

El Paso Independent School District
Nixon Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Dr. L.A. Nixon Elementary School is committed to developing a community of life long learners who achieve academically and socially with a strong desire to affect our world and community in a positive way.

Vision

Dr. L.A. Nixon Elementary School is committed to developing a community of life long learners who achieve academically and socially with a strong desire to affect our world and community in a positive way.

Value Statement

Nixon Elementary will value the efforts of all, and share in the successes of the campus.

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Comprehensive Needs Assessment

Revised/Approved: August 4, 2022

Demographics

Demographics Summary

Dr. Nixon is located in a neighborhood that mainly consists of single-family homes.

Enrollment

2020-2021 654

2021-2022 648

2022-2023 609

2021-2022: 214 students attend Nixon on a pupil transfer. This demonstrates that we are the preferred campus for many families.

Attendance Rates

2020-2021 93.5%

2021-2022 95.9% Increase
2.4%

The school has students from many diverse backgrounds:

**Military Connected
families 35.5%**

Native Hawaiian or Pacific
Islander 1%

African American 8%

Military Connected families	35.5%
Asian	1%
Hispanic	62.5%
White	21.3%
Two or more races	6%

2021/2022 student mobility rate is 21.5%.

Other pertinent data:

	2020-2021	2021-2022
Economically Disadvantaged	74.46%	71.6%
English Language Learners	12%	13%
Gifted & Talented	9%	6%

Special Education:

The percentage of students who are being served through our SPED department is 15.9%. Nixon has several different SPED settings to include resource, support facilitation and co-teach classrooms. We also have a self-contained AIM and two BIC classrooms. The faculty/staff understand how to work with students of diverse backgrounds and needs, and appropriate personnel have been trained in the identification of special needs, LEP, and GT students.

Demographics Strengths

Dr. Nixon has a principal and assistant principal, 45 highly qualified teachers, and 12 paraprofessionals that strive to learn new ways of maximizing student potential. Thirteen teachers have more than twenty years' experience and 14 teachers have between 11 and 20 years' experience. Each grade level has a grade level leader to assist with team organization and planning. Grade level leaders are working to facilitate PLC meetings and to share best practices. During PLCs teachers meet to discuss current teaching practices, support new teachers in the grade level, and to address needed areas for growth. New teachers to our campus are provided mentors for support and to facilitate transition and participate in the Pup Academy which reviews programs, curriculum, and community involvement activities. Many of our teachers tutor students both before school and after school. We offer tutoring and camps during intersessions as well as on Saturdays during the spring semester.

English Language Learners are supported through a Dual-Language program Pk-5.

Dr. Nixon has a part time Military Family Liaison who supports the needs of our military connected families. The MFL facilitates the Student Ambassador program, Veteran's Day program, and Flags for First Graders as well as various activities for month of the military child in April.

We also have a part time Parent Engagement Leader who facilitates coffee with the principal and many other family engagement campus activities. The PEL also organizes volunteer opportunities and applications for VIPs.

In addition, we have a counselor who is sponsored through doDEA to provide support to military students.

As a campus we celebrate different cultural milestones with activities such as Grandparents Day Celebration, Veterans Day Program, Black History Program, and many others.

Our school works to keep parents involved and informed through Coffee with principal, monthly newsletters, school website, Facebook page, Twitter page, Marquee, and Blackboard communication (all calls, emails and text) to provide parents with valuable information about school activities.

Our librarian offers a Bluebonnet club to students on Friday afternoon.

We also have several programs for students to include:

Robotics/Coding- This is a grant funded initiative that takes place after school and is open to all students.

Young Rembrandts- This is an after-school Arts program that is offered here but paid for by parents.

Snapology- This is another after school program focusing on STEM/STEAM but paid for by parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The population of students attending Nixon Elementary has continued to decline over the past three years. **Root Cause:** Because of the closed campus procedures surrounding COVID, parents felt uncertain about sending their students to school.

Problem Statement 2 (Prioritized): The number of students being identified as gifted and talented at Nixon Elementary has decreased over the past three years. **Root Cause:** Because of the inability to host events, parents are uninformed or misinformed about the gifted and talented program offered at Nixon Elementary.

Student Learning

Student Learning Summary

(STAAR and DRA scores by subject area and sub-population attached as addendum.)

2020-2021 Data shows that the Special Education group of students did not meet satisfactory performance on:

- 4th grade Writing with a 33%
- Science with a 38% approaches score
- Below 40% on all 4th grade tests

2021-2022 Data shows the following math data:

	Meets	Masters
3rd	25%	6%
4th	28%	14%
5th	49%	7%

Mathematics is an area of instructional focus.

Open ended responses is also an area of instructional focus.

African American student group met satisfactory on all subject area tests.

Individual student needs are identified through assessments such as Unit assessments, I-Station, StemScopes Math, Interim/Mock and Benchmarks exams administered at the completion of each unit and others at the minimum beginning, middle and end of year.

Student specific services and interventions are determined, implemented, monitored, adjusted and evaluated periodically through collaboration conversations, teacher reflection, data analysis, RTI committee meetings, and ARD meetings.

Special Education students are served through resource and co-teach services.

The LPAC committee meets minthly to discuss needs for identified EL students.

Teachers keep parents informed of progress. They also work with Instructional Leadership Team and the Response to Intervention (RtI) committee for additional support.

Structures in place to support all students include intervention tutors and after school tutoring, HB4545 tutoring program with highly-qualified tutors, an intervention block built into the daily schedule. The Reading and Math blocks are a minimum of 90 minutes long to allow for small-group instruction.

The campus also follows the MTSS process and has a committee for teacher and parent concerns. Students are identified and placed in MTSS based on teacher or parent referral. Teachers consider daily grades, assessment, and behavior; if there are concerns with a students academic or behavioral progression teachers can begin the MTSS process.

Student Learning Strengths

According to the 2018 - 2019 STAAR data, our scores on the Reading, Math, and Science STAAR exams were above the State and District average score. Our African American, Economically Disadvantaged, and EL sub-groups met satisfactory levels on all subject area assessments. Most of our student groups are scoring well on three of the four subject area STAAR tests.

The Interim data shows growth thus far for the 2021-22 school year.

The 21-22 STAAR shows growth in 4th and 5th grade Reading and Mathematics and 5th grade Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are having difficulty transitioning to online assessment. **Root Cause:** Our approach to assessment has not changed along with the test.

Problem Statement 2 (Prioritized): A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents. **Root Cause:** There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers.

Problem Statement 3 (Prioritized): The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics. **Root Cause:** Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.

School Processes & Programs

School Processes & Programs Summary

Regarding Processes and Programs at Nixon, we PLC every week, and in PLC teachers work collaboratively to plan lessons aligned to the state learning standards. Resources used to plan are the TEKS Resource System, EPISD's academic calendar, and formative and summative assessment data. The data used comes from district mandated programs and assessments which include iStation, Stemscores, Mocks, Unit Assessments, and a fall and spring Interim. Our PLCs are led by our grade level leaders and our CTCs with active participation from administration. Our campus is currently implementing HB4545 tutoring for our students that did not pass the STAAR assessment.

The SPED population is transitioning from support facilitation to the coteaching model and resource. The EL population is provided support in the dual language program. Students are monitored through TELPAS, and benchmark/unit assessments. Research based practices are used during our intervention allocated time frame. This time frame is also being used for our HB4545 tutoring provided by high impact tutors.

At Nixon, our mission is to encourage students to become 21st Century learners through the daily use of technology. Teachers have integrated components of technology to include document cameras, Smartboards, projectors, and laptops. Nixon has implemented one-to-one technology and is working towards blended learning. Programs used on the devices include Classlink, MyOn, Seesaw, Brain Pop, Epic, Nearpod, Stemscores, Prodigy and many more. Charging carts are also available in every classroom.

Nixon provides interventions for students in need of assistance. Tutors are provided at each grade level for push-in support. Teachers are provided time during weekly PLCs to discuss and improve lessons, targeting grade level specific activities. This time is also used to analyze data to ensure students are successful with TEKS.

School Processes & Programs Strengths

Our strengths regarding processes and programs, are that we meet weekly for PLCs at Nixon and have begun transitioning our PLCs from our Campus Teaching Coaches disseminating information to teacher-led meetings with administrators actively participating. We are now implementing both the fall and spring Interim assessments, and the spring mock STAAR test, which provide us with valuable data to drive our teachers' instruction and help us monitor our goal achievement. We are now monitoring district program implementation, so our teachers are utilizing EOY and BOY data

from these programs, in addition to data from assessments, to drive their instruction and interventions. Another one of our strengths is that our HB4545 tutoring program is going well, and our CTCs are monitoring the tutoring hours with fidelity. We have highly qualified HB4545 tutors. Our teachers are adding elements of blended learning in their classroom and are utilizing the one-to-one technology daily.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers don't utilize the programs provided by the district **Root Cause:** Program usage has not been monitored at the campus level

Problem Statement 2 (Prioritized): Attendance rates are lower than usual this year at 95.6 %. **Root Cause:** Students are dealing with heightened mental health issues.

Perceptions

Perceptions Summary

Dr. Nixon historically has a high level of both family and community involvement through a variety of activities such as: PTO meetings, Parent to Parent Meetings, Parent-Teacher Conferences, Military Mom's Club, VIPs, Fall Festival, Chili Cook-Off, Red Ribbon Rally with Community Participants, CIT meetings, Veteran's Breakfast, Grandparent's Breakfast, Career Day, having local Vendors available at our two festivals, Strong Fathers, Math and Reading Nights, Book Fairs with Parent volunteers to help set up, run, and take down the fair, Career Fair, Read Across the District, and so much more. Information is shared on the campus website, active Social Media sites, physically displayed at all entrances, and sent home in paper form with students. We also have a Parent Information Fair during conferences. We solicit parent/ community input through surveys and evaluations.

We have a PBIS committee that meets monthly to revisit discipline issues and to create positive incentives to reward good behavior. They implement School-Wide positive rewards such as: Coyote cash, store and 9 weeks incentives. PBIS comes up with proactive practices while teachers address teaching replacement behaviors when necessary followed by administrative support when necessary.

Available to families is the District APP for anonymous reports of bullying; Let's Talk platform and the open-door policy of the campus counselor and administration. The counselor is very accessible at all times of the day, before school, during lunch shifts and after school at dismissal. Teachers feel comfortable in informing the Counselor and Administration with any concerns for student safety.

The last two years have been challenging, but Nixon is well on its way to becoming the community school it once was and better. The campus has opened its doors to volunteers, coffee with the principal, PTO meetings, and a family movie night to date. Teachers and students continue to work on closing the learning gaps. The campus continues to strive to meet its mission of having a community school that truly supports and cares for all stakeholders.

Perceptions Strengths

We continue to transition to pre-pandemic rituals and routines. This will also open up community events such as Chili Cook-off. We have an excellent faculty and our more seasoned teachers have a very clear vision of what Nixon's mission and vision has been. Teachers strive to maintain parent communication. New administration shows stability in leadership. The kids know we care and the parents know we care. Parents and community members are generally understanding of the

transition back to the campus environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an incongruity between teacher expressed complaints about discipline and Friday detention attendance **Root Cause:** The reactive measure of detention is not effective. We need to be proactive and increase classroom engagement.

Problem Statement 2: There has been a disproportionate amount of discipline issues arising from students who transferred to Nixon after the beginning of year. **Root Cause:** Students are not welcomed by a support team of faculty and students and thus don't become properly integrated.

Priority Problem Statements

Problem Statement 7: The population of students attending Nixon Elementary has continued to decline over the past three years.

Root Cause 7: Because of the closed campus procedures surrounding COVID, parents felt uncertain about sending their students to school.

Problem Statement 7 Areas: Demographics

Problem Statement 1: Students are having difficulty transitioning to online assessment.

Root Cause 1: Our approach to assessment has not changed along with the test.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Teachers don't utilize the programs provided by the district

Root Cause 4: Program usage has not been monitored at the campus level

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: The number of students being identified as gifted and talented at Nixon Elementary has decreased over the past three years.

Root Cause 6: Because of the inability to host events, parents are uninformed or misinformed about the gifted and talented program offered at Nixon Elementary.

Problem Statement 6 Areas: Demographics

Problem Statement 3: A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents.

Root Cause 3: There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Attendance rates are lower than usual this year at 95.6 %.

Root Cause 5: Students are dealing with heightened mental health issues.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 2: The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics.

Root Cause 2: Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.

Problem Statement 2 Areas: Student Learning

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: By June 2023, students in grades 3-5 meeting the meets grade level standard on STAAR will reflect Reading: 51%, Math: 40% , and Science: 40% by ensuring strong Tier I instruction targeting standards and alignment.



HB3 Goal



Evaluation Data Sources: STAAR scores







Strategy 1 Details	Reviews			
Strategy 1: To purchase and provide access to supplies and materials necessary to support instruction, and foster the efficient functioning of the school. Strategy's Expected Result/Impact: Teachers will have access to necessary supplies to implement curriculum with fidelity, and to enhance learning. Staff Responsible for Monitoring: Administration Teachers Secretary to Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies - 185 SCE (Campus) - 185.11.6399.161.30.000.161 - \$25,000, Funds for classroom supplies - 211 ESEA Title I (Campus) - 211.11.6399.161.24.801.161 - \$44,826, Reading Material - 211 ESEA Title I (Campus) - 211.11.6329.161.24.801.161 - \$11,500, Reading Material - 211 ESEA Title I (Campus) - 211.13.6329.161.24.801.161 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Provide part time certified and non-certified tutors to enhance academic performance of targeted students to include At-Risk, ED, and ELL students in PK-5. Strategy's Expected Result/Impact: Decrease in the achievement gap will result due to tutors providing support. Staff Responsible for Monitoring: Administration Tutors CTC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 3 Funding Sources: Funds to pay tutors - 185 SCE (Campus) - 185.11.6126.161.30.100.161 - \$4,999, Tutors - 282 ESSER III ARP Funds - 282.11.6117.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6126.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6141.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6142.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6146.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6148.161.24.100.161, Tutors - 282 ESSER III ARP Funds - 282.11.6149.161.24.100.161, Tutor fringe - 185 SCE (Campus) - 185.11.6141.161.30.100.161 - \$74		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Purchase technology (desktop computers, ipads, printers) and software to upgrade and foster the utilization of technology through instruction. Some costs for operating software will be budgeted as required. Strategy's Expected Result/Impact: Increase student learning outcomes through the use of blended learning devices/activities. Staff Responsible for Monitoring: Classroom Teachers CTC Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Funds to purchase technology - 211 ESEA Title I (Campus) - 211.11.6395.161.24.801.161 - \$69,710		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase and replace library books, and classroom reading books to include activity books that support the district curriculum and books in other languages than English. Also, to purchase general supplies to support the use of the library.</p> <p>Strategy's Expected Result/Impact: Students will have access to current literature, and circulation will increase. In addition, students will have access to books to support the Accelerated Reader program.</p> <p>Staff Responsible for Monitoring: Librarian Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Funds-Reading materials (library) - 185 SCE (Campus) - 185.12.6329.161.30.000.161 - \$6,850, Funds- General Supplies - 185 SCE (Campus) - 185.12.6399.161.30.000.161 - \$2,499.75, Reading Materials- classrooms - 185 SCE (Campus) - 185.11.6329.161.30.000.161 - \$4,877.25, Books for library - 199 General Fund - 199.12.6329.161.11.100.161 - \$2,000, General supplies for library - 199 General Fund - 199.12.6399.161.11.100.161 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: To purchase supplies to support a blended learning environment for students.</p> <p>Strategy's Expected Result/Impact: Increase student learning outcomes using technology to target the achievement gaps due to Covid-19.</p> <p>Staff Responsible for Monitoring: Administration Secretary to Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Funds for instructional supplies - 185 SCE (Campus) - 185.11.6399.161.30.019.161, Library-technology that can provide educational resources - 185 SCE (Campus) - 185.12.6395.161.30.000.161 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: To purchase supplies needed to support a 1:1 ratio of devices to students. Supplies needed such as equipment- ipad carts, printers, charging cords, ipad cases. Strategy's Expected Result/Impact: Allow teachers to implement a blended/flex learning model in the classroom, as well as supporting virtual learning when needed. Staff Responsible for Monitoring: Administration Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Funds for resources - 211 ESEA Title I (Campus) - 211.11.6395.161.24.019.161, Funds for resources - 185 SCE (Campus) - 185.11.6395.161.30.019.161	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: To provide online resources for teachers to use as a part of classroom instruction. Example- Scholastic online, Seesaw, etc. Strategy's Expected Result/Impact: Increase opportunities for student exposure to various digital media to support virtual learning. Staff Responsible for Monitoring: Administration GLL Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Software License Fees - 211 ESEA Title I (Campus) - 211.11.6397.161.24.801.161 - \$10,000, On-line subscriptions - 211 ESEA Title I (Campus) - 211.11.6299.161.24.801.161	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: To provide certified and non-certified tutors that will provide accelerated instruction to target learning loss due to Covid and virtual instruction. Accelerated instruction tutors will use the High Impact Tutoring model to provide support for students who did not master skills at their previous grade level.</p> <p>Strategy's Expected Result/Impact: Increase in Math/Reading assessment scores to include- Istation, Stemscores, Unit Assessments, and Interim STAAR assessments.</p> <p>Staff Responsible for Monitoring: Tutors, Administration, CTC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Funds to pay for certified tutors - 282 ESSER III ARP Funds - 282.11.6117.161.24.100.161 - \$22,760, Funds to pay for non-certified tutors - 282 ESSER III ARP Funds - 282.11.6126.161.24.100.161 - \$22,800, Funds for High Impact Instructors - 282 ESSER III ARP Funds - 282.11.6142.161.24.180.161 - \$6,241.60, Funds for fringe accounts 6141 - 282 ESSER III ARP Funds - 282.11.6141.161.24.100.161 - \$660.62, Funds for fringe accounts 6146 - 282 ESSER III ARP Funds - 282.11.6146.161.24.100.161 - \$3,990, Funds for fringe accounts 6148 - 282 ESSER III ARP Funds - 282.11.6148.161.24.100.161 - \$342, Funds for fringe accounts 6149 - 282 ESSER III ARP Funds - 282.11.6149.161.24.100.161 - \$729</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide teacher cover for testing and progress monitoring</p> <p>Strategy's Expected Result/Impact: Accommodate varying student testing needs.</p> <p>Staff Responsible for Monitoring: Principal, AP, Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for testing and ARDs - 199 General Fund - 199.11.6112.161.11.362.161 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Provide remediation instruction during the intersession Strategy's Expected Result/Impact: Support student academic gaps Staff Responsible for Monitoring: Administration, CTC, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Intersession remediation - 211 ESEA Title I (Campus) - 211 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide real world experiences for students with community based activities- field trips. Strategy's Expected Result/Impact: To increase student comprehension of various Staff Responsible for Monitoring: Teachers, Administration, Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Funds for Busses/Admission fees - 185 SCE (Campus) - 185.11.6499.161.30.000.161 - \$2,000, Transportation - 211 ESEA Title I (Campus) - 211.11.6494.161.24.801.161 - \$290	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are having difficulty transitioning to online assessment. Root Cause: Our approach to assessment has not changed along with the test.
Problem Statement 2: A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents. Root Cause: There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers.
Problem Statement 3: The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics. Root Cause: Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.

School Processes & Programs
Problem Statement 1: Teachers don't utilize the programs provided by the district Root Cause: Program usage has not been monitored at the campus level

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: By June 2023, students in grades 3-5 meeting the masters grade level standard on STAAR will reflect Reading: 27%, Math: 18% , and Science: 18% by ensuring strong Tier I instruction targeting standards and alignment.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Provide School-wide Gifted and Talented Enrichment program for K-5. Strategy's Expected Result/Impact: By providing an enhanced curriculum, student learning outcomes will increase. Staff Responsible for Monitoring: GT teachers GT coordinator Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Solicit GT nominations, and schedule and administer test according to EPISD guidelines. Maintain a GT committee to oversee the process. Strategy's Expected Result/Impact: Increased identification of GT population, thereby increasing number of students participating in enhanced curriculum. Staff Responsible for Monitoring: Administration GT Committee Chair GT Committee members Counselor Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The number of students being identified as gifted and talented at Nixon Elementary has decreased over the past three years. Root Cause: Because of the inability to host events, parents are uninformed or misinformed about the gifted and talented program offered at Nixon Elementary.








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: By June 2023, students in PK-2 will meet Early Literacy Goals with 75% in Tier 4/5 as measured by IStation and Circle progress monitoring by ensuring strong Tier I instruction targeting standards and alignment further supporting PK students kinder readiness.

Evaluation Data Sources: IStation/Circle Progress monitoring

Strategy 1 Details		Reviews			
Strategy 1: Provide 45 minutes of targeted intervention daily utilizing differentiated instructional methods, Strategy's Expected Result/Impact: Achieve literacy and math goals Staff Responsible for Monitoring: Teachers, CTC, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2, 3		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The number of students being identified as gifted and talented at Nixon Elementary has decreased over the past three years. Root Cause: Because of the inability to host events, parents are uninformed or misinformed about the gifted and talented program offered at Nixon Elementary.
Student Learning
Problem Statement 1: Students are having difficulty transitioning to online assessment. Root Cause: Our approach to assessment has not changed along with the test. Problem Statement 2: A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents. Root Cause: There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers.

Student Learning
Problem Statement 3: The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics. Root Cause: Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.

Goal 1: Active Learning

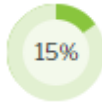
El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.






Directly Supports:

Board Goals 1-3

Performance Objective 4: By June 2023, student attendance will increase from 95.6% to 97%.

Evaluation Data Sources: Attendance Reports in TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Recognize students and teachers by 9 weeks with perfect attendance. Raffle EOY bicycle for students with perfect attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerk, PEL, MFL, teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Recognize classes with perfect attendance for 17 days. Each class will spell out P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E for each day the class has perfect attendance and receive recognition each time this goal is met. Strategy's Expected Result/Impact: Improve student attendance Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Attendance rates are lower than usual this year at 95.6 %. Root Cause: Students are dealing with heightened mental health issues.

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: By June 2023, Special Education students in all grades and all subjects meeting grade level on STAAR will increase from 12% to 20%.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Implementation of a co-teaching model in 1st through 5th grade to support SPED students. Strategy's Expected Result/Impact: Increase in student mastery of grade level expectations. Fewer students needing to be pulled out for individual instruction. Staff Responsible for Monitoring: Principal SPED Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Co-teach will implement gradual release model supporting student independence in daily assignments and assessments. Strategy's Expected Result/Impact: SPED students will be academically successful utilizing accommodations independently. Staff Responsible for Monitoring: Teacher, SPED teacher, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are having difficulty transitioning to online assessment. Root Cause: Our approach to assessment has not changed along with the test.</p> <p>Problem Statement 2: A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents. Root Cause: There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers.</p> <p>Problem Statement 3: The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics. Root Cause: Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.</p>

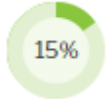
Goal 1: Active Learning






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: By June 2023, daily reading and math intervention opportunities will be provided to support students who are At-Risk and not on grade level to show academic growth toward grade level expectations measured by evaluation metrics.

Evaluation Data Sources: DRA/EDL, REN360, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide after school tutoring by highly-qualified teachers for struggling students. Strategy's Expected Result/Impact: STAAR results Growth on district assessments Staff Responsible for Monitoring: Tutors, CTC, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 Funding Sources: Funds for tutors - 211 ESEA Title I (Campus) - 211.11.6117., Fringes for tutors - 211 ESEA Title I (Campus) - 211.11.6141, Teacher tutoring - 199 General Fund - 199.11.6117.161.11.362.161 - \$2,596	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement a comprehensive MTSS process. Strategy's Expected Result/Impact: Support targeted student academic and social emotional needs, Staff Responsible for Monitoring: Teachers, RtI coordinator, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:


Student Learning
Problem Statement 1: Students are having difficulty transitioning to online assessment. Root Cause: Our approach to assessment has not changed along with the test. Problem Statement 2: A systematic process is not in place for Response to Intervention or identification of students needing instructional assistance as only four students have been referred by teachers this year compared to over 50 referrals by parents. Root Cause: There is a need for training on the RTI process, including timelines, required paperwork and interventions for the teachers. Problem Statement 3: The Special Education sub-population scored below the other sub-groups on all of the STAAR exams with the lowest performances being a 15% meets in ELA/Reading and 8% meets in Mathematics. Root Cause: Students have access to one-to-one assistance/instruction in the classroom that do not have on the state test.







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: By June 2023, the campus will implement professional development to support the components of Tier I instruction to increase effective instructional strategies measured by campus walkthroughs and feedback.

Evaluation Data Sources: PLC meeting agendas, STAAR results, DRA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide opportunities for faculty/staff to attend training in best practices, new initiatives, and strategies and planning time.</p> <p>Strategy's Expected Result/Impact: Increase use of educational strategies to support increased learning outcomes.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Payment for SD Fees - 211 ESEA Title I (Campus) - 211.13.6299.161.24.801.161 - \$5,000, Funds for substitutes - 211 ESEA Title I (Campus) - 211.11.6112.161.24.801.161 - \$0, Funds for Books (Campus Book study) - 211 ESEA Title I (Campus) - 211.13.6329.161.24.801.161, Funds for substitutes - salaries - 211 ESEA Title I (Campus) - 211.11.6112.161.24.362.161 - \$5,000, Funds for substitutes - fringes - 211 ESEA Title I (Campus) - 211.11.6141.161.24.362.161 - \$74</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implement campus wide book study to improve instructional practices and alignment. Strategy's Expected Result/Impact: Develop and support campus wide alignment Staff Responsible for Monitoring: Teachers, ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for teachers and paraprofessionals to attend professional development in order to enhance learning. Strategy's Expected Result/Impact: Increased use of Active Learning strategies and Technology in the classroom. Staff Responsible for Monitoring: Teachers, administration Title I: 2.4, 2.5 - 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 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Funds for Professional Development- Region 19 - 211 ESEA Title I (Campus) - 211.13.6239.161.24.801.161, Funds for registration Fees - 211 ESEA Title I (Campus) - 211.13.6499.161.24.801.161 - \$2,000, Region 19 - 211 ESEA Title I (Campus) - 211.13.6239.161.24.801.161, Substitutes for paraprofessionals - 199 General Fund - 199.11.6112.161.23.632.161 - \$508	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:


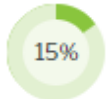
Student Learning
Problem Statement 1: Students are having difficulty transitioning to online assessment. Root Cause: Our approach to assessment has not changed along with the test.







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: By June 2023, the campus will decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP) through progressive discipline and documented early interventions (MTSS).

Evaluation Data Sources: Discipline Data from TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Implementation of a School-Wide Positive Behavior Intervention & Support program to foster a more positive learning environment for all students. Strategy's Expected Result/Impact: Students will feel safe and supported at school through: HOWL posted throughout school Lessons to support HOWL Reward Programs for students. Staff Responsible for Monitoring: PBIS Team Administration ILT Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Incentives PBIS/Attendance - 199 General Fund - 199.11.6499.161.11.100.161 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a conflict resolution anti-bullying curriculum to support a safe environment. Strategy's Expected Result/Impact: Increase positive interactions for adults and students to establish a climate of respect for self and others. Staff Responsible for Monitoring: Counselor Administration Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: New student orientation committee to assist with transition to Nixon Strategy's Expected Result/Impact: Help students transition to Nixon Staff Responsible for Monitoring: Counselor, PEL, MFL and teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 21/22 had 66 discipline referrals, to reduce the number of referrals by 5% by the end of the 2022/23 school year there will be less than 63 referrals.. Strategy's Expected Result/Impact: Setting a positive morale and culture. Staff Responsible for Monitoring: Teachers, Counselor and Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<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 3: By June 2023, the campus will maintain 100% compliance with health/safety protocols documented in Navigate 360.

Evaluation Data Sources: Health office records
Discipline records
Records of safety drills






Strategy 1 Details	Reviews			
Strategy 1: Purchase supplies necessary to maintain the nurse's office to provide for student health and safety. Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Nurse Secretary Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies for the nurse - 199 General Fund - 199.33.6399.161.99.100.161 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure compliance with required safety drills- i.e. fire safety, lock down. Strategy's Expected Result/Impact: Faculty/staff/students will be more prepared for the event of an emergency. Staff Responsible for Monitoring: Administration Secretary Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 4: By June 2023, employees will be empowered with education and skills to enable them to achieve their best possible health (physical, emotional & mental). Positively affect employee morale and job satisfaction.






Evaluation Data Sources: Office Referrals, counselor visits, parent contacts.

Strategy 1 Details		Reviews			
Strategy 1: Provide training and materials for counselor to support all faculty/staff to support the Social Emotional Learning of all students. Strategy's Expected Result/Impact: Fewer behavioral problems, fewer office referrals, increase in student productivity and attendance. Staff Responsible for Monitoring: Counselor, Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: General Supplies for the counselor - 199 General Fund - 199.31.6399.161.99.100.161 - \$2,000		Formative			Summative
		Nov	Jan	Mar	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 5: By June 2023, the campus will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust as defined by the metrics.

Strategy 1 Details	Reviews			
Strategy 1: New teacher/employee, "Pup" Academy will meet bi-monthly to discuss concerns and problem solve, and to help employees assimilate to the Nixon community. Strategy's Expected Result/Impact: New teachers/employees will be retained at campus due to positive climate/culture. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	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 6: By June 2023, the campus will create conditions for a healthy learning environment that fosters cultural awareness, wellness, and well-being among all student groups.

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 7: By June 2023, the campus will create a comprehensive system of collaboration across the campus through digital solutions to inform and engage all students and staff.

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 8: By June 2023, the campus will stabilize enrollment in comparison to the 21/22 school year.

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: By June 2023, the campus will maintain compliance with all local, state, and federal guidelines while meeting the needs of our campus.

Evaluation Data Sources: PEIMS and TEAMS Financial reports

Strategy 1 Details		Reviews			
Strategy 1: Review campus budget quarterly Strategy's Expected Result/Impact: Meet all spending deadlines and requirements. Staff Responsible for Monitoring: Principal Secretary Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	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 2: By June 2023, administrators and office staff will have materials and access to at least one quarterly professional development learning opportunity to support best practices, new initiatives, and campus innovation.

Evaluation Data Sources: Agendas

Sign in Sheets

Campus turn around of professional development

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will attend professional development opportunities. Strategy's Expected Result/Impact: Meaningful Walkthrough feedback and increased knowledge to lead learning through PLC meetings Staff Responsible for Monitoring: Principal Assistant Principal Secretary Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Hotel/flight TEPSA - 199 General Fund - 199.23.6411.161.99.100.161 - \$2,500, Registrations fee - 199 General Fund - 199.23.6499.161.99.100.161 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: To provide laptops for PEIMS clerk, Attendance clerk and Secretary to facilitate efficient functioning of administrative tasks and online registration. Strategy's Expected Result/Impact: To increase efficiency and reduce time spent with online registration customers. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Technology for front office - 199 General Fund - 199.23.6395.161.99.100.161 - \$4,196.40	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details		Reviews			
Strategy 3: To provide supplies for office and administrative staff to work efficiently. Strategy's Expected Result/Impact: Increased efficiency of staff and administration Staff Responsible for Monitoring: Office Staff Secretary Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 General Fund - 199.11.6399.161.11.100.161 - \$5,062, supplies for office - 199 General Fund - 199.23.6399.161.99.100.161 - \$6,500		Formative			Summative
		Nov	Jan	Mar	June
		 0%			
 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: By June 2023, the campus will build capacity for parental involvement by increasing number of parental involvement activities by 1 per 9 weeks in order to increase student academic performance and participation in school sponsored extra-curricular activities.

Evaluation Data Sources: Sign In Sheets, Agendas, Parent Surveys, Parent Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Purchase materials and supplies to support parental involvement activities to include presentations and meetings. This will include the purchase of a presentation cart for any small group opportunities and to facilitate virtual presentations. Emails, calls, monthly parent newsletters, and Facebook post will be utilized to increase communication to parents as well.</p> <p>Strategy's Expected Result/Impact: Increased participation in campus led parental education meetings.</p> <p>Staff Responsible for Monitoring: Administration Military Family Liaison Parental Engagement Leader</p> <p>Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Funds for ipad - 211 ESEA Title I (Campus) - 211.61.6395.161.24.801.161 - \$0, Funds for miscellaneous costs - 211 ESEA Title I (Campus) - 211.61.6499.161.24.801.161 - \$1,500, Funds for supplies - 211 ESEA Title I (Campus) - 211.61.6399.161.24.801.161 - \$5,500</p>				

Strategy 2 Details		Reviews			
Strategy 2: To purchase a movie license for the purpose of holding family movie nights, and other activities where parents will attend engagement sessions while students see a movie. Strategy's Expected Result/Impact: Increased parental engagement. Staff Responsible for Monitoring: Administration PTO Title I: 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The population of students attending Nixon Elementary has continued to decline over the past three years. Root Cause: Because of the closed campus procedures surrounding COVID, parents felt uncertain about sending their students to school.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide part time certified and non-certified tutors to enhance academic performance of targeted students to include At-Risk, ED, and ELL students in PK-5.
1	1	4	Purchase and replace library books, and classroom reading books to include activity books that support the district curriculum and books in other languages than English. Also, to purchase general supplies to support the use of the library.
2	1	1	Provide opportunities for faculty/staff to attend training in best practices, new initiatives, and strategies and planning time.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Yolanda Cuellar	Paraprofessional PK	Nixon ES	1
Sonia Rand	Computer Lab Monitor	Nixon ES	1

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	185.11.6399.161.30.000.161	\$25,000.00
1	1	2	Tutor fringe	185.11.6141.161.30.100.161	\$74.00
1	1	2	Funds to pay tutors	185.11.6126.161.30.100.161	\$4,999.00
1	1	4	Funds-Reading materials (library)	185.12.6329.161.30.000.161	\$6,850.00
1	1	4	Funds- General Supplies	185.12.6399.161.30.000.161	\$2,499.75
1	1	4	Reading Materials- classrooms	185.11.6329.161.30.000.161	\$4,877.25
1	1	5	Funds for instructional supplies	185.11.6399.161.30.019.161	\$0.00
1	1	5	Library-technology that can provide educational resources	185.12.6395.161.30.000.161	\$2,000.00
1	1	6	Funds for resources	185.11.6395.161.30.019.161	\$0.00
1	1	11	Funds for Busses/Admission fees	185.11.6499.161.30.000.161	\$2,000.00
Sub-Total					\$48,300.00
Budgeted Fund Source Amount					\$48,300.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for classroom supplies	211.11.6399.161.24.801.161	\$44,826.00
1	1	1	Reading Material	211.11.6329.161.24.801.161	\$11,500.00
1	1	1	Reading Material	211.13.6329.161.24.801.161	\$2,000.00
1	1	3	Funds to purchase technology	211.11.6395.161.24.801.161	\$69,710.00
1	1	6	Funds for resources	211.11.6395.161.24.019.161	\$0.00
1	1	7	On-line subscriptions	211.11.6299.161.24.801.161	\$0.00
1	1	7	Software License Fees	211.11.6397.161.24.801.161	\$10,000.00
1	1	10	Intersession remediation	211	\$5,000.00
1	1	11	Transportation	211.11.6494.161.24.801.161	\$290.00
1	6	1	Funds for tutors	211.11.6117.	\$0.00
1	6	1	Fringes for tutors	211.11.6141	\$0.00
2	1	1	Funds for Books (Campus Book study)	211.13.6329.161.24.801.161	\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Funds for substitutes	211.11.6112.161.24.801.161	\$0.00
2	1	1	Funds for substitutes - fringes	211.11.6141.161.24.362.161	\$74.00
2	1	1	Funds for substitutes - salaries	211.11.6112.161.24.362.161	\$5,000.00
2	1	1	Payment for SD Fees	211.13.6299.161.24.801.161	\$5,000.00
2	1	3	Funds for registration Fees	211.13.6499.161.24.801.161	\$2,000.00
2	1	3	Funds for Professional Development- Region 19	211.13.6239.161.24.801.161	\$0.00
2	1	3	Region 19	211.13.6239.161.24.801.161	\$0.00
4	1	1	Funds for ipad	211.61.6395.161.24.801.161	\$0.00
4	1	1	Funds for supplies	211.61.6399.161.24.801.161	\$5,500.00
4	1	1	Funds for miscellaneous costs	211.61.6499.161.24.801.161	\$1,500.00
Sub-Total					\$162,400.00
Budgeted Fund Source Amount					\$162,400.00
+/- Difference					\$0.00
282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors	282.11.6126.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6142.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6146.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6141.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6117.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6149.161.24.100.161	\$0.00
1	1	2	Tutors	282.11.6148.161.24.100.161	\$0.00
1	1	8	Funds to pay for non-certified tutors	282.11.6126.161.24.100.161	\$22,800.00
1	1	8	Funds for fringe accounts 6148	282.11.6148.161.24.100.161	\$342.00
1	1	8	Funds for fringe accounts 6149	282.11.6149.161.24.100.161	\$729.00
1	1	8	Funds for High Impact Instructors	282.11.6142.161.24.180.161	\$6,241.60
1	1	8	Funds to pay for certified tutors	282.11.6117.161.24.100.161	\$22,760.00
1	1	8	Funds for fringe accounts 6141	282.11.6141.161.24.100.161	\$660.62
1	1	8	Funds for fringe accounts 6146	282.11.6146.161.24.100.161	\$3,990.00
Sub-Total					\$57,523.22

282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$57,523.22
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Books for library	199.12.6329.161.11.100.161	\$2,000.00
1	1	4	General supplies for library	199.12.6399.161.11.100.161	\$1,500.00
1	1	9	Substitutes for testing and ARDs	199.11.6112.161.11.362.161	\$6,000.00
1	6	1	Teacher tutoring	199.11.6117.161.11.362.161	\$2,596.00
2	1	3	Substitutes for paraprofessionals	199.11.6112.161.23.632.161	\$508.00
2	2	1	Student Incentives PBIS/Attendance	199.11.6499.161.11.100.161	\$3,000.00
2	3	1	Supplies for the nurse	199.33.6399.161.99.100.161	\$2,000.00
2	4	1	General Supplies for the counselor	199.31.6399.161.99.100.161	\$2,000.00
3	2	1	Registrations fee	199.23.6499.161.99.100.161	\$1,500.00
3	2	1	Hotel/flight TEPSA	199.23.6411.161.99.100.161	\$2,500.00
3	2	2	Technology for front office	199.23.6395.161.99.100.161	\$4,196.40
3	2	3	supplies for office	199.23.6399.161.99.100.161	\$6,500.00
3	2	3		199.11.6399.161.11.100.161	\$5,062.00
Sub-Total					\$39,362.40
Budgeted Fund Source Amount					\$39,362.40
+/- Difference					\$0.00
Grand Total Budgeted					\$307,585.62
Grand Total Spent					\$307,585.62
+/- Difference					\$0.00

Addendums