

**El Paso Independent School District**  
**Bassett Middle School**  
**2020-2021 Campus Improvement Plan**



# **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

2019-2020 Data:

Economically disadvantaged students: 551, approximately 83% of our campus population. We are a Title I campus so we receive funding based on the number of economically disadvantaged students at our campus. 100% of our students are eligible to receive free breakfast, lunch and afterschool meals.

GT students: 46, about 7% of our population.

Dyslexia: 18 students, about 2.7% of Bassett students.

At risk: 378 students; approximately 57% of our population.

Economically disadvantaged 551, approximately 83% of students.

Migrant students: 9, approximately 1% of our students

Military Connected Students: 135 students, approximately 20% of students

504 students: 39, approximately 6% of our students

SPED students: 102, approximately 15% of our students

Our current population at Bassett school is 664 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 2020-2021 school year. The trending factors that indicate this are the constant mobility by our military population and ESL populations, which compromise a significant percentage of our campus enrollment. Our percentage of students with the ESL coding is 195, approximately 29% of our whole campus. Our military population is also highly transient, and affect the demographics of students on campus. The percentage of military is 20%. The total population of ESL and Military compromises about half of our campus.

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 have a big impact on our attendance rate.

Placement of our special populations is done through testing and committee meetings to ensure correct placements.

Our current attendance rate for the school year is 92.87. Last year in 2018-2019 school year, we had an attendance rate of 94.75. We have decreased 1.88 percentage points in attendance. Our goal is to increase this to a 95% attendance rate, which is up to par with the district's average.

This upcoming 2020-2021 school year, we are moving to a 7 period day, with classes lasting 54 minutes. All classes will meet every day. We will have an advisory class twice a week in order to continue the implementation of SEL strategies.

## Demographics Strengths

Bassett is a diverse campus serving as home to students of many different ethnicities and backgrounds. Our collaboration with both the military and parent liaisons provide various opportunities for parents to attend Adult learning classes ranging from topics like digital awareness and navigation to content specific classes. Bassett has enhanced these continuing education courses in order to meet the needs of the parents. 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. Technology use has dramatically increased this year. Since we had to move to online teaching and learning, teachers and students rose to the challenge and learned how to utilize new platforms to continue the learning process.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance on Friday's is lower than other school days. Review of data over that past 5 years reflects that ADA on Friday is 93.89% and on the other days the ADA is above 95%. **Root Cause:** Elimination of the 90% rule of attendance by our District is enabling students to have more absences without consequences.

**Problem Statement 2:** Students admitted into mental health facilities or outpatient services and are not attending class for extended periods and not providing proper documentation for excused absences. **Root Cause:** Lack of proper documentation and lack of communication between campus, parents and mental health facilities.

**Problem Statement 3:** Students are failing to report to all classes during the day and are truant. **Root Cause:** Students are choosing not to attend classes because they do not find the classes engaging or important.

**Problem Statement 4:** Students enroll/withdraw without properly completing the process adding to absences. **Root Cause:** Parents unaware or disregard the enrollment/withdraw process. Teacher's not reporting when they hear students have moved without going through withdraw process.

# Student Learning

## Student Learning Summary

2018-19 STAAR Data showed increases in Reading 71% (+6) and Math 84% (+14). Writing 66% (+1), Science 80% (+11), Social Studies 66% (+4) 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%).

Due to school closures, the 2019-2020 STAAR exams were not administered. The data that we do have is from district mock exams and other district assessments.

Current data shows campus assessments of Reading 60%, Math 79%, Science 85%, and Social Studies 70%.

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

## Student Learning 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 2019-2020 school year:

RTI (tiered)

- \*tutoring

- \*content specific symposiums

- \*blended learning

- \*Weekly PICs

- \*Co-teaching and support facilitation

- \*Cross-curricular content support from All and CTC

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** ELL (current & monitored) did not meet the state target percentage of 29% at Meets GL or Above in reading for the last three school years (2017-2019).

**Root Cause:** Lack of providing students opportunities to read in all content areas. Inconsistent use of ELL learning strategies during instruction (speaking, listening, reading, writing.) Low measures of progress monitoring and tracking ELL students' performance in reading.

**Problem Statement 2:** Bassett MS 2019 STAAR Meets GL Standard or Above was at 37% for all subjects, well below the district average of 47%. **Root Cause:** Lack of providing student opportunities to read in all content areas which will improve students' reading fluency levels leading to higher achievement. Inconsistent use and implementation of resources and available tools to provide higher order thinking and learning.

# 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 Resource System. Through the PLC process, teachers collaborate to plan and prepare units aligned to the TEKS at high performance levels. The teachers also got the opportunity to receive individual coaching from an Engage2Learn coach. This was provided through the Transformation Zone Grant. Also, an Intervention time was provided for students failing STAAR Mathematics and Reading from previous year. This allowed more time for interventions and individualized instruction to take place. Moreover, a SEL Advisory time of 30 minutes was provided for the students on a daily basis during first their first class period. Our Campus Teaching Coach and Active Learning Leader helped guide the teaching and learning processes. Educational technology was used frequently as part of EPISD's 1:1 device initiative and to support online learning. All subject areas utilized technology exclusively for the last nine weeks of school. Schoology and other educational apps were taught to the students and utilized as the preferred learning platforms. Teachers and students also had online sessions utilizing Zoom, Webex, Microsoft Teams, and Schoology Classroom.

## School Processes & Programs Strengths

- TEKS Resource System for planning instruction
- PLC meetings
- EPISD Professional development opportunities for curriculum and technology
- STAAR intervention courses in Math and Reading
- 30 minutes SEL advisory period
- 1:1 device initiative (MacBook Air laptops per student)
- Engage2Learn Coaching

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** School year 2019-2020, technology was not properly being implemented in the blended learning setting. Students were not able to utilize technology effectively due to lack of practice and implementation. **Root Cause:** The district provided students and teachers 1:1 devices. Yet not all teacher's received adequate professional development to have them implement instruction with fidelity.

**Problem Statement 2:** Students and teacher's were provided a MacBook for learning though little was used for best practices. **Root Cause:** Many of our students do not access the internet for learning purposes due to lack of motivation and uninteresting /engaging technology assignments.

# Perceptions

## Perceptions Summary

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

Bassett has provided numerous monthly parent meetings that address the needs of the parents. Opportunities have been given to meet with the Principal to get updates on the school, to ask questions and provide feedback. The meetings were scheduled 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. Bullying is one of the areas that has been identified in surveys as being a topic that needs to be revisited.

## Perceptions Strengths

The negative perceptions from our community have been improving. The students that had left our campus to other campuses are transferring back to our campus. Positive verbal and written comments from our stakeholders have been shared with the staff at the school.

Our campus has implemented PBIS with monthly meetings to analyze the effectiveness of the program. We follow the 4 levels of discipline which has decreased the discipline problems. Bassett has implemented a daily SEL advisory period to 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. Students are provided with and intervention class in these areas to assist them with closing their learning gaps.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents and students indicated on the 2019-2020 School Climate Survey that bullying had increased by approximately 4 % from the 2018-2019 school year. **Root Cause:** Additional personnel is not being scheduled to monitor areas of high traffic.

**Problem Statement 2:** On the 2019-2020 School Climate Survey, 70.7% of parents indicated that they know about the different academic programs offered in the district. **Root Cause:** Parents' work schedules do not make it possible for them to always attend information sessions provided by the campus.



# 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 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card 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) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments 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
- Special education/non-special education population including discipline, progress and participation 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
- Gifted and talented data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: May 12, 2020

## 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 2020- 2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Students will be provided 54 minute daily instruction for Math and ELAR with interventions built into their schedule. <b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes with extended instructional time. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders Department Heads <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Effective Tier 1 instruction resulting in higher student academic achievement. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders Department Heads <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June

<b>Strategy 3:</b> Administration will support instructional practices by conducting targeted walkthroughs and providing teacher feedback. <b>Strategy's Expected Result/Impact:</b> Increased use of instructional best practices, effective classroom management techniques, and improved learning atmosphere. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 4:</b> Targeted interventions and enrichment will be planned during PLCs to identify specific SEs to be reinforced during classes. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes by focusing on targeted SEs <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 5:</b> Instructional materials will be provided to assist teachers and students in all core areas. <b>Strategy's Expected Result/Impact:</b> Increase in student outcomes as measured on standardized tests. <b>Staff Responsible for Monitoring:</b> Administration Department Heads <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<b>Strategy 6:</b> Listening, speaking, reading and writing will be used in instruction to increase student academic achievement of all core content areas. <b>Strategy's Expected Result/Impact:</b> Increase in student outcomes as measured on standardized tests. <b>Staff Responsible for Monitoring:</b> Accountability will be held in all PLCs. <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	Reviews			
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## Goal 1: Active Learning

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







Directly Supports:

Board Goals 1-3

**Performance Objective 2:** Increase attendance rate to 95.6% or higher.

**Evaluation Data Sources:** TEAMS Attendance reports

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Identify students with excessive unexcused absences and put in place attendance contracts <b>Strategy's Expected Result/Impact:</b> Decrease in the number of unexcused absences <b>Staff Responsible for Monitoring:</b> Attendance Clerk Counselors Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.5, 2.5	Reviews			
	Formative			Summative
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<b>Strategy 2:</b> Provide recognition for excellent attendance for students and faculty quarterly. <b>Strategy's Expected Result/Impact:</b> Increase in the attendance rate. <b>Staff Responsible for Monitoring:</b> Counselors Attendance Clerk Administration <b>Title I Schoolwide Elements:</b> 2.5, 2.5, 2.6, 2.6	Reviews			
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## Goal 1: Active Learning

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



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 2020-2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> The PLC process will focus on improving teaching to provide differentiated instruction. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement of students in Special Education. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders Special Education Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
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<b>Strategy 2:</b> Provide training for teachers on implementation of differentiated instruction to include technology use in classroom. <b>Strategy's Expected Result/Impact:</b> Increased learning outcomes for students in Special Education. <b>Staff Responsible for Monitoring:</b> Active Learning Leaders Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 3:</b> Continue providing co-teaching classes to Special Education students in a general education setting. <b>Strategy's Expected Result/Impact:</b> Increased learning outcomes for students in Special Education. <b>Staff Responsible for Monitoring:</b> Special Education Coach Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
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## Goal 1: Active Learning

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







Directly Supports:

Board Goals 1-3

**Performance Objective 4:** The percentage of ESL students who approach grade level, meet standards, and master standards on the 2020-2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased achievement by ESL students. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders Department Heads <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 2:</b> Utilize Close reading strategies, word walls, and hands on activities to help ESL students better understand the Student Expectations. <b>Strategy's Expected Result/Impact:</b> Increased student learning outcomes. <b>Staff Responsible for Monitoring:</b> Active Learning Leaders Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
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 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:** The percentage of Migrant students who approach grade level, meet standards, and master standards on the 2020 -2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Provide additional tutoring services for migrant students. <b>Strategy's Expected Result/Impact:</b> Migrant students will show growth on the 2020 STAAR. <b>Staff Responsible for Monitoring:</b> Administration, counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Reviews			
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## Goal 1: Active Learning

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






Directly Supports:

Board Goals 1-3

**Performance Objective 6:** The percentage of Pre-AP students who approach grade level, meet standards, and master standards on the 2020-2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 10%.

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Utilize Springboard resources to enhance instruction for students in ELA and Math. <b>Strategy's Expected Result/Impact:</b> Pre-AP students will show growth in meets and masters on the 2020 STAAR. <b>Staff Responsible for Monitoring:</b> Administration, ALL, Campus Teaching Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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## Goal 1: Active Learning

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






Directly Supports:

Board Goals 1-3

**Performance Objective 7:** The percentage of At-Risk students who approach grade level, meet standards, and master standards on the 2020-2021 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Provide Intervention classes in Reading and Math for students that did not meet standards on the 2019 STAAR and or benchmark exams given during the 2019-2020 school year. <b>Strategy's Expected Result/Impact:</b> Students will show growth on the 3, 6, 9 week district assessments and 2020 STAAR. <b>Staff Responsible for Monitoring:</b> None <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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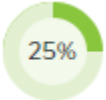




## Goal 2: Great Community Schools

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

**Performance Objective 1:** 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 2020-2021 school year.

**Evaluation Data Sources:** Teacher availability report

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Campus leadership team will retain teachers in Core content areas in order to reduce class sizes and help meet the needs of students.  <b>Strategy's Expected Result/Impact:</b> Class sizes will be reduced in order to provide smaller group instruction and increase student performance  <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6  <b>Funding Sources:</b> Social Security/Medicare - 185 SCE (Campus) - 185.11.6141.049.30.362.049 - \$22, TRS - 185 SCE (Campus) - 185.11.6148.049.30.100.049 - \$50, Other Payroll Payments - 185 SCE (Campus) - 185.11.6117.049.30.100.049 - \$5,000, TRS Care - 185 SCE (Campus) - 185.11.6148.049.30.000.049 - \$417.05, Other - 185 SCE (Campus) - 185.11.6149.049.30.000.049 - \$723.60, W/Comp - 185 SCE (Campus) - 185.11.6143.049.30.000.049 - \$378, Stipend - 211 ESEA Title I (Campus) - 211.11.6118.049.24.801.049 - \$1,719, TRS - 185 SCE (Campus) - 185.11.6146.049.30.000.049 - \$710.92, FICA - 185 SCE (Campus) - 185.11.6141.049.30.000.049 - \$805.40, Health Insurance - 185 SCE (Campus) - 185.11.6142.049.30.000.049 - \$5,204.03, Social Security/Medicare - 211 ESEA Title I (Campus) - 211.11.6141.049.24.362.049 - \$173.50, Social Security/Medicare - 185 SCE (Campus) - 185.11.6141.049.30.100.049 - \$73, Additional teaching personnel - 185 SCE (Campus) - 185.11.6119.049.30.000.049 - \$53,251, TRS Care - 211 ESEA Title I (Campus) - 211.11.6148.049.24.801.049 - \$1,026, Health Insurance - 211 ESEA Title I (Campus) - 211.11.6142.049.24.801.049 - \$13,307.50, Other - 211 ESEA Title I (Campus) - 211.11.6149.049.24.801.049 - \$1,788, Additional teaching personnel - 211 ESEA Title I (Campus) - 211.11.6119.049.24.801.049 - \$135,695, FICA - 211 ESEA Title I (Campus) - 211.11.6141.049.24.801.049 - \$1,974, TRS - 211 ESEA Title I (Campus) - 211.11.6146.049.24.801.049 - \$13,018, Workmans Comp - 211 ESEA Title I (Campus) - 211.11.6143.049.24.801.049 - \$1,080, Other Employee Benefits - 185 SCE (Campus) - 185.11.6149.049.30.100.049 - \$97.99	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






## 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 Sources:** Walkthrough data, STAAR scores

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide training/planning time for teachers on implementation of best instructional practices. <b>Strategy's Expected Result/Impact:</b> Instructional best practices will be utilized in the classrooms in order to increase academic achievement. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders Department Heads <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 <b>Funding Sources:</b> Kagan training, best practices training, power planning, differentiated instruction, RTI - 185 SCE (Campus) - 185.11.6112.049.30.362.049 - \$1,500, Kagan training, best practices training, power planning, differentiated instruction, RTI - 211 ESEA Title I (Campus) - 211.11.6112.049.24.362.049 - \$12,000, Kagan training, best practices training, power planning, differentiated instruction, RTI - 211 ESEA Title I (Campus) - 211.13.6499.049.24.801.049 - \$1,746	Reviews			
	Formative			Summative
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<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

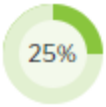





## Goal 2: Great Community Schools

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 Sources:** Discipline Reports, PBIS and SEL team agendas and minutes, climate survey results

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> PBIS team will conduct fidelity check using PBIS benchmark quarterly to identify areas of success, and to develop plans to address immediate needs. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals and an increase in positive behaviors demonstrated across the campus. <b>Staff Responsible for Monitoring:</b> PBIS Team <b>Title I Schoolwide Elements:</b> 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals. <b>Staff Responsible for Monitoring:</b> PBIS Team SEL Team Administration <b>Title I Schoolwide Elements:</b> 2.6, 2.6	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

### Goal 3: Lead with Character and Ethics

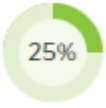

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.






**Performance Objective 1:** 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 Sources:** None

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Campus administrators and Leadership Team will monitor usage of PBIS and SEL components on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Increase student learning outcomes by using research based programs. <b>Staff Responsible for Monitoring:</b> Department Heads Active Learning Leaders Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 2:</b> Campus administrator and leadership team will use TEKS resource system Year At A Glance tool to conduct bi-monthly check-ins with teachers to monitor scope and sequence progress <b>Strategy's Expected Result/Impact:</b> Students will be provided with a standards based curriculum. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June

<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Teachers will be provided with necessary tools to increase student academic achievement. <b>Staff Responsible for Monitoring:</b> Department Heads Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6 <b>Funding Sources:</b> Paper, school supplies, instructional materials - 185 SCE (Campus) - 185.11.6399.049.30.019.049 - \$0 , Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro - 211 ESEA Title I (Campus) - 211.11.6399.049.24.801.049 - \$10,000, Paper, school supplies, instructional materials - 211 ESEA Title I (Campus) - 211.11.6399.049.24.019.049 - \$3,497, Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro - 185 SCE (Campus) - 185.11.6395.049.30.019.049 - \$17,142, Paper, school supplies, instructional materials, chargers for MacBooks - 185 SCE (Campus) - 185.11.6399.049.30.000.049 - \$6,749.21, Paper, school supplies, instructional materials, posters - 211 ESEA Title I (Campus) - 211.11.6399.049.24.801.049 - \$13,223, Reading material - 211 ESEA Title I (Campus) - 211.11.6329.049.24.801.049 - \$3,000, Reading material - 211 ESEA Title I (Campus) - 211.12.6329.049.24.801.049 - \$3,500, Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro - 211 ESEA Title I (Campus) - 211.11.6395.049.24.019.049 - \$23,046, Testing resources, copies of assesments - 211 ESEA Title I (Campus) - 211.11.6339.049.24.801.049 - \$3,000, Library supplies - 211 ESEA Title I (Campus) - 211.12.6399.049.24.801.049 - \$2,000	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



#### Goal 4: Community Partnerships

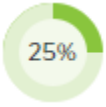
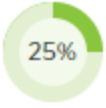

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.






**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 Sources:** None

**Summative Evaluation:** Some progress made toward meeting Objective

<b>Strategy 1:</b> Parents/guardians will be invited to meet with their child's teachers twice a year to monitor student's academic process. <b>Strategy's Expected Result/Impact:</b> Increase parent participation and student achievement. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Parent Engagement Liaison <b>Title I Schoolwide Elements:</b> 3.1, 3.1, 3.2, 3.2	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 2:</b> Retain additional personnel to help increase community engagement and partnerships. (Parent Engagement Leader, Military Family Liaison) <b>Strategy's Expected Result/Impact:</b> Increase parental and community participation in school sponsored events. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.1, 3.1, 3.2, 3.2	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<b>Strategy 3:</b> Provide Con Mi Madre initiative for female students and their mothers in an effort to provide needed support. <b>Strategy's Expected Result/Impact:</b> Assist in building relationships between parents and students as well as providing exposure to post secondary opportunities. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.2, 3.2	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June

<b>Strategy 4:</b> Provide supplies and resources to enhance the parental involvement program at the school. <b>Strategy's Expected Result/Impact:</b> Increase parent participation and student achievement. <b>Staff Responsible for Monitoring:</b> Administration Parent Engagement Liaison <b>Title I Schoolwide Elements:</b> 3.1, 3.1, 3.2, 3.2 <b>Funding Sources:</b> Parent literature - 211 ESEA Title I (Campus) - 211.61.6329.049.24.801.049 - \$200, Computer, printer - 211 ESEA Title I (Campus) - 211.61.6495.049.24.801.049 - \$650, General supplies - 211 ESEA Title I (Campus) - 211.61.6399.049.049.24.801.049 - \$650, Parent meeting supplies - 211 ESEA Title I (Campus) - 211.61.6499.049.24.801.049 - \$650	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Listening, speaking, reading and writing will be used in instruction to increase student academic achievement of all core content areas.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	6	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	Social Studies	1

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Hale	Testing Coordinator/Teacher	Social Studies	.5
George Arreola	Teacher	Social Studies	1
Raul Rangel	Teacher	Math	1

# Plan Notes

## Bassett MS

### Area 1-Demographics

CNA	Comprehensive Needs Assessment	CIP	Campus Improvement Plan
Problem Statement	Root Causes	Performance Objective	Strategies
#1-Student attendance on Fridays is lower than other school days. Review of data over the past 5 years reflects that the ADA on Friday is 93.89% and on the other days the ADA is above 95%.	Elimination of the 90% rule of attendance by our District is enabling students to have more absences without consequences.	By the end of the 2021 school year, the ADA for Fridays will increase to 94.5%	(a) Focus on Friday attendance and meet with students who have more than two absences on Fridays. (b) Offer incentives for students to come to school on Fridays. (c) Ensure that teachers are providing meaningful instruction on Fridays.
#2-Students admitted into mental health facilities or outpatient services and are not attending class for extended periods and not providing proper documentation for excused absences	Lack of proper documentation and lack of communication between campus, parents and mental health facilities.		Attendance Clerk and Parent Liaison will communicate 2-3 per week to obtain proper documentation and provide support

<p>#3-Students are failing to report to all classes during the day and are truant.</p>	<p>Students are choosing not to attend classes because they do not find the classes engaging or important.</p>	<p>By the end of the 2021 school year, unexcused absences for students receiving these services will have 90% excused absences.</p>	<p>(a) Attendance clerk to track and report truancies within 1 day. (b) Progressive disciplinary action plans developed with students and parents.</p> <p>Provide parents with Enrollment/Withdraw packets to guide parents.</p>
<p>#4-Students enroll/withdraw without properly completing the process adding to absences.</p>	<p>Parents unaware or disregard the enrollment/withdraw process. Teachers not reporting when they hear students have moved without going through withdraw process.</p>	<p>Single or multiple period unexcused absences will be reduced by 25% over the previous year.</p> <p>Reduce unexcused absences relating to failure to report when enrolled or failing to properly withdrawing by 25%.</p>	



## 2020-2021 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Elizabeth Ramirez	ELAR Teacher
Classroom Teacher	Ana Zubiarte	Keyboarding 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
Staff Member	Margo DiMatteo	ALL Secondary Mathematics
Administrator	Adriana Vasquez	Assistant Principal
Administrator	Michael Gill	Assistant Principal
Staff Member	Carlos Portillo	parent liason
Special Education Representative	Scott Hall	Special Education Coach

# Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Social Security/Medicare	185.11.6141.049.30.362.049	\$22.00
2	1	1	TRS	185.11.6148.049.30.100.049	\$50.00
2	1	1	Other Payroll Payments	185.11.6117.049.30.100.049	\$5,000.00
2	1	1	TRS Care	185.11.6148.049.30.000.049	\$417.05
2	1	1	Other	185.11.6149.049.30.000.049	\$723.60
2	1	1	W/Comp	185.11.6143.049.30.000.049	\$378.00
2	1	1	TRS	185.11.6146.049.30.000.049	\$710.92
2	1	1	FICA	185.11.6141.049.30.000.049	\$805.40
2	1	1	Health Insurance	185.11.6142.049.30.000.049	\$5,204.03
2	1	1	Social Security/Medicare	185.11.6141.049.30.100.049	\$73.00
2	1	1	Additional teaching personnel	185.11.6119.049.30.000.049	\$53,251.00
2	1	1	Other Employee Benefits	185.11.6149.049.30.100.049	\$97.99
2	2	1	Kagan training, best practices training, power planning, differentiated instruction, RTI	185.11.6112.049.30.362.049	\$1,500.00
3	1	3	Paper, school supplies, instructional materials	185.11.6399.049.30.019.049	\$0.00
3	1	3	Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro	185.11.6395.049.30.019.049	\$17,142.00
3	1	3	Paper, school supplies, instructional materials, chargers for MacBooks	185.11.6399.049.30.000.049	\$6,749.21
<b>Sub-Total</b>					\$92,124.20
<b>Budgeted Fund Source Amount</b>					\$91,942.00
<b>+/- Difference</b>					<b>-\$182.20</b>
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Stipend	211.11.6118.049.24.801.049	\$1,719.00
2	1	1	Social Security/Medicare	211.11.6141.049.24.362.049	\$173.50
2	1	1	TRS Care	211.11.6148.049.24.801.049	\$1,026.00
2	1	1	Health Insurance	211.11.6142.049.24.801.049	\$13,307.50

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Other	211.11.6149.049.24.801.049	\$1,788.00
2	1	1	Additional teaching personnel	211.11.6119.049.24.801.049	\$135,695.00
2	1	1	FICA	211.11.6141.049.24.801.049	\$1,974.00
2	1	1	TRS	211.11.6146.049.24.801.049	\$13,018.00
2	1	1	Workmans Comp	211.11.6143.049.24.801.049	\$1,080.00
2	2	1	Kagan training, best practices training, power planning, differentiated instruction, RTI	211.11.6112.049.24.362.049	\$12,000.00
2	2	1	Kagan training, best practices training, power planning, differentiated instruction, RTI	211.13.6499.049.24.801.049	\$1,746.00
3	1	3	Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro	211.11.6399.049.24.801.049	\$10,000.00
3	1	3	Paper, school supplies, instructional materials	211.11.6399.049.24.019.049	\$3,497.00
3	1	3	Paper, school supplies, instructional materials, posters	211.11.6399.049.24.801.049	\$13,223.00
3	1	3	Reading material	211.11.6329.049.24.801.049	\$3,000.00
3	1	3	Reading material	211.12.6329.049.24.801.049	\$3,500.00
3	1	3	Projectors, computers, interactive boards, web cams, technology equipment, Owl Pro	211.11.6395.049.24.019.049	\$23,046.00
3	1	3	Testing resources, copies of assesments	211.11.6339.049.24.801.049	\$3,000.00
3	1	3	Library supplies	211.12.6399.049.24.801.049	\$2,000.00
4	1	4	Parent literature	211.61.6329.049.24.801.049	\$200.00
4	1	4	Computer, printer	211.61.6495.049.24.801.049	\$650.00
4	1	4	General supplies	211.61.6399.049.049.24.801.049	\$650.00
4	1	4	Parent meeting supplies	211.61.6499.049.24.801.049	\$650.00
<b>Sub-Total</b>					\$246,943.00
<b>Budgeted Fund Source Amount</b>					\$246,943.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$339,067.20

# Addendums