

**El Paso Independent School District**  
**Bassett Middle School**  
**2021-2022 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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	13
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.	20
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.	23
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.	25
Comprehensive Support Strategies	26
Additional Targeted Support Strategies	27
State Compensatory	28
Personnel for Bassett Middle School	29
Title I Personnel	29
Campus Funding Summary	30
Addendums	32

# Comprehensive Needs Assessment

Revised/Approved: April 28, 2021

## Demographics

### Demographics Summary

#### 2020-2021 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 (Prioritized):** For the 2020-2021 school year the attendance rate has fallen to 84.08%, it is unknown if the 2021-2022 school year will include a component of virtual instruction, nevertheless, attendance will needs to increase. **Root Cause:** Student/family illnesses relating to the COVID-19 pandemic and/or unstable home environment, with students not logging in due to technology issues relating to internet and/or equipment and the lack of effort by student to log in.

**Problem Statement 2:** During the 2020-2021 school year, both student enrollment and withdrawal processes are not being completed effectively and efficiently. This directly impacts student performance and, in particular, is detrimental to the accurate reporting of student attendance data. **Root Cause:** Communication breakdowns between key campus personnel contribute to incorrect enrollment and withdrawal data being collected and processed. Parents are not fully knowledgeable of EPISD and campus enrollment and withdrawal policies and procedures. A lack of communication between campus personnel and parents/guardians contributes to discrepancies in student enrollment and withdrawal information.

# Student Learning

## Student Learning Summary

These results are based on complete accurate results from 2018-2019 school year, Due to COVID closure during the March 2020 closure till January 19, 2021.

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, this resulted upto the COVID school closure in March 2020.

RTI (tiered)

- \*tutoring

- \*content specific symposiums

- \*blended learning

- \*Weekly PICs

- \*Co-teaching and support facilitation

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

For the 2020-2021 School year, workshop Wednesday was primarily used to intervention instruction due to virtual environment.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Bassett MS 2019 STAAR meets grade level standards or above for all students in reading was 35% which is 9 points short of meeting the Reading target (No 2020 STAAR test results). **Root Cause:** Insufficient opportunities for students to read in all content areas to improve student reading fluency and performance at higher achievement levels and inconsistent use and implementation of resources and available tools to provide higher order thinking and learning

**Problem Statement 2 (Prioritized):** Bassett MS 2019 STAAR meets grade level standard or above for all students in mathematics is 44% which is 2 points below meeting the math target (No 2020 STAAR test results). **Root Cause:** Insufficient opportunities for students to use math skills in other content areas to increase math proficiency and inconsistent use and implementation of available resources and tools to enhance 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 on Mondays and Fridays
- 1:1 device initiative (MacBook Air laptops per student)
- Engage2Learn Coaching
- Virtual based websites for instruction

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 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 student 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:** SPED students (current and monitored) did not meet the state target percentage of 19% at Approaches or Above in Reading and 23 % at Approaches of Above Math for the last three school years (2017-2019). **Root Cause:** Virtual learning made for a very difficult low attendance in Face to Face learning and the inconsistency with comprehending IEPs with the students accommodations.

# 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 (Due to students in the virtual setting, this problem was not fully addressed in the 2020-2021 school year). **Root Cause:** Additional personnel are not scheduled to monitor areas of high traffic.

**Problem Statement 2 (Prioritized):** During the 2019-2020 School year, there was very low attendance in the face to face setting, parents opted for a vrrtual setting therefore there was limited academic success for students. **Root Cause:** Bassett faculty, staff and administration have to make certain that the school is seen as a safe learning environment.

# Priority Problem Statements

**Problem Statement 1:** Bassett MS 2019 STAAR meets grade level standards or above for all students in reading was 35% which is 9 points short of meeting the Reading target (No 2020 STAAR test results).

**Root Cause 1:** Insufficient opportunities for students to read in all content areas to improve student reading fluency and performance at higher achievement levels and inconsistent use and implementation of resources and available tools to provide higher order thinking and learning

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Bassett MS 2019 STAAR meets grade level standard or above for all students in mathematics is 44% which is 2 points below meeting the math target (No 2020 STAAR test results).

**Root Cause 2:** Insufficient opportunities for students to use math skills in other content areas to increase math proficiency and inconsistent use and implementation of available resources and tools to enhance higher order thinking and learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** For the 2020-2021 school year the attendance rate has fallen to 84.08%, it is unknown if the 2021-2022 school year will include a component of virtual instruction, nevertheless, attendance will needs to increase.

**Root Cause 3:** Student/family illnesses relating to the COVID-19 pandemic and/or unstable home environment, with students not logging in due to technology issues relating to internet and/or equipment and the lack of effort by student to log in.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** 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 4:** Lack of providing student 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 4 Areas:** School Processes & Programs

**Problem Statement 5:** During the 2019-2020 School year, there was very low attendance in the face to face setting, parents opted for a virtual setting therefore there was limited academic success for students.

**Root Cause 5:** Bassett faculty, staff and administration have to make certain that the school is seen as a safe learning environment.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- TTESS 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
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Active Learning

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 1:** The percentage of students who approach grade level, meet standards, and master standards on the 2021- 2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be provided 55 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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<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>	Formative			Summative
	Nov	Feb	Apr	June

## 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

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide recognition for excellent attendance for students every nine weeks. <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	Formative			Summative
	Nov	Feb	Apr	June

## Goal 1: Active Learning

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

Directly Supports:

Board Goals 1-3

**Performance Objective 3:** The percentage of Special Education students who approach grade level, meet standards, and master standards on the 2021-2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR scores

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June

## 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 2021-2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June

## 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 2021 -2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<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 2022 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	Formative			Summative
	Nov	Feb	Apr	June

## 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 2021-2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 10%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<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 2022 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	Formative			Summative
	Nov	Feb	Apr	June

## 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 2021-2022 STAAR Math, Reading, Writing, Science and Social Studies will increase by 5%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Intervention classes in Reading and Math for students that did not meet standards on the 2021 STAAR and or benchmark exams given during the 2020-2021 school year. <b>Strategy's Expected Result/Impact:</b> Students will show growth on the 3, 6, 9 week district assessments and 2022 STAAR. <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	Formative			Summative
	Nov	Feb	Apr	June

## 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 2021-2022 school year.

**Evaluation Data Sources:** Teacher availability report

Strategy 1 Details		Reviews			
<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> Stipend - 211 ESEA Title I (Campus) - 211.11.6118.049.24.801.049, Social Security/Medicare - 211 ESEA Title I (Campus) - 211.11.6141.049.24.362.049, Additional teaching personnel - 211 ESEA Title I (Campus) - 211.11.6148.049.24.801.049 - \$1,047.33, Additional teaching personnel - 211 ESEA Title I (Campus) - 211.11.6142.049.24.801.049 - \$13,307.50, Additional teaching personnel - 211 ESEA Title I (Campus) - 211.11.6149.049.24.801.049 - \$2,234.30, Additional teaching personnel - 211 ESEA Title I (Campus) - 211.11.6119.049.24.801.049 - \$139,643.52, FICA - 211 ESEA Title I (Campus) - 211.11.6141.049.24.801.049 - \$2,024.83, TRS Fringe - 211 ESEA Title I (Campus) - 211.11.6146.049.24.801.049 - \$12,218.81, Workmans Comp Fringe - 211 ESEA Title I (Campus) - 211.11.6143.049.24.801.049 - \$1,080		Formative			Summative
		Nov	Feb	Apr	June

## 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<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> Social Security/Medicare for substitutes - 185 SCE (Campus) - 185.11.6141.049.30.362.049 - \$145, Other employee benefits for tutors - 185 SCE (Campus) - 185.11.6149.049.30.100.049 - \$80, Tutors - 185 SCE (Campus) - 185.11.6117.049.30.100.049 - \$5,000, TRS for tutors - 185 SCE (Campus) - 185.11.6148.049.30.100.049 - \$38, Substitutes for best practices training, power planning, differentiated instruction, RTI - 185 SCE (Campus) - 185.11.6112.049.30.362.049 - \$10,000, Substitutes for best practices training, power planning, differentiated instruction, RTI - 211 ESEA Title I (Campus) - 211.11.6112.049.24.362.049 - \$5,000, Social Security/Medicare for substitutes - 211 ESEA Title I (Campus) - 211.11.6141.049.24.362.049 - \$73.71, Social Security/Medicare for tutors - 185 SCE (Campus) - 185.11.6141.049.30.100.049 - \$73				

## 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

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June

### 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.

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with necessary tools to increase student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.4, 2.6, 2.6</p> <p><b>Funding Sources:</b> Test prep materials - 185 SCE (Campus) - 185.11.6339.049.30.000.049 - \$4,000, Novels and other reading materials for core classes - 185 SCE (Campus) - 185.11.6329.049.30.000.049 - \$5,000, Classroom supplies to include paper, pencils, markers, highlighters, and other classroom materials - 211 ESEA Title I (Campus) - 211.11.6399.049.24.801.049 - \$16,670, Books and other reading materials - 211 ESEA Title I (Campus) - 211.12.6329.049.24.801.049 - \$5,000, Projectors, computers, interactive boards, printers - 185 SCE (Campus) - 185.11.6395.049.30.000.049 - \$6,000, Paper, school supplies, instructional materials - 185 SCE (Campus) - 185.11.6399.049.30.000.049 - \$22,254, Library supplies - 211 ESEA Title I (Campus) - 211.12.6399.049.24.801.049 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

#### 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

Strategy 1 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</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> General supplies - 211 ESEA Title I (Campus) - 211.61.6399.049.049.24.801.049 - \$2,500	Formative			Summative
	Nov	Feb	Apr	June

# 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

# Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Social Security/Medicare for substitutes	185.11.6141.049.30.362.049	\$145.00
2	2	1	Other employee benifits for tutors	185.11.6149.049.30.100.049	\$80.00
2	2	1	Tutors	185.11.6117.049.30.100.049	\$5,000.00
2	2	1	TRS for tutors	185.11.6148.049.30.100.049	\$38.00
2	2	1	Substitutes for best practices training, power planning, differentiated instruction, RTI	185.11.6112.049.30.362.049	\$10,000.00
2	2	1	Social Security/Medicare for tutors	185.11.6141.049.30.100.049	\$73.00
3	1	3	Test prep materials	185.11.6339.049.30.000.049	\$4,000.00
3	1	3	Novels and other reading materials for core classes	185.11.6329.049.30.000.049	\$5,000.00
3	1	3	Projectors, computers, interactive boards, printers	185.11.6395.049.30.000.049	\$6,000.00
3	1	3	Paper, school supplies, instructional materials	185.11.6399.049.30.000.049	\$22,254.00
Sub-Total					\$52,590.00
Budgeted Fund Source Amount					\$52,590.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Stipend	211.11.6118.049.24.801.049	\$0.00
2	1	1	Social Security/Medicare	211.11.6141.049.24.362.049	\$0.00
2	1	1	Additional teaching personnel	211.11.6148.049.24.801.049	\$1,047.33
2	1	1	Additional teaching personnel	211.11.6142.049.24.801.049	\$13,307.50
2	1	1	Additional teaching personnel	211.11.6149.049.24.801.049	\$2,234.30
2	1	1	Additional teaching personnel	211.11.6119.049.24.801.049	\$139,643.52
2	1	1	FICA	211.11.6141.049.24.801.049	\$2,024.83
2	1	1	TRS Fringe	211.11.6146.049.24.801.049	\$12,218.81
2	1	1	Workmans Comp Fringe	211.11.6143.049.24.801.049	\$1,080.00
2	2	1	Substitutes for best practices training, power planning, differentiated instruction, RTI	211.11.6112.049.24.362.049	\$5,000.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Social Security/Medicare for substitutes	211.11.6141.049.24.362.049	\$73.71
3	1	3	Classroom supplies to include paper, pencils, markers, highlighters, and other classroom materials	211.11.6399.049.24.801.049	\$16,670.00
3	1	3	Books and other reading materials	211.12.6329.049.24.801.049	\$5,000.00
3	1	3	Library supplies	211.12.6399.049.24.801.049	\$2,000.00
4	1	3	General supplies	211.61.6399.049.049.24.801.049	\$2,500.00
<b>Sub-Total</b>					\$202,800.00
<b>Budgeted Fund Source Amount</b>					\$202,800.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$255,390.00

# Addendums