

El Paso Independent School District

Bassett Middle School

2019-2020



Mission Statement

Bassett administration, faculty and staff will ensure that all Bassett students be afforded the opportunity to learn through creating a safe environment establishing a college ready culture, and maintaining a safe harbor for life long learning.

Vision

All Bassett students will learn and advance successfully.

Value Statement

Bassett Middle School believes in hard work with a purpose to achieve our goals in an honest, respectful, and open manner. We hold our students to high expectations that focus them on reaching their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2018-2019 Data:

Economically disadvantaged students: 230, approximately 34% of our campus population. We are a title I, which we receive funding from the state due to high number of economically disadvantaged students. 100% of students receive free lunch.

GT students: 40, about 6% of our population.

Dyslexia: 25 students, about 3.7% of Bassett students.

At risk: 416 students; approximately 61% of our population.

Economically disadvantaged 564, approximately 83% of students.

Migrant students: 4

Military: 199 students

504 students: 52, approximately 8% of our population.

Our current population at Bassett school is 678 students. Within the past few years, our population has remained relatively the same, within a range of 640 to 680 students. The lowest range of students was in 2015-2016 school year with 646 students, as compared to the highest range of students in the 2017-2018 school year of 681. Looking at trends within the last few years, we are expected to continue within the range of students for this upcoming 2019-2020 school year. The trending factors that indicate this are the constant mobility by our military population and ELL populations which compromise a significant percentage of our campus enrollment. Our percentage of students with the ELL coding is 188, approximately 28% of our whole campus. Our military population is also highly transient, and affect the demographics of students on campus. The percentage of military is 30% The total population of ELL and Military compromises about 2/3rds of our whole campus. The constant mobility of both subgroups, creates minimal losses as far as attendance is concerned.

The open enrollment that our district has offered to all students, has also caused a shift in our student numbers. We have a low migrant and immigrant population, as well as students considered homeless; this number does not impact our attendance rate.

Placement of our special populations is through testing to be in correct placement.

We feel that our system of rewards for attendance has been successful, due to increase in our current year from last year's attendance rates. Our current attendance rate for the school year is 94.75. Last year in 2017-2018 school year, we had an attendance rate of 94.44. We have increased .31 percentage points in attendance. If we continue this trend, we will be back to 95% attendance rates, which is up to par with the district's average.

This upcoming 2019-2020 school year, we are adding an advisory period on our master schedule. This will allow us to implement programs such as RTI and SEL that will also help in our student attendance rates.

Demographics Strengths

Bassett is a diverse campus serving home to many students of different ethnicities and backgrounds. Our highly encouraged collaboration with both the military and parent liaisons provide various opportunities for parents to attend Adult learning classes ranging from topics in digital awareness and navigation to content specific classes. Bassett has extended these continuing education courses that are led by parent liaison, whom also serves as a representative for the parent population and facilitates guidance to maneuver through our school. Our parents are involved with the decisions and events on this campus through constant communication via automated calls, social media, or through sending our students information home with them. Our faculty and staff are dedicated in organizing and facilitating several opportunities in our after school programs, clubs, and athletics. As far as classrooms, there are also a multiple number of strategies and structures in place for students to reach academic success. Observations, follow-up training, and co-teach is implemented as well as college readiness tools. We use students backgrounds and experience to also achieve classroom success through high interest activities and differentiated instruction, to reach maximum success with our special pops and general education students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Trends show that our attendance numbers have shifted, but we made improvements in attendance from our 2016-2017 year we have 95.39% 2017-2018 year we had 94.44% We currently stand at 94.75% attendance rates. **Root Cause:** Elimination of 90% rule within the district.

Problem Statement 2: Military populations PCS (permanent change of station) and students stay home with their parents. **Root Cause:** Data shows that parents allow students to stay at home.

Problem Statement 3: Our high mobility rate of ELL students also affect the attendance rates. **Root Cause:** Mobility rate, and economic disadvantage of

the population affects attendance.

Student Academic Achievement

Student Academic Achievement Summary

2018-19 STAAR Data has shown increases in Reading 71% (+6 variance) and Math 84% (+14 variance). Writing TBA, Science TBA, Social Studies TBA in June 2019 as compared to 2017-18 STAAR data, approaches for all combined grade levels at Reading (65%), Math (70%), writing (65%), Science (69%), Social Studies (62%).

Currently District Benchmarks show campus assessment at Reading 65% as compared to District scores at 69% showing a (-4 variance), Math 63% as compared to District scores at 53% showing a (+10 variance), writing 87% as compared to District scores 75% showing a (+12 variance), Science 61% as compared to District scores at 64% showing a variance (-3 variance), and Social Studies 58% as compared to District scores at 53% showing a (+5 variance).

Students participate in Response to Intervention to target low performance standards.

Overall student satisfactory performance percentages per subgroup were: Hispanic % and White %, followed by Economically Disadvantaged % and African American %. Our lowest subgroups were ELL % and SPED %. Subgroups meeting satisfactory performance were: White 94% (8th grade math) and two or more races 83%. C 2017-18 data shows

Student Academic Achievement Strengths

Bassett Middle School students have shown significant growth in Reading and Math Content areas. Our campus has implemented the following Intervention systems to facilitate the progress and growth of our students during the 2018-19 school year:

RTI (tiered)

*tutoring

*content specific symposiums

*active learning framework

*block scheduling for Math and Reading (90 min)

*SSI

*Daily PIC

*Co-teach

*Cross curricular content support

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL population is at 30% of which only 50% are approaching satisfactory performance. **Root Cause:** RTI implementation as well as SEL is not consistent in instructional practices

School Processes & Programs

School Processes & Programs Summary

Bassett Middle School core teachers have been empowered to create effective first teach lessons through the use of PLCs meetings and the use of the TEKS Reource System. Through the PLC process, teachers collabrate to plan and prepare units aligned to the TEKS at thihg perormance leveisl. In addition, Bassett's master schedule will follow an A/B block schedule with 58 minutes classes. In addition, an Intervention time will be provided for students failing STAAR Mathematics and Reading from previous year, which will allow more time for interventions and individualized instruction to take place. Moreover, a SEL Advisory time of 30 minutes will be provide for the students on a daily basis during first schedule class. Also, a Campus Teaching Coach and an ALL will be retained to guide the teaching and learning processes. Futhermore, Educational technology use is expected frequently as part of EPISD.s 1:1 device initiative. The use of technology will be expected in all subject areas through the use of Schoology and other educaitional apps.

School Processes & Programs Strengths

- TEKS Resource System for planning instruction
- PLC meetings
- EPISD Professional development opportunities for curriculum and technology
- 58-minutes STAAR intervention courses
- 30 minutes SEL advisory period
- 1:1 device initiative (MacBook Air laptops per student)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have no received professional development on the use of the MacBook Air laptops. **Root Cause:** In 2018-2019 only core teachers received a MacBook Air Laptop.

Problem Statement 2: Not all their teachers are implementing the use of the MacBooks in the lesson plans. **Root Cause:** Teachers did not received enough in depth training for utilizing the MacBook APPs in lesson plans

Problem Statement 3: SEL was not effectively implemented across campus. **Root Cause:** Teachers have not had detailed professional development on SEL

Perceptions

Perceptions Summary

Faculty and Staff at Bassett Middle School has a strong culture and positive climate. Bassett MS is improving the negative perception from our community by making gains in academic achievement, by improving students' discipline, and by identifying students with unexcused absences, and working with the district Alpha Team to improve the students' attendance.

As well as parent classes, Bassett has implemented monthly parent meetings with the Principal to encourage parent involvement. The meetings with the Principal will be implemented both during school and after school hours.

The high mobility rate of our student population has created a gap of knowledge as well as a lack of ownership for individual learning.

Perceptions Strengths

The negative perceptions from our community has been improving. The students from other campuses are transferring to our campus. Positive verbal and written comments from our stakeholders have been made.

Our campus has implemented PBIS with monthly meetings to analyze the effectiveness of the program. We follow the 4 levels of discipline which has decrease the discipline problems. Bassett will implement a daily SEL advisory period that addresses the social and emotional problems students may face.

In order to close the achievement gap, Bassett MS offers after school tutoring program as well as an intervention plan for students failing math and reading STAAR test from previous year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Bassett Middle School has a lack of parent involvement in the PTA committee **Root Cause:** The primary members of this committee are military parents and with the mobility rate of military students our PTA committee suffers

Problem Statement 2: Parent, community, and students have a negative perception of our campus. **Root Cause:** Academic achievement and disciplinary issues.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

- Study of best practices

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 percentage of students who approach grade level, meet standards, and master standards on the 2019- 2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

Evaluation Data Source(s) 1: STAAR scores

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Students will be provided 58 minute daily instruction for Math, ELAR and interventions built into their schedule. | 2.4, 2.5, 2.6 | Administration Active Learning Leaders Department Heads | Increased student learning outcomes with extended instructional time. |  |  |  | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 2) The PLC process will be structured to focus on improving TIER 1 teaching strategies and increasing opportunities to provide differentiated instruction. Teachers will participate in PLCs. | 2.4, 2.6 | Administration Active Learning Leaders Department Heads | Effective Tier 1 instruction resulting in higher student academic achievement. | | | | |
| 3) Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback. | 2.4, 2.5, 2.6 | Administration | Increased use of instructional best practices, effective classroom management techniques, and improved learning atmosphere. | | | | |
| 4) Targeted interventions and enrichment planned during PLCs to identify specific SEs to be reinforced during classes. | 2.4, 2.6 | Administration Active Learning Leaders | Increase student outcomes by focusing on targeted SEs | | | | |
| 5) Instructional materials will be provided to assist teachers and students in all core areas. | 2.4, 2.6 | Administration Department Heads | Increase in student outcomes as measured on standardized tests. | | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 6) Provide after school tutoring sessions for students to address intervention and enrichment. | 2.4, 2.5, 2.6 | Administration, Department Heads | Increase in student outcomes as measured on standardized tests. | | | | |
| Funding Sources: 185 SCE (Campus) - 11500.00 | | | | | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 7) Listening, speaking, reading and writing will be used in instruction to increase student academic achievement of all core content areas. | 2.4, 2.5, 2.6 | Accountability will be held in all PLCs. | Increase in student outcomes as measured on standardized tests. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase attendance rate from 94.75% to district average of 95.6% or higher.

Evaluation Data Source(s) 2: TEAMS Attendance reports

Summative Evaluation 2:

Next Year's Recommendation 2: Increase attendance from 94.75% fo the district average of 95.6 % or higher.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Identify students with excessive unexcused absences and put in place attendance contracts | 2.4, 2.5 | Attendance Clerk Counselors Administration | Decrease in the number of unexcused absences | | | | |
| 2) Provide recognition for excellent attendance for students and faculty quarterly. | 2.5, 2.6 | Counselors Attendance Clerk Administration | Increase in the attendance rate. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 3: The percentage of Special Education students who approach grade level, meet standards, and master standards on the 2019-2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

Evaluation Data Source(s) 3: STAAR scores

Summative Evaluation 3:

Next Year's Recommendation 3: The percentage of Special Education students who approach grade level, meets, standards, and masters standards on the 2019-2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) The PLC process will focus on improving teaching to provide differentiated instruction. | 2.4, 2.6 | Administration Active Learning Leaders Special Education Instructional Coach | Increased academic achievement of students in Special Education. | | | | |
| 2) Provide training for teachers on implementation of differentiated instruction to include technology use in classroom. | 2.4, 2.6 | Active Learning Leaders Administration | Increased learning outcomes for students in Special Education. | | | | |
| 3) Continue providing co-teaching classes to Special Education students in a general education setting. | 2.4, 2.6 | Special Education Coach Administration | Increased learning outcomes for students in Special Education. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 4: The percentage of ESL students who approach grade level, meet standards, and master standards on the 2019-2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

Evaluation Data Source(s) 4: STAAR Scores

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Purposeful grouping will be implemented so that all students including ESL students, are given ample opportunities to collaborate with peers of varying English proficiency levels. | 2.4, 2.6 | Administration Active Learning Leaders Department Heads | Increased achievement by ESL students. | | | | |
| 2) Utilize Close reading strategies, word walls, and hands on activities to help ESL students better understand the Student Expectations. | 2.4, 2.6 | Active Learning Leaders Administration | Increased student learning outcomes. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 5: The percentage of Migrant students who approach grade level, meet standards, and master standards on the 2019 -2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5:

Next Year's Recommendation 5: The percentage of Migrant students who approach grade level, meets standards, and master standards on the 2019--2020 STAAR Math, Reading, Writing, Science, and Social Studies will increase by 5%.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|----------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Provide additional tutoring services for migrant students. | 2.4, 2.6 | Administration, counselors | Migrant students will show growth on the 2020 STAAR. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 6: The percentage of Pre-AP students who approach grade level, meet standards, and master standards on the 2019-2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 10%.

Evaluation Data Source(s) 6: STAAR Scores

Summative Evaluation 6:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Utilize Springboard resources to enhance instruction for students in ELA and Math. | 2.4, 2.6 | Administration, ALL, Campus Teaching Coach | Pre-AP students will show growth in meets and masters on the 2020 STAAR. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 7: The percentage of At-Risk students who approach grade level, meet standards, and master standards on the 2019-2020 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

Evaluation Data Source(s) 7: STAAR Scores

Summative Evaluation 7:

Next Year's Recommendation 7: The percentage of At-Risk students who approach grade level, meets stand

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide Intervention classes in Reading and Math for students that did not meet standards on the 2019 STAAR. | 2.4, 2.6 | | Students will show growth on the 3, 6, 9 week district assessments and 2020 STAAR. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Great Community Schools

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

Performance Objective 1: Bassett will hire and retain highly qualified staff in core content areas to reduce class sizes and improve instruction and student engagement for at-risk, ELL and Special Education populations during the 2019-2020 school year.

Evaluation Data Source(s) 1: Teacher availability report

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|----------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Campus leadership team will retain teachers in Core content areas in order to reduce class sizes and help meet the needs of students. | 2.4, 2.6 | Administration | Class sizes will be reduced in order to provide smaller group instruction and increase student performance | | | | |
| Funding Sources: 185 SCE (Campus) - 62509.94, 211 ESEA Title I (Campus) - 170021.00 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Great Community Schools

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

Performance Objective 2: Provide professional development opportunities that address increased academic performance on STAAR.

Evaluation Data Source(s) 2: Walkthrough data, STAAR scores

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide training/planning time for teachers on implementation of best instructional practices. | 2.4, 2.6 | Administration Active Learning Leaders Department Heads | Instructional best practices will be utilized in the classrooms in order to increase academic achievement. | | | | |
| Funding Sources: 185 SCE (Campus) - 1000.00, 211 ESEA Title I (Campus) - 7249.00 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 2: Great Community Schools

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

Performance Objective 3: Continue implementation and refinement of a campus wide Social Emotional Learning Program and Positive Behavioral Intervention and Supports system in order to reduce discipline referrals by 10% and provide a safe learning environment.

Evaluation Data Source(s) 3: Discipline Reports, PBIS and SEL team agendas and minutes, climate survey results

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) PBIS team will conduct fidelity check using PBIS benchmark quarterly to identify areas of success, and to develop plans to address immediate needs. | 2.6 | PBIS Team | Decrease in the number of discipline referrals and an increase in positive behaviors demonstrated across the campus. | | | | |
| 2) Identify students with multiple discipline incidents and develop interventions during PBIS/SEL team meetings. These interventions will be taking place during our Advisory periods and as needed. | 2.6 | PBIS Team SEL Team Administration | Reduced number of discipline referrals. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Ensure that resources at the campus are distributed in a timely and equitable manner and that campus and district initiatives are being implemented in an effective manner.

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Campus administrators and Leadership Team will monitor usage of PBIS and SEL components on a monthly basis. | 2.4, 2.6 | Department Heads Active Learning Leaders Administration | Increase student learning outcomes by using research based programs. | | | | |
| 2) Campus administrator and leadership team will use TEKS resource system Year At A Glance tool to conduct bi-monthly check-ins with teacher monitor scope and sequence progress | 2.4, 2.6 | Administration Active Learning Leaders | Students will be provided with a standards based curriculum. | | | | |
| 3) Instructional materials for core content areas and library, including reading materials, technology, copy paper and other materials needed by other departments will be provided to enhance instruction. | 2.4, 2.6 | Department Heads Administration | Teachers will be provided with necessary tools to increase student academic achievement. | | | | |
| Funding Sources: 185 SCE (Campus) - 12990.06, 211 ESEA Title I (Campus) - 47104.00 | | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 4: Community Partnerships

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

Performance Objective 1: Provide at least two opportunities per month for parents/guardians to participate in school sponsored activities that address their needs.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Next Year's Recommendation 1: Provide at least two opportunities per month for parents/guardians to participate in school spon

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Parents/guardians will be invited to meet with their child's teachers twice a year to monitor student's academic process. | 3.1, 3.2 | Teachers, Administration, Parent Engagement Liaison | Increase parent participation and student achievement. |  |  |  | |
| 2) Retain additional personnel to help increase community engagement and partnerships. (Parent Engagement Leader, Military Family Liaison) | 3.1, 3.2 | Administration | Increase parental and community participation in school sponsored events. |  |  |  | |
| 3) Provide Con Mi Madre initiative for female students and their mothers in an effort to provide needed support. | 3.2 | Administration | Assist in building relationships between parents and students as well as providing exposure to post secondary opportunities. |  |  |  | |
| 4) Provide supplies and resources to enhance the parental involvement program at the school. | 3.1, 3.2 | Administration Parent Engagement Liaison | Increase parent participation and student achievement. |  |  |  | |
| Funding Sources: 211 ESEA Title I (Campus) - 700.00 | | | | | | | |

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

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 6 | Provide after school tutoring sessions for students to address intervention and enrichment. |
| 1 | 1 | 7 | Listening, speaking, reading and writing will be used in instruction to increase student academic achievement of all core content areas. |

State Compensatory

Personnel for Bassett Middle School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Martha Lozoya | Teacher | English | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------|----------------|------------|
| Christina Hale | Testing Coordinator | | .5 |
| George Arreola | Teacher | Social Studies | 1 |
| Rodney Duchene | CTC | | 1 |

2019-2020 Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|--------------------|---|
| Classroom Teacher | Elizabeth Ramirez | ELAR Teacher |
| Classroom Teacher | Ana Zubiate | Keyboarding Teacher |
| Classroom Teacher | Griselda Rodriguez | ESOL Teacher |
| Non-classroom Professional | Kristina Howard | Counselor |
| Business Representative | David Pearlman | Business Representative |
| Administrator | Michael Mendoza | Principal |
| Staff Member | Rodney Duchene | Campus Teaching Coach |
| Staff Member | Vanessa Gomez | Middle School English/Reading/DRD |
| Staff Member | Sonya Kuntz | Middle School Social Studies |
| Staff Member | Nallely Villalobos | Middle School Math |
| Staff Member | Christine Hale | Middle School Testing Coordinator/Teacher |
| Paraprofessional | Veronica Vargas | Parent Engagement Liason |
| Administrator | Michael Gill | Assistant Principal |
| Staff Member | Margo DiMatteo | ALL Secondary Mathematics |
| Administrator | Adriana Vasquez | Assistant Principal |
| Staff Member | Kristina Robinson | parent |