

El Paso Independent School District
Hillside Elementary School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: August 27, 2020

Mission Statement

Every student has the opportunity to learn.

Vision

Hillside makes every effort to produce responsible and productive citizens.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
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	18
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.	29
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.	31
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.	33
State Compensatory	36
Personnel for Hillside Elementary School	36
Title I Schoolwide Elements	37
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	37
1.1: Comprehensive Needs Assessment	37
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	38
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	38
3.1: Develop and distribute Parent and Family Engagement Policy	38
3.2: Offer flexible number of parent involvement meetings	38
Title I Personnel	39
Demographics	40
Perceptions	41
Student Achievement Committee	42
Process and Programs	43
2020-2021 Campus Improvement Team	44
Campus Funding Summary	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Hillside Elementary School is a Title I School serving students in early childhood through 5th grade. We have an average of 515 students. Included in this number are hearing impaired students who attend The Regional Day School Program for the Deaf (RDSPD).

Our school is 68 years old and sits in an older type neighborhood. Some students who attend Hillside now, are children of former students who now occupy their parents' or grandparent's homes. Parents in our area are mostly lower to middle class. These parents have high expectations for their children to continue their education and are always looking for ways to make this possible. Parents comment on how their children should attend college and they talk about the possibilities of them attending college to study subjects of interest.

Hillside School is a feeder school to Ross Middle School and Burges High School which now has the Early College High School as their magnet school. Some of our female students also apply for the Young Women's STEAM Academy for their middle school years. In addition, we also have Loretto Academy nearby which is a private elementary through high school where a few of our girls have attended after leaving Hillside.

As the years progress, we usually see some of our former students return to Hillside to tell us about their college experiences and how they have continued their education. During career day at our campus we have had several Hillside alumni come and speak of the careers they chose and they share where the foundation started.

Hillside School offers adult classes that help assist their children at home. This year extensive classes for parents with children affected by ADHD have taken place to help the parents learn more about their children and how to work with them. To name a few more we provide Agri-life Nutrition classes, a health fair, and Fitness Friday are provided for parents so that they can get a better understanding of promoting a healthy life for their children. Through the Strong Fathers, Strong Families program, we include fathers/ father figures who live at home how they can interact with their children through learning whether through Science, Mathematics or Reading. Additional classes include sign language classes for anyone wanting to strengthen this language or for the newcomer who wants to learn how to communicate with our deaf students who make up approximately 7% of our population at Hillside.

Hillside has designated a special room for parent involvement where meetings are held, volunteers work together, and parent classes are taught. These parents work closely with our parent liaison. Additionally, our parent liaison and principal communicate with the school's parents through school made flyers, parent bulletins, text messaging through an app Remind 101, and the school's marquee, so that the

parents are aware of any news or information that is pertinent to them. Some of our parents also give up time from their busy schedules to volunteer hours at school and help the staff in any way they can.

Hillside School's student population is 96% Hispanic and about 4% other races. Our student population is about 92% economically disadvantaged and all students are given breakfast and lunch at no cost to them. In addition, our campus averages 16.6% of students who participate in the special education programs.

Our enrollment over the last 3 to 5 years has been steady as very few students move to other homes or other districts, yet our early childhood programs have allowed for more students to attend Hillside keeping the enrollment at almost the same enrollment numbers as previous years. This year we have 122 in early childhood and pre-k. Some half-day PK3 students also attend Region 19 Head start the other half day.

Our student groups are many consisting of approximately 233 English Language Learners, 90 Special Education students, and 330 at-risk students. We currently have no migrant families, but have identified 3 homeless families.

Hillside students attend school Monday through Friday and are rewarded for their consistent attendance. These attendance for the overall campus weren 95%. Students do not like to be left out of the fun activities so they try to attend regularly. At Hillside School last year's overall percentage of attendance for Pre-Kinder and Kinder was under 92% For 1st through 5th grades it was at 96%. Attendance incentives have kept the percentage above ninety percent.

At Hillside, we have several programs that also help the students academically. The Accelerated Reader program, small group tutoring, Response To Intervention (RTI), after school tutoring, MOCK testing, math and literacy lab for enrichment in the core subjects, and a dual language program at each grade level to assist the students in learning two languages. Many of our students are identified as English Language Learners (ELL) through a test called IDEA Oral Language Proficiency Test. It identifies students' language strengths. In addition, many of our students who have qualified for the gifted and talented program can expand their knowledge further by working on project based activities using the gifted/talented curriculum.

The enrollment has increased this year at Hillside due to school closures, student mobility rates have gone up a little more this year than before as 16% of students have moved to new areas in the city. These families are moving to newer planned out neighborhoods to far east of El Paso. Even though there is some mobility, the total number of students at Hillside is still upheld with students living in the attendance zone, with over 200 transfer students from other attendance zones, PK3 half-day, and PK4 full day. When the students are done with their elementary school years, they go to Ross Middle School and from there attend Burges High School.

In addition, there is very little teacher mobility at Hillside as most of the staff members enjoy working together for the children at Hillside. Usually the mobility of teachers is due to positions being cut or to retirement. Teachers enjoy planning and teaching students during their Professional Learning (PLC) time, Response To Intervention (RTI) time, and grade level meeting days where the teachers use their time to

plan so they can keep all the students in that grade level learning and reaching the same goals. At Hillside teacher collaboration is high. Lower grade level teachers meet with the next grade level teachers in order to help the students be ready for the following.

We have various programs such as College and Career Day, Attendance Recognition, Positive Behavior In Schools (PBIS), and many other programs to promote higher education and continued learning. Programs at the elementary level help students learn about a positive school environment to make their learning fun.

Hillside School has a low discipline referral rate. Currently discipline referrals are approximately 71 for last year. Hillside faculty and staff continue to be proactive. As mentioned before, we have been implementing the PBIS program which covers most discipline situations which can arise. The students have permissible noise levels according to their surroundings and rules to follow and are rewarded monthly if they follow all the rules. This is contrary to the former negative discipline used in previous years where infractions generated negative consequences, yet good behavior was seldom rewarded. Now the student who follow the rules has something to look forward to and makes school a place he or she can look forward to attending. These rewards produce less referrals and help students learn which kind of behavior is acceptable.

On Wednesdays, Hillside School staff and some students wear a college or university shirt promoting higher education. Students from each homeroom from kinder through fifth grade also read about the homeroom's adopted university through the intercom during morning announcements. Through this weekly announcement from other classes adopted college it allows students to investigate or research other universities within the nation beside or local colleges.

Hillside School has provided for generations of learning and with the commitment and collaboration of the community, parents, and teachers, Hillside will continue to produce well prepared citizens for the future.

Demographics Strengths

We have great parental support in our school community to include many alumnis who bring their children back to our school based a transfer. Our teachers also have their children enrolled in our school. This speaks for itself! With our demographics, most of our students walk to school or dropped off in a short commute. Students enjoy and have pride in their school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students do not have the proper technology equipment or access to wifi. **Root Cause:** 1. Students do not have access to adequate technology. 2. Our school needs to promote our school and make it more appealing for students to attend our campus.

Problem Statement 2 (Prioritized): Some student continued on to the next grade level, even if they were not at grade level. **Root Cause:** Students did not have the ability to be at school and virtual instruction was provided.

Student Learning

Student Learning Summary

The campus implements a variety of formative assessments to include unit, weekly, running records, STAAR tests, and teacher observations. The district has istation for Reading and Math, stemsopes for Science, DRA and EDL for Dual Language.

Teachers have weekly PLC to receive staff development, review student results, plan for instruction, and form student groups according to flucuating results.

Student Learning Strengths

Most students are eager to learn and have minimal if not any discipline referrals. The trend is that usally every year we have one or a couple of students with challenging behavior concerns. Since our school follows the Hillside Code of Honor and students recite it daily along with their Learners Creed the expectations are established and followed my most students.

The strenghts our students have are persistence, positive attitude, caring, and eager to learn everyday.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are an ATS (Additional Targeted Support) campus in the areas of SpEd; even though overall we are a B campus. We did not achieve our goal. No testing results available. **Root Cause:** 1. Overall, Deaf Ed students are usually 2 grade levels behind their assigned grade level. 2. State test continues to be a challenge for our Deaf Ed population of hearing impaired students which does not have a separate sub population for Deaf Education ; entirely separate from Special Education.

Problem Statement 2 (Prioritized): We did not achieve our goal. **Root Cause:** Due to COVID19 closures instruction was delivered virtually.

School Processes & Programs

School Processes & Programs Summary

Hillside's curriculum is derived from the TEKS Resource System or TRS. Within the TRS the TEKS are arranged in units and include the ability for each teacher or grade level to create their own formative and summative assessments. The lower grade teachers agree the rigor of the instruction is aligned with the TEKS and ELPS. In grades 3-5 the teachers indicated the instruction is grade-level specific and vertically aligned along the progression of developmental skills. Students' proficiency levels are taken into account when teaching and scaffolding towards the grade level standard. At all levels, teachers include the use of Bloom's Taxonomy and the Active Learning Framework. Teachers work cooperatively both as a grade level and vertically through weekly PLC's and monthly faculty meetings the fourth week of the month. Teachers are also provided with TEKS Camp Days in the 2nd and 3rd 9 weeks, which are data driven. Fidelity to the curriculum and students is evidenced in weekly lesson plans uploaded to the Hillside Schoology page. Small group instruction (tutoring) is provided after school on Tuesdays and Thursdays, and during school. Hillside faculty and staff also use various resources to support instructional initiatives such as the Active Learning Framework, project-based learning, I-station, PBIS, B.U.G.s (Bringing Up Grades), Dual Language, PLCs, monthly faculty meetings, RTI (response to intervention), Balanced Literacy, Foundations, and PTO activities.

Hillside teachers follow TELPAS guidelines when monitoring ELL, English Language Learner, students. Lower grade dual language teachers verbally communicate content and language objectives to their students. Sheltered instruction strategies are provided through instruction and are progress monitored. In the upper grades teachers address content and language objectives such as: individual student self-monitoring of Reading and Math; requiring students accountability of their learning by keeping track of the objectives in their notebooks using kid-friendly language, using graphs to plot their learning, facilitating student objectives in both English, Spanish, and sign-language specific to their program of enrollment. Sheltered instruction strategies in dual language such as making connections between English and Spanish, the use of English dictionaries, bilingual dictionaries, sign language dictionaries, exposing students to Writing, Reading, Math, Science, and Social Studies in both English, Spanish, and Sign Language using cognates for spelling and word comprehension, strategies provided on a one-to-one basis, and/or in the afterschool intervention setting.

Hillside communicates goals, performance objectives and strategies during PLCs, and faculty meetings. Teachers are provided the opportunity to meet with administrators, academic coaches, peer-to-peer, Kinder with first grade, second with third grade, and 4th with 5th grade, and district presenters and personnel when needed or required. Within these meetings, teachers are encouraged to share successes and areas of academic improvement in the areas of instruction and assessments. The cooperation and openness allows the campus to analyze and identify the problems, needs, and strengths of the students. Needs are prioritized through constant and consistent monitoring of student data that is gathered via a variety of assessments: weekly, unit, StemScopes PMA's, MOCK assessments, istation monthly reports, and AR results. Teachers utilize data to adjust instruction. These efforts allow students a level of comfortability, so they have the opportunity to be successful with a reteach opportunity. Hillside is focused, dedicated, and committed to improving student academic

achievement. Administration has often stated at PLC meetings that they are aware of the commitment Hillside teachers have to providing all they can to improve academic achievement. Constant communication and planning time helps to ensure the daily demands of the campus do not overshadow the focus on improvement.

The master schedule at Hillside is built to maximize instructional time. Some concerns are the lack of professional development opportunities for teachers. The diversity of teacher experience and financial constraints make this difficult. Need based trainings are necessary, but time constraints also make it difficult.

Technology, questioning strategies, instructional strategies, and manipulatives are utilized throughout all grade levels and most, if not all, subject areas. Teachers have access to two campus computer labs, classroom sets of either tablets or laptops, programs such as Kahoots, AR, and StemScopes, to name a few. These tools are used daily to support delivery of instruction and as supplemental instruction in all subjects, to engage the students in the lessons, to work with students at their learning level and bring them as close to grade level as possible, to enrich the breadth and depth of instruction, to make lessons interesting and interactive, and to connect students to the world beyond the classroom door.

School Processes & Programs Strengths

Teachers plan and deliver an effective first teach, with assistance from instructional support. Teachers meet regularly with instructional support to encourage and plan for maximization of instruction.

Hillside provides the teachers and students programs such as Accelerated Reader and Prodigy for both interventions and classroom use. Incentives such as the Warrior store, Honor Roll, B.U.G.S., and Terrific Kid assemblies encourage students to be successful. Hillside also holds activities such as: Spelling Bees, Master of Facts Math Competition, and a Science Fair to increase student involvement.

At the Tier 1 level, these additional programs/activities are utilized schoolwide: Bear-ly absent, family health fair, Strong Fathers/Strong Families, PBIS, daily enrichment time, guidance lessons with the Counselor, Parent Classes, Field Trips, I-station, Caught Being Good, Red Ribbon, Accelerated Reader Top 10 recognition, Friday Family Fitness, Warrior Bucks (school money system), Warrior Store, PTO Family Nights, HUGS, Color Day (end of year celebration), Attendance Reward Days.

At the Tier 1 level, these additional programs/activities are utilized by the teacher: AR motivations, student led announcements, Class Dojo, student run Warrior Store as part of the curriculum, Singing-Signing choir, STAAR Ready strategies, Math Rewards, Anti-Bullying Class, StemScopes, Kahoots, Financial Literacy projects, Brain Breaks, Raffles for top readers, Master Estimators recognition.

At the Tier 2 level, these additional activities/programs are used school wide: Principal plan for attendance, SST's, RAS, and student conferences.

At the Tier 3 level, these additional activities are used by the teacher: STAAR Reading strategies, small group intervention, I-Station and Accelerated Reader.

At the Tier 3 (Intensive Remediation) the following activities/programs are used: after and before school tutoring, SPAT, SST, and one-to-one intervention, homework club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Science and Writing continue to be a challenge across all grade levels. **Root Cause:** 1. Consistent campus wide spiraling of TEKS and small group instruction with precise data documentation.

Problem Statement 2 (Prioritized): Students and parents are struggling to keep up with instructional 8 hour online days. **Root Cause:** All instruction is online and assessments.

Perceptions

Perceptions Summary

Family and Community Engagement

Hillside Elementary focuses on creating an authentic home/school connection by providing a variety of opportunities for parents to interact with their children on campus. Some examples are monthly Strong Fathers/Strong Families activities, Make-A-Card sessions, PTO family nights, and Family Fitness walks. Parents are also invited to parent/teacher conferences and parenting classes to help them support their child, both developmentally and academically. Parents are informed about activities on campus through a monthly bilingual calendar, remind 101, school website, marquee, agenda, and take home reminders.

Based on interactions with parents and climate survey results, we can conclude the majority of parents think Hillside is effective in providing a quality education for their children and feel welcomed on campus. To ensure parents opinions and concerns are addressed, we include parents in our committees. As members, they help the campus provide appropriate solutions to problems that may arise. Parents also have the opportunity of becoming members of the PTO, attending district board meetings and/or communicating with the teachers and administration to express their concerns.

School Culture and Climate

Students at Hillside have a positive connection to their school. We can conclude this based on interactions with the students along with, the results of the student climate survey. The campus has provided various forms of support to establish positive relationships and behaviors at school. For example, counseling services are available in individual or group sessions. As mentioned before, Hillside provides social opportunities for students and their parents. In addition, students have the opportunity to earn activity rewards based on their behavior and attendance, which also allows them to interact with their peers. All students are able to participate in these activities but they must meet the expectations set for each of them. The attendance reward is available to students who have 0-1 absences for the month and a reward activity at the end of the year based on cumulative points. PBIS activities are available to those students who have earned a pre-established amount of points by demonstrating positive behavior, completing assignments, and being responsible. Students who do not participate in the reward take part in a reflection activity. During this time, students have the opportunity to reflect on their behavior and develop strategies to improve their future actions.

Hillside's decision-making, and disciplinary practices are created by the campus Positive Behavioral Intervention and Supports, PBIS, committee. The committee consists of administration, faculty members and parents. The PBIS committee meets monthly to monitor and adjust the plan/practices that are in place. During meetings, input from students, faculty, and staff is reviewed to make changes if needed. The goal of these meetings is to be as proactive as possible. In some instances, a practice will need to be reactive. After a disciplinary

action is determined for a new offense, the committee will formulate a plan to prevent it in the future. One of Hillside's priorities is to decrease the amount of students who experience bullying. The implementation of PBIS has been successful, each year the amount of students who have been bullied has decreased. Along with PBIS, students hear a daily anti-bullying message during morning announcements. Students, faculty, and staff are encouraged to wear their anti-bullying shirts every Monday. Lastly, the counselor provides anti-bullying classes. PBIS has also helped decrease the number of students referred to DAEP. Over the last couple of years, only <1% of the student population has been sent to DAEP.

Perceptions Strengths

Hillside students, parents, and teachers feel the school's culture and climate in regards to safety, respect, behavior, relationships, behavior, support and belonging is very positive and caring on campus.

The Hillside Warrior Lodge is a space is a room available for the parents who volunteer and is used for some parent meetings. The Warrior Lodge facilitates: help with registration, take nutrition, ADHD, and autism classes. Sign Language classes are offered to anyone in the community who is interested.

A parent involvement liaison has provided multiple activities for parents to participate.

Hillside's teachers and staff implement PBIS to promote good citizenship and respect for our school.

All personnel show their dedication to student success. Communication with parents is frequent and positive. Teachers communicate with parents constantly through Class Dojo or SeeSaw applications. Through these applications, teachers have the opportunity to share students' amazing work. Postcards are also sent home to all students with the goal of highlighting positive areas for each individual student. Teacher and parent collaboration continues to be a primary goal for student success at Hillside.

Hillside follows the Walsh Anderson Toolbox Training to maintain a safe campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): English language learners do not feel they are able to perform as high in their second language as compared to their native speakers peers.
Root Cause: 1. Parents working during school hours. 2. Parents are not aware of the importance of being involved. 3.They don't have the information. 4. We need to find more effective ways to communicate with parents.

Problem Statement 2 (Prioritized): Students assessment scores will not be accurate. **Root Cause:** Students are testing at home and we do not have control of the testing environment.

Priority Problem Statements

Problem Statement 1: English language learners do not feel they are able to perform as high in their second language as compared to their native speakers peers.

Root Cause 1: 1. Parents working during school hours. 2. Parents are not aware of the importance of being involved. 3.They don't have the information. 4. We need to find more effective ways to communicate with parents.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: We are an ATS (Additional Targeted Support) campus in the areas of SpEd; even though overall we are a B campus. We did not achieve our goal. No testing results available.

Root Cause 2: 1. Overall, Deaf Ed students are usually 2 grade levels behind their assigned grade level. 2. State test continues to be a challenge for our Deaf Ed population of hearing impaired students which does not have a separate sub population for Deaf Education ; entirely separate from Special Education.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some student continued on to the next grade level, even if they were not at grade level.

Root Cause 3: Students did not have the ability to be at school and virtual instruction was provided.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our students do not have the proper technology equipment or access to wifi.

Root Cause 4: 1. Students do not have access to adequate technology. 2. Our school needs to promote our school and make it more appealing for students to attend our campus.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We did not achieve our goal.

Root Cause 5: Due to COVID19 closures instruction was delivered virtually.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Science and Writing continue to be a challenge across all grade levels.

Root Cause 6: 1. Consistent campus wide spiraling of TEKS and small group instruction with precise data documentation.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students and parents are struggling to keep up with instructional 8 hour online days.

Root Cause 7: All instruction is online and assessments.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students assessment scores will not be accurate.

Root Cause 8: Students are testing at home and we do not have control of the testing environment.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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: The campus will maintain a B(84) overall grade and achieve an overall grade of an A(91).

Targeted or ESF High Priority





Evaluation Data Sources: Unit Assessment results, Reteach dates on lesson plans, RTI Procedures to include schedules, Benchmark results, PTM (Professional Teaching Model) documentation, STAAR Results

Summative Evaluation: None

<p>Strategy 1: Fund an campus instructional coach to provide services for all S in all core subjects for all grade levels.</p> <p>Strategy's Expected Result/Impact: Teachers will build instructional capacity therefore affecting student academic growth/achievement.</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: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: CTC Math Instruction - 211 ESEA Title I (Campus) - 211.11.6119.121.24.801.121 - \$54,560.50, CTC Math Staff Development - 211 ESEA Title I (Campus) - 211.13.6119.121.24.801.121 - \$15,669.51</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 2: Fund substitutes plus benefits when teachers are attending staff development, observations of highly trained staff, and/or implementing assessments for students. Fund substitutes for PK teachers for TEKS Camp. Fund PBIS Training registration for teachers to attend the PBIS Conference..</p> <p>Provide teacher with Staff Development to attend the miniCast workshop</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Substitute Account - 199 General Fund - 199.11.6112.121.11.362.121, Substitute & Fringe - 185 SCE (Campus) - 185.11.6141, Substitute & Fringe - 211 ESEA Title I (Campus) - 211.11.6112.121.24.362.121 - \$12,000, Substitute & Fringe - 185 SCE (Campus) - 185.11.6112.121.34.362.121, - 211 ESEA Title I (Campus) - 21211.13.6499.121.24.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Fund 3 instructional paraprofessionals to support student academic growth.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Assigned Teachers of Paras RTI Team: Counselor ALL CTC Resource Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Para Instruction Salary & Fringes - 185 SCE (Campus) - 185.11.6129.121.30.000.121 - \$24,739.50, Para instructional - 211 ESEA Title I (Campus) - 211.11.6129.121.24.801.121 - \$26,136.90, - 211 ESEA Title I (Campus) - 211.11.6129.121.32.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Will offer teachers staff development while providing tutoring, testing, and any related interventions for students based on academic data results. for PK teachers for TEKS Camp. Fund PBIS Training registration for teachers to attend the PBIS</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: DRD Teacher - 211 ESEA Title I (Campus) - 211,11.6117.121.24.362.121, Extra duty pay and fringes - 211 ESEA Title I (Campus) - 211.13.6499.121.24.801.121, Staff Development - 185 SCE (Campus) - 185.13.6499.121.34.000.121121 - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 5: Fund student trip expenses for Students transitioning to Middle School, attending Operation School Bell, Singing Signing Choir, and any other field trips.</p> <p>Strategy's Expected Result/Impact: Student Academic Growth</p> <p>Staff Responsible for Monitoring: Principal Secretary Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Miscellaneous - 199 General Fund - 199.11.6499.121.11.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 6: Procure general supplies to include and not limited to technology items, day-to-day items, and other material needed to support instruction and maintain the daily operations of a productive campus. Procure general supplies for library, staff development training and administration. Procure smart board subscription license to support instruction.</p> <p>Strategy's Expected Result/Impact: Student Academic Growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: General Supplies - 199 General Fund - 199.11.6399.121.11.100.121, General Supplies - 185 SCE (Campus) - 185.11.6399.121.30.000.121 - \$12,160.50, General Supplies - 185 SCE (Campus) - 185.13.6399.121.30.000.121 - \$1,000, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.121.24.801.121, General Supplies - Library - 211 ESEA Title I (Campus) - 211.12.6399.121.24.801.121 - \$700, General Supplies - 211 ESEA Title I (Campus) - 211.11.6329.21.24.801.121, Smartboard Subscription license - 185 SCE (Campus) - 185.11.6299.121.30.000.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 7: Procure testing supplies to include and not limited to technology items, day-to-day items, and other material needed to support instruction and maintain the daily operations of a productive campus. To procure technology supplies for instructional, Desk tops, lab tops, iPADS, printers, and other technology supplies as needed.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CTC- Math</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Technology (2020 carryover) - 211 ESEA Title I (Campus) - 211.11.6395.121.24.019.121 - \$6,352, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.121.24.801.121, Testing Materials - 185 SCE (Campus) - 185.11.6339.121.30.000.121 - \$15,000, Technology (2020 Carry Over) - 185 SCE (Campus) - 185.11.6395.121.30.019.121 - \$7,879, Technology - 211 ESEA Title I (Campus) - 211.11.6395.121.24.801.121 - \$23,945</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 8: Procure reading supplies and other supplemental reading materials. Procure library reading materials and other material need to support instruction, and maintain the daily operations of a productive campus.</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Reading Supplies - 185 SCE (Campus) - 185.31.6329.121.30.000.121 - \$500, Reading Supplies - 211 ESEA Title I (Campus) - 211.12.6329.121.24.801.121 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 9: Procure consultants to provide research based staff development for teachers so students may receive up-to-date instructional practices that will prepare students to meet or exceed the standard of academic growth according at their grade level.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ALL CTC -Math</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Consultants - 211 ESEA Title I (Campus) - 211.13.6299.121.24.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 10: Instructional leaders will routinely review lesson plans, provide feedback and hold teachers accountable for incorporating the feedback.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 11: Fund retired teacher,(plus benefits) to provide tutoring, testing, and any related interventions for students based on academic data results.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Fund retired teacher / Fringes - 211 ESEA Title I (Campus) - 211.11.6117.121,24.362,121 - \$10,142</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We are an ATS (Additional Targeted Support) campus in the areas of SpEd; even though overall we are a B campus. We did not achieve our goal. No testing results available. Root Cause: 1. Overall, Deaf Ed students are usually 2 grade levels behind their assigned grade level. 2. State test continues to be a challenge for our</p>

Deaf Ed population of hearing impaired students which does not have a separate sub population for Deaf Education ; entirely separate from Special Education.

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: Maintain at least 95% student attendance.

Evaluation Data Sources: PEIMS documentation

Summative Evaluation: None

<p>Strategy 1: Procure awards, incentives, and other items to ensure students are recognized for good behavior, good attendance, and academic growth while in attendance at an operational and functional campus that provides parents with opportunities to support their students.</p> <p>Strategy's Expected Result/Impact: Student academic growth Improved attendance and behavior A well maintained campus</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary PEL Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: General Supplies - 199 General Fund - 199.11.6499.121.11.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Fund the costs of a copy machine that provides handouts, assessments, flyers, and other forms of communications needed to maintain a functional campus for the school community.</p> <p>Strategy's Expected Result/Impact: Student Academic Growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary PEL Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Xerox Copiers - 199 General Fund - 199.11.6269.121.11.362.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Special Education and deaf-ed students will show a 5% growth in both reading and math by June 2019.

Evaluation Data Sources: 2019-2020: Results for Sped and Regular Ed as follows: STAAR, DRA and/or EDL results, AR results, and I-Station. Results for Deaf Ed as follows: Reflex Math and Failure Free Reading.

Summative Evaluation: None

<p>Strategy 1: Utilize district funded Deaf Education staff to provide student academic growth.</p> <p>Strategy's Expected Result/Impact: Student Academic Growth</p> <p>Staff Responsible for Monitoring: Deaf Ed Designee Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Utilize Empowering Writers, Foundations, Idiom of the Week, bi-weekly STAAR preparation materials</p> <p>Strategy's Expected Result/Impact: An increase in student success in academic writing</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special Ed Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Procure web-base materials and services such as , and not limited to Ren360 Math , Ren360Reading, HMH supplementary resources, Reflex Math, and bi-weekly STAAR preparation materials.</p> <p>Strategy's Expected Result/Impact: An increase in student academic success in core subjects.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special Ed Facilitator Campus Teaching Coach</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, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Web based Services - 185 SCE (Campus) - 185.11.6299.121.30.000.121 - \$10,400</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Utilize I-station reading, bi-weekly STAAR preparation materials Foundations Deaf-ed students will utilize Failure for Reading .</p> <p>Strategy's Expected Result/Impact: An increase in student academic success in reading</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special ED Facilitator Literacy ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: The campus will identify struggling students and assign appropriate intervention strategies to Tier 1, 2 and 3 students.</p> <p>Strategy's Expected Result/Impact: Student growth for our deaf-ed population</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Special Ed Facilitator Deaf Ed Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: We are an ATS (Additional Targeted Support) campus in the areas of SpEd; even though overall we are a B campus. We did not achieve our goal. No testing results available. Root Cause: 1. Overall, Deaf Ed students are usually 2 grade levels behind their assigned grade level. 2. State test continues to be a challenge for our Deaf Ed population of hearing impaired students which does not have a separate sub population for Deaf Education ; entirely separate from Special Education.</p>

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: Continue to provide Dual Language to S in PK3 to 4th grade and Bilingual Education for 5th grade students.

Evaluation Data Sources: 2018-2019 STAAR Results, informal assessments, and summative assessments.

Summative Evaluation: None

Strategy 1: Provide teachers with support for the Dual Language Program by regularly monitoring student progress. Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Principal Assistant Principal LPAC clerk Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy	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: Provide assistance to migrant students and parents.

Evaluation Data Sources: STAAR results 2018-2019 results, LPAC documentation, PEIMS records

Summative Evaluation: None

<p>Strategy 1: Ensure students are LPAC'd with the deadline to ensure compliance of instruction delivered.</p> <p>Strategy's Expected Result/Impact: Student academic growth Proper grade & class placement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal LPAC Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 6: Continue to provide support to the Gifted and Talented students in attaining a "masters" level.

Evaluation Data Sources: 2018-2019 STAAR results

Summative Evaluation: None

<p>Strategy 1: Ensure GT chair is in compliance with GT guidelines and current and/or future identified GT students receive adequate instruction that allows student to attain individual academic goals.</p> <p>Strategy's Expected Result/Impact: -At least 4% of student are identified as GT -Student academic growth -Compliance of GT guidelines</p> <p>Staff Responsible for Monitoring: Librarian & GT Chair Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</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 7: Provide support to all at-risk students to meet the standard of "approaching" while pursuing the masters level.

Evaluation Data Sources: 2018-2019 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Provide students with small group instruction during, before, and after school so student have the opportunity to reach their individual academic goals so the campus may receive positive state accountability results.</p> <p>Strategy's Expected Result/Impact: Student Academic Growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor ALL CTC-Math</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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 highly qualified teachers by providing adequate time for teacher preparation and appreciation of all staff members

Evaluation Data Sources: PEIMS, TEAMS, sign-in sheets, student academic records

Summative Evaluation: None

<p>Strategy 1: Provide teachers PLC time during the instructional day while students attend physical education classes. Fund retired teacher(s) to provide tutoring, testing and any related interventions for students based on academic data results.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ALL CTC-Math</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Fringes - 211 ESEA Title I (Campus) - 211.11.6117.121.24.362.121 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 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 2: Continue to provide activities to support Discipline, PBIS, SEL, drug free, anti-bullying, and positive School Culture with the goal of having less than 94 discipline referrals (last year's number of referrals).

Evaluation Data Sources: PEIMS records, sign-in sheets, and surveys,

Summative Evaluation: None

<p>Strategy 1: Counselor will provide guidance lessons to all students. Strategy's Expected Result/Impact: Decrease in discipline referrals Increased self respect to self and others. Staff Responsible for Monitoring: Counselor Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Procure nursing supplies, nurse will provide guidance to all students in hygiene, conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Nurse Title I Schoolwide Elements: 2.6, 2.6 - Additional Targeted Support Strategy Funding Sources: Nurse Supplies - 199 General Fund - 199.33.6399.121.99.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: PBIS monthly reward system to encourage and celebrate positive behavior amongst Students to include safety cameras. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal PEIMS Clerk Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 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: Hillside will follow all local, state, and federal guidelines by having meetings, obtaining feedback, and ensuring accountability from all stakeholders.

Evaluation Data Sources: PEIMS records, CIP checks and balances with budget, other pertinent District and campus reports.

Summative Evaluation: None

<p>Strategy 1: CIT will meet regularly to discuss items of discussions pertinent to CIP goals with the intent of ensuring accountability for student academic growth from administration. General supplies will be procured for administration to ensure the school continuous to achieve all set goals in the CIP.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CIT Chair</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Administration General Supplies - 199 General Fund - 199.23.6399.121.99.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: To procure miscellaneous supplies for administration . Administration will attend staff development in town to maintain up-to-date research based practices for students and teachers.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Staff Development - 199 General Fund - 199.23.6499.121.99.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Administration will attend staff development in and/or out-of-town to maintain up-to-date research based practices for students and teachers. Out of town staff development to recruit RDSPD staff.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Administration out of town staff development - 199 General Fund - 199.23.6411.121.99.100.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: To procure technology supplies for administration, Desk tops, lab tops, printers, and other technology supplies as needed to ensure CIP goals are supported. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal Secretary Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy Funding Sources: Administration Technology - 199 General Fund - 199.23.6395.121.99.100.121	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: Continue to encourage family support for all students by doing the following: Provide 4 parental card making activities, have grade level performances, offer content based activities for parents, and maintain a FACE (Family and Community Engagement) Warrior Lodge.

Evaluation Data Sources: surveys, sign-in sheets, school calendar

Summative Evaluation: None

<p>Strategy 1: Provide miscellaneous materials for Family and Community Engagement activities for all our parents so they may have the tools and strategies to support their students with academic instruction at home. Snacks for Strong Families Strong Father activities, SEL activities, PBIS activities, and other activities to ensure this campus has continuous (FACE) family and community engagement.</p> <p>Strategy's Expected Result/Impact: Increased family involvement with the goal of having increased student academic growth</p> <p>Staff Responsible for Monitoring: PEL Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Parental Involvement - 211 ESEA Title I (Campus) - 211.61.6499.121.24.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide general supplies for Family and Community Engagement activities to parents so they may have the tools and strategies to support their students with academic instruction at home.</p> <p>Strategy's Expected Result/Impact: Increased family involvement with the goal of having increased student academic growth</p> <p>Staff Responsible for Monitoring: PEL Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Parental Involvement Supplies - 211 ESEA Title I (Campus) - 211.61.6399.121.24.801.121 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Provide Reading materials for Family and Community Engagement activities to parents so they may have the tools and strategies to support their students with academic instruction at home.</p> <p>Strategy's Expected Result/Impact: Increased family involvement with the goal of having increased student academic growth</p> <p>Staff Responsible for Monitoring: PEL Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Parental Involvement Reading Supplies - 211 ESEA Title I (Campus) - 211.61.6329.121.24.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: CHS (coordinated School Health) events to engage family and community in practices healthy choices to include physical activity events.</p> <p>Strategy's Expected Result/Impact: The school community will make wiser choices as a result of the activities and lesson presented.</p> <p>Staff Responsible for Monitoring: Principal, CSH Coordinator, Nurse, PEL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Fund consultant to improve parental engagement to provide parents with information and practical strategies designed to help their children achieve success at home and at school. Topics include: Communication skills Discipline strategies Planning behaviors.</p> <p>Strategy's Expected Result/Impact: Community will increase parent engagement in their child's education.</p> <p>Staff Responsible for Monitoring: Principal Parental Involvmnt. Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p> <p>Funding Sources: - 211 ESEA Title I (Campus) - 211.61.6291.121.24.801.121</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Hillside Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Quintana	Para -Instruction	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b)(6) Data was gathered from different sources as the needs and strengths of all campus staff and students were addressed; particularly the needs of our at-risk population.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

The CIP is available to the local educational agency, parents, and the public in electronic and print form. The CIP is presented to the community during beginning of year parent meeting.

2.4: Opportunities for all children to meet State standards

The plan outlines performance objectives and strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English

learners) [Sec 1111(c)(2)] to meet the challenging State academic standards. This will be accomplished through data monitoring, staff development and flexible scheduling.

2.5: Increased learning time and well-rounded education

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

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

This plan address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards and how their needs will be met.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

- Providing oportunities for parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.
- Provide materials, training, and time for parents to work with their child in the areas of Reading, Math, Science, and Technology.
- Send home information in Spanish and English.
- Continue to create an inviting environment in the Warrior Lodge so parents may feel welcomed on campus.
- Continue to encourage more parent volunteers to join the now current volunteers.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Campo	Para-Instruction	Title I	1.0
Cynthia Padilla	Para Instruction	Title I	1.0
Veronica Martinez	Campus Teaching Coach	Title I	1.0

Demographics

Committee Role	Name	Position
Classroom Teacher	Lindsey Torres	5th teacher
Classroom Teacher	Gabriela Gamez	2nd Grade Dual Teacher

Perceptions

Committee Role	Name	Position
Classroom Teacher	Margarita Gonzalez	Kinder Dual
Classroom Teacher	Martin Alvarado	P.E. Coach
Classroom Teacher	Alejandra Santillanes	Resource Teacher

Student Achievement Committee

Committee Role	Name	Position
Parent	Esthela Lerma	parent
Classroom Teacher	Melinda Olivas	1st grade
Classroom Teacher	Melissa Joseph	1st Grade
Classroom Teacher	Martha Villegas	1st Grade

Process and Programs

Committee Role	Name	Position
Classroom Teacher	Susan Mendez	2nd grade
Non-classroom Professional	Alicia Mendoza	Paraprofessional
Classroom Teacher	Becky Hernandez	Orchestra

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Alejandra Santillanes	CIT Resource
Classroom Teacher	Becky Hernandez	CIT Music & CIT Minute Taker
Administrator	Celia Vela	CIT AP Admin backup
Administrator	Cynthia Anderson	CIT Principal Admin
Counselor	Sylvia Munoz	CIT Counselor Admin Backup
Paraprofessional	Alice Mendoza	CIT Hourly Rep
Classroom Teacher	Andrew Carcerano	CIT 3rd grade
Classroom Teacher	Guadalupe Alvarez	CIT 4th grade
Parent	Jazmin Herrera	CIT Parent
Classroom Teacher	Lindsey Torres	CIT 5th grade& Minute Taker Backup
Classroom Teacher	Margarita Gonzalez	CIT Kinder
Classroom Teacher	Susan Mendez	CIT 2nd grade
Non-classroom Professional	Teresa Covarrubias	CIT ALL & CIT Non-voting Member
Classroom Teacher	Melinda Olivas	CIT 1st grade & CIT Time Keeper Backup
Classroom Teacher	Martin Alvarado	CIT PE & CIT Time Keeper

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute & Fringe	185.11.6141	\$0.00
1	1	2	Substitute & Fringe	185.11.6112.121.34.362.121	\$0.00
1	1	3	Para Instruction Salary & Fringes	185.11.6129.121.30.000.121	\$24,739.50
1	1	4	Staff Development	185.13.6499.121.34.000.121121	\$1,200.00
1	1	6	General Supplies	185.11.6399.121.30.000.121	\$12,160.50
1	1	6	General Supplies	185.13.6399.121.30.000.121	\$1,000.00
1	1	6	Smartboard Subscription license	185.11.6299.121.30.000.121	\$0.00
1	1	7	Testing Materials	185.11.6339.121.30.000.121	\$15,000.00
1	1	7	Technology (2020 Carry Over)	185.11.6395.121.30.019.121	\$7,879.00
1	1	8	Reading Supplies	185.31.6329.121.30.000.121	\$500.00
1	3	3	Web based Services	185.11.6299.121.30.000.121	\$10,400.00
Sub-Total					\$72,879.00
Budgeted Fund Source Amount					\$72,879.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTC Math Instruction	211.11.6119.121.24.801.121	\$54,560.50
1	1	1	CTC Math Staff Development	211.13.6119.121.24.801.121	\$15,669.51
1	1	2	Substitute & Fringe	211.11.6112.121.24.362.121	\$12,000.00
1	1	2		21211.13.6499.121.24.801.121	\$0.00
1	1	3	Para instructional	211.11.6129.121.24.801.121	\$26,136.90
1	1	3		211.11.6129.121.32.801.121	\$0.00
1	1	4	DRD Teacher	211,11.6117.121.24.362.121	\$0.00
1	1	4	Extra duty pay and fringes	211.13.6499.121.24.801.121	\$0.00
1	1	6	General Supplies	211.11.6399.121.24.801.121	\$0.00
1	1	6	General Supplies - Library	211.12.6399.121.24.801.121	\$700.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	General Supplies	211.11.6329.21.24.801.121	\$0.00
1	1	7	Technology (2020 carryover)	211.11.6395.121.24.019.121	\$6,352.00
1	1	7	Testing Matrials	211.11.6339.121.24.801.121	\$0.00
1	1	7	Technology	211.11.6395.121.24.801.121	\$23,945.00
1	1	8	Reading Supplies	211.12.6329.121.24.801.121	\$1,000.00
1	1	9	Consultants	211.13.6299.121.24.801.121	\$0.00
1	1	11	Fund retired teacher / Fringes	211.11.6117.121,24.362,121	\$10,142.00
2	1	1	Fringes	211.11.6117.121.24.362.121	\$10,000.00
4	1	1	Parental Involvement	211.61.6499.121.24.801.121	\$0.00
4	1	2	Parental Involvement Supplies	211.61.6399.121.24.801.121	\$2,000.00
4	1	3	Parental Involvement Reading Supplies	211.61.6329.121.24.801.121	\$0.00
4	1	5		211.61.6291.121.24.801.121	\$0.00
Sub-Total					\$162,505.91
Budgeted Fund Source Amount					\$195,952.00
+/- Difference					\$33,446.09
Grand Total					\$235,384.91

Addendums