99.100.150 - \$1,500, custodial supplies - 199 General Fund - 199.51.6399.150.99.100.150 - \$800, additional funds for copier allotment - 199 General Fund - 199.11.6249.150.11.100.150 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 4: Community Partnerships

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

Performance Objective 1: Maintain 10% parent participation at all school sponsored events during 2020-2021 school year.

Evaluation Data Sources: School surveys; sign-in sheets; monthly calendars

<p>Strategy 1: Utilize district-funded Parental Engagement Leader (PEL) to coordinate and support monthly parental community involvement activities.</p> <p>Strategy's Expected Result/Impact: Increase parent/guardian awareness of academic expectations and building capacity for community involvement.</p> <p>All parents will be provided opportunities to participate in monthly parental activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
<p>Strategy 2: Provide supplies, materials, and parent training opportunities on campus to address their child's academic, social and emotional growth.</p> <p>Strategy's Expected Result/Impact: Increase parent/guardian awareness of academic expectations and building community.</p> <p>All parents will be provided opportunities to participate in monthly parental activities.</p> <p>Staff Responsible for Monitoring: Principal, Parent Engagement Leader</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p> <p>Funding Sources: snacks for parent classes/events - 211 ESEA Title I (Campus) - 211.61.6499.150.24.801.150 - \$800, supplies for parent center/activities after school - 211 ESEA Title I (Campus) - 211.61.6399.150.24.801.150 - \$1,200</p>	Reviews			
<p>Strategy 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 child's needs.</p> <p>Strategy's Expected Result/Impact: Increase parent/guardian awareness of academic expectations and building community.</p> <p>All parents will be provided opportunities to participate in monthly parental activities.</p> <p>Staff Responsible for Monitoring: Principal, Parent Engagement Leader</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
				
				

<p>Strategy 4: Collaborate with community members and local businesses to increase the number of Volunteers in Public Schools and Partnerships in Education.</p> <p>Strategy's Expected Result/Impact: Increase community members awareness of academic expectations and building community.</p> <p>Community members and local business will be able to participate in partnerships with the school.</p> <p>Staff Responsible for Monitoring: Counselor, Parental Engagement Leader</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p> <p>Funding Sources: Incentives for VIPS and teachers - 199 General Fund - 199.23.6499.150.99.100.150 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness in the areas of Early Pre-K initiative; Special Education referrals; and Dual Enrollment registrations.</p> <p>All parents will be provided opportunities to participate in various programs offered to early childhood students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent/guardian awareness of academic expectations and building community.</p> <p>All parents will be provided opportunities to participate in monthly parental activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Team, Campus Teaching Coaches, and Grade level chairs.</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Sunrise Mountain Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nora Montana	Instructional Paraprofessional	K-2	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lilia Licerio	CTC	Math	1.0
Veronica Zuniga	CTC	Science	1.0

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 and 5th grade	199.11.6499.150.11.100.150	\$3,000.00
2	1	2	substitutes for SpEd paraprofessionals	199.11.6122.150.23.362.150	\$480.00
2	1	2	substitutes for non-content meetings and PD	199.11.6112.150.11.362.150	\$2,841.00
2	1	2	substitutes for SpEd teachers- meetings and PD	199.11.6112.150.23.362.150	\$640.00
2	1	2	substitutes for PK teachers- meetings and early release days	199.11.6112.150.32.362.150	\$0.00
2	2	3	student awards and incentives	199.11.6499.150.11.100.150	\$3,500.00
2	2	4	supplies for counseling center	199.31.6399.150.99.100.150	\$500.00
2	3	1	supplies for nurse's office	199.33.6933.150.99.100.150	\$500.00
2	3	1	PPE	199.23.6399.150.99.919.150	\$1,700.00
3	1	1	supplies and materials for student use	199.11.6399.150.11.100.150	\$15,173.00
3	1	3	technology equipment for admin/office staff	199.23.6395.150.99.100.150	\$0.00
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	\$1,500.00
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 and teachers	199.23.6499.150.99.100.150	\$500.00
Sub-Total					\$33,634.00
Budgeted Fund Source Amount					\$33,634.00
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	fringes for paraprofessional	185.11.614x	\$6,515.95
1	1	2	salary for paraprofessional	185.11.6129.150.30.000.150	\$20,566.21
1	1	3	in-school tutoring	185.11.6117.150.30.000.150	\$10,000.00
3	1	1	CARRY OVER FUNDS (wish list)	185.11.6399.150.30.019.150	\$345.00

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	supplies and materials for student use	185.11.6399.150.30.000.150	\$19,117.84
3	1	2	testing materials for tested content areas in grades 3-5	185.11.6339.150.30.000.150	\$15,000.00
3	1	3	CARRY OVER FUNDS (update computer labs)	185.11.6395.150.30.019.150	\$18,280.00
3	1	3	CARRY OVER FUNDS (Mac books for CTC)	185.11.6395.150.30.019.150	\$2,840.00
3	1	3	CARRY OVER FUNDS (OWLs for staff not receiving from district)	185.11.6395.150.30.019.150	\$9,170.00
3	1	3	technology equipment (COW for grade level check-out)	185.11.6395.150.30.000.150	\$8,000.00
Sub-Total					\$109,835.00
Budgeted Fund Source Amount					\$109,835.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	reading materials for classrooms (novels)	211.11.6329.150.24.801.150	\$1,000.00
1	1	4	reading materials for classrooms (Lightbox)	211.11.6299.150.24.801.150	\$1,602.00
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 (Zuniga and ***)	211.11.6119.150.24.801.150	\$93,514.60
1	1	10	Teacher Support salary and fringes Campus Coaches (Zuniga and ***)	211.13.6119.150.24.801.150	\$24,099.29
1	1	10	Fringe Benefits for Salaries	211.11.614x.150.24.801.150	\$26,152.93
2	1	1	librarian PD	211.12.6499.150.24.801.150	\$280.00
2	1	1	teacher PD (out-of-town for La Cosecha)	211.13.6411.150.24.801.150	\$4,720.00
2	1	1	teacher PD (in-town)	211.13.6499.150.24.801.150	\$1,000.00
2	1	1	admin PD (out-of-town)	211.23.6411.150.24.801.150	\$2,000.00
2	1	2	substitutes for teacher planning and PD	211.11.6112.150.24.362.150	\$7,806.00
2	1	2	fringes for substitutes for teacher planning and PD	211.11.xxx	\$0.00
2	1	2	substitutes for PK teachers- planning	211.11.6112.150.32.362.150	\$0.00
2	1	2	fringes for substitutes for PK teacher planning	211.11.6141.150.32.362.150	\$0.00
3	1	1	CARRY OVER FUNDS (supplies)	211.11.6399.150.24.019.150	\$3,000.00
3	1	1	supplies and materials for student use	211.11.6399.150.24.801.150	\$15,977.18

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	CARRY OVER FUNDS (NearPod/Flocabulary)	211.11.6397.150.24.019.150	\$3,400.00
3	1	3	technology equipment (laptops for 5th grade and library; update equipment)	211.11.6395.150.24.801.150	\$13,000.00
3	1	3	CARRY OVER FUNDS (charging carts and additional chargers; AirPods for teachers)	211.11.6395.150.24.019.150	\$13,488.00
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					\$225,590.00
Budgeted Fund Source Amount					\$225,590.00
+/- Difference					\$0.00
Grand Total					\$369,059.00