El Paso Independent School District

Nixon Elementary School

Campus Improvement Plan

2020-2021

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: May 17, 2020

Demographics

Demographics Summary

Dr. Nixon had an average enrollment of 750 students for 2019-20, which is an increase of 50 students from the previous school year, and we have seen a steading increase in enrollment since 2015-16. The school has students from many diverse backgrounds with approximately 40% military families. The diversity at Dr. Nixon includes .59% Native Hawaiian or Pacific Islander, 9.9% African American, .2% Asian, 58.22 % Hispanic, 23.76% Whie, and 5.74% two or more races. With this multiculturalism, Dr. Nixon students have an appreciation of different cultures. Dr. Nixon enrollment includes 70% economically disadvantaged (which is a significant increase from previous year). 12% English Language Learners, 14% SPED, 16% Gifted and Talented, and a mobility rate of 24.2%. The faculty/staff understand how to work with students of diverse backgrounds and needs, and appropriate personnel have been trained in the identifcation of special needs, LEP, and GT students.

We also have over 350 students that attend Nixon on a pupil transfer, meaning that we are the preferred campus for many families.

Demographics Strengths

Dr. Nixon has a full time Military Family Liason who supports the needs of our military connected families. The MFL holds monthly parental support meetings, facilitates a lunch bunch club that encourages student community, and many other campus activities. 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 Breakfast, Veterans Day Program, Black History Program, Parent/Student Dance, and many others. English Language Learners are supported through a Dual-Language program Pk-5. The staff quality, recruitment, and retention is very high at Dr. Nixon. The faculty retention rates are high and we have very low turnover rates. New teachers are active in the Pup Academy (for new/new to campus teachers), which reviews programs as well as curriculum updating for new hires. Mentors are also assigned to new teacher to help facilitate transition. Positions that are funded by campus are evaluated yearly for necessity and effectiveness through teacher input and test scores.

 Our school provides great programs to promote parental involvement. Monthly meetings are provided to support parents in such areas as: how to help your students with homework, how to cope with testing, helping students transistion and internet safety. Coffee with principal and monthly newsletters as well as school website, Facebook page, Marquee and Call outs provide parents with valuable information about school activities, which increases attendance of parents especially in after school activities. W 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.

Strong Fathers- We participate in this program and hold various parental engagement activities. Student Ambassador Program- Promotes Community Service

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.

We also implemented a Homework Help club in the second semester. This was used for any student who needed support with their homework/classwork and also for student who needed reinforcement with social emotional/behavioral support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates are stagnant at 95%, very comparable to last year. School goal is 97% attendance. **Root Cause:** Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse.

Problem Statement 2 (Prioritized): Current enrollment numbers are at 749. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise. **Root Cause:** With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, computer lab schedules, library schedules, art schedules.

Problem Statement 3 (Prioritized): Decline in dual language program. Retention of students in the dual language program has proven to be a challenging obstacle to our campus. **Root Cause:** Lack of vertical alignment and cohesiveness as well as lack of fidelity to the language model. Parents need to play an important part of their child's dual language journey. Parent meetings are necessary for them to understand expectations among the grade levels. Parent involvement is and should be a crucial part of their child's dual language journey.

Problem Statement 4 (Prioritized): Scores in reading are lower than state and district percentages for the African American subpopulation. **Root Cause:** Students are not receiving enough early intervention to get to grade level.

Problem Statement 5 (Prioritized): Scores in reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most ED students lack the necessary support at home.

Problem Statement 6 (Prioritized): Large special populations including BIC, AIM, Pre-K 3 and 4 **Root Cause:** Large numbers of students needing specialized support.

Problem Statement 7 (Prioritized): Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

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Problem Statement 9 (Prioritized): Parents feel they are not aware of the "District Academic Programs" provided to all students. **Root Cause:** Lack of understanding by parents of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Student Learning

Student Learning Summary

Dr. Nixon is a unique school with a diverse population. We offer all of the benefits afforded to large schools but with a small school atmosphere. We have a caring faculty and staff that go above and beyond for all students as well as one another. Historically Nixon has been a high performing campus and remains that way.

Due to Covid-19, there is no State Accountability data for the 2019-20 school year. All state assessments were cancelled due to Coronavirus.

Our most current data is from the 2018-19 school year, Dr. Nixon met standard according to the State of Texas accountability rating system with an overall score of 87= B. The school received all six academic distinction designations for:

Academic Achievement in Math, Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Post-Secondary Readiness, Academic Growth, and Closing Performance Gaps.

STAAR Scores for 2018-19: (Approaches/Meets/Masters)

5th Grade: Math- 85/58/36 (Lep- 66/22/11; SPED- 33/20/6); Reading- 86/56/33 (Lep- 55/11/0; SPED- 33/13/6); Science-83/62/31

4th Grade:Math- 69/37/19 Reading- 72/40/20 Writing- 66/27/14

3rd Grade: Math- 88/53/26 Reading- 89/48/32

Student needs are identified through state testing from previous years as well as on-going assessment within the classroom and Istation data and DRA/EDL. The need for differentiated instruction is addressed through one-on-one instruction, small group and center based teaching as well as Active Learning Framework which helps students who are struggling. The needs for all students are individually addressed through constant monitoring between classroom teacher, SPED teacher, Reading Internvention teacher, and tutors.

Student Learning Strengths

Dr. Nixon provides many programs that support the TEKS and align with curriculum such as: Accelerated Reader which encourages a love of reading and encourages students to read more and increase fluency levels, I Station which promotes reading fluency, phonemic awareness, and comprehension. We also provide grade level tutors to support a decrease in learning deficits, and a Reading Intervention teacher who provides small group and individual instruction in research-based reading strategies, and most teachers provide after school student support. We have added an extra homework club twice a week after school.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

Dr. Nixon has grade level PLC's every week where teachers work together to plan quality lessons and interventions. Teachers use the TEKS Resource System and resources from Schoology for their planning and submit lesson plans weekly. Formative and summative assessments are given regularly. Teachers collaborate and discuss the data, focusing on their strengths and weaknesses. Data from Istation, DRA, unit assessments, and district benchmarks are used. The campus plans accordingly to meet the needs of struggling students. All teachers are involved in tutoring or providing programs that allow growth and challenge the students.

The SPED population is served through Inclusion support in the classroom, Resource, and Co-Teaching. We have tutors at Kinder, 1st, 2nd, and 3rd grade that provide extra support for students both in and out of classroom. ELL population is given support in both the Bilingual and the Dual Language program. Students are monitored through EDL2, TELPAS, and unit assessments.

Every classroom at Nixon Elementary has an integrated component of technology to include at least 2 desktop computers, document camera, Smartboard (in 90% of classrooms), projector and access to Ipads. PK-2nd teachers each have a set of 8 mini-ipads provided through Curriculum and Instruction that are pre-loaded with instructional apps such as Epic, Nearpod, and many more. We have 2 fully functional computer labs, and 3 ipad carts with classroom sets that are available for check out. Students participate in programs such as Prodigy, Study Island, Istation, Epic, Lexia, and many more.

School Processes & Programs Strengths

Tutors provided at Kinder- 3rd grade (both in class and pull-out) Most teachers provide targeted after school tutoring

2 fully functioning Computer Labs to support AR, Smarty Ants, Achieve 3000, and other programs 3 ipad carts able to be checked out by teachers (Technology use in classrooms has improved) Reading Intervention teacher to provide Tier 3 support

Accelerated Reader Incentive Program

Dual Language classrooms have been given opportunities to purchase Spanish materials for classrooms. New textbook adoption will also help.

Problem Statements Identifying School Processes & Programs Needs

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Perceptions

Perceptions Summary

Dr. Nixon has an increasingly high level of both family and community involvement through a variety of activities such as: PTO meetings, Parent to Parent Meetings, Coffee with the Principal, Parent-Teacher Conferences, MIlitary Mom's Club, VIPs, PTO, 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 active Social Media sites and it is physically displayed at all entrances, and sent home in paper form with students and we also have a Parent Information Fair during conferences. We solicit parent/community input through surveys and evaluations. Per the Parent survey, 97% of the parents feel respected at the school and 93% feel included.We have record numbers of Parents coming to the schools for the Friday Lunch shifts and the Fitness Fridays for P.E.

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: Lunch Time rewards and Quarterly Parties for students earning the incentives. The PBIS Team is both Proactive and Reactive . While, PBIS comes up with proactive practices and then Campus Admin has to address each individual situation on an as-needed basis. The District APP for anonymous reports of bullying; the open-door policy of the Campus Counselor; Teacher & Student referral forms in both the front foyer and outside the Counselor's Office. 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. Although the data for bullying has stayed in the same range, our number of students who feel safe at school has increased by almost 10%.

Perceptions Strengths

Increase in number of attendees at Friday Lunch shifts and the Fitness Fridays for P.E.. After school activities continue a strong presence and high numbers of attendance: Coyote Strong, Coding Club, Young Rembrandts, and Snapology. 88% of the students feel like they have a best friend at school and that their teacher makes them excited for the future. They feel safe and they have fun at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

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of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Priority Problem Statements

Problem Statement 1: Attendance rates are stagnant at 95%, very comparable to last year. School goal is 97% attendance.

Root Cause 1: Lack of consequences due to district policy for non-attendance. Perhaps an intervention from campus needed to intervene before student's attendance gets worse.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Current enrollment numbers are at 749. Campus enrollment projected to be higher due to an increase in population causing sections to be added. Concerns in classroom assignments and logistics may arise.

Root Cause 2: With increased enrollment, concerns on logistics arise in classroom assignments, i.e. teacher-student community relationships, computer lab schedules, library schedules, art schedules.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Decline in dual language program. Retention of students in the dual language program has proven to be a challenging obstacle to our campus.

Root Cause 3: Lack of vertical alignment and cohesiveness as well as lack of fidelity to the language model. Parents need to play an important part of their child's dual language journey. Parent meetings are necessary for them to understand expectations among the grade levels. Parent involvement is and should be a crucial part of their child's dual language journey.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: Scores in reading are lower than state and district percentages for the African American subpopulation.

Root Cause 4: Students are not receiving enough early intervention to get to grade level.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Scores in reading are lower than state and district percentages for the Economically Disadvantaged subpopulation.

Root Cause 5: Most ED students lack the necessary support at home.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: Large special populations including BIC, AIM, Pre-K 3 and 4

Root Cause 6: Large numbers of students needing specialized support.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 7: Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology.

Root Cause 7: Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Only 40% of our parents completed the "Student Climate Survey".

Root Cause 8: Parents and Students are not aware of the impact this survey has on the school. There is not enough explanation of the importance of the survey by teachers and staff. It's the same parents that do the survey every time.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Parents feel they are not aware of the "District Academic Programs" provided to all students.

Root Cause 9: Lack of understanding by parents of the definition of "District Academic Programs", and the difference between an extracurricular activity and a "District Academic Program".

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

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: 85% of students in grades 3-5 will meet the approaches grade level standard on STAAR Reading, Math, and Science test by June 2021.

> **Evaluation Data Sources:** STAAR scores

> **Summative Evaluation:** None

Strategy 1: To purchase and provide access to supplies and materials necessary to support instruction, and foster the efficient functioning of the school.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Teachers will haves access to necessary supplies to implement curriculum with fidelity, and to enhance learning.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Secretary to Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Funding Sources: Funds for classroom supplies - 211 ESEA Title I (Campus) - 211.11.6399.161.24.019.161 - $14,647, Supplies - 185 SCE (Campus) - 185.11.6399.161.30.000.161 - $16,127, Supplies - 199 General Fund - 199.11.6399.161.11.100.161 - $8,264.20, Supplies - 211 ESEA Title I (Campus) - 211.11.6399.161.24.801.161 - $41,300.66, Funds for classroom supplies - 185 SCE (Campus) - 185.11.6399.161.30.019.161 - $4,000				

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decrease in the achievement gap will result due to tutors providing support.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**				
Funding Sources: Funds to pay tutors - 199 General Fund - 199.11.6117.161.11.362.161 - $3,112, Funds to pay tutors - 185 SCE (Campus) - 185.11.6126.161.30.100.161 - $5,073, Funds to pay tutors - 211 ESEA Title I (Campus) - 211.11.6117.161.24.362.161 - $12,444				

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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase student learning outcomes through the use of blended learning devices/activities.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers Computer Lab Monitor Active Learning Leader Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Funds to purchase technology - 185 SCE (Campus) - 185.11.6395.161.30.000.161 - $26,000, Funds to purchase technology - 211 ESEA Title I (Campus) - 211.11.6395.161.24.801.161 - $80,000				

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.	Reviews			
	Formative			**Summative**
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.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Librarian Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Additional Targeted Support Strategy**				
Funding Sources: Reading Materials- classrooms (carryover funds) - 185 SCE (Campus) - 185.11.6329.161.30.019.161 - $3,000, Funds- materials for cart, projector, screen, ipads, etc. - 185 SCE (Campus) - 185.12.6395.161.30.000.161 - $6,000, Reading Materials- classrooms (carryover funds) - 211 ESEA Title I (Campus) - 211.11.6329.161.24.019.161 - $5,000, Funds-Reading materials (library) - 185 SCE (Campus) - 185.12.6329.161.30.000.161 - $4,000, Funds- General Supplies - 185 SCE (Campus) - 185.12.6399.161.30.000.161 - $2,000, Funds- Reading Materials - 199 General Fund - 199.12.6329.161.11.100.161 - $2,000, Funds- General Supplies - 199 General Fund - 199.12.6399.161.11.100.151 - $1,500, Reading Materials- classrooms - 185 SCE (Campus) - 185.11.6329.161.30.000.161 - $5,000				

Strategy 5: Provide a full-time computer lab monitor to allow full access to labs for enrichment/assessment/intervention.	Reviews			
Strategy's Expected Result/Impact: Logs of computer lab usage AR testing data	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Funds for salary - 211 ESEA Title I (Campus) - 211.11.6129.161.24.801.61 - $24,543.24				

Strategy 6: To purchase supplies to support an online and blended learning environment for students.	Reviews			
Strategy's Expected Result/Impact: Increase student learning outcomes in the virtual environment as well as to target the achievement gaps due to Covid-19.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Secretary to Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Demographics 7 - Student Learning 6 - School Processes & Programs 7 - Perceptions 1				
Funding Sources: Funds for instructional supplies - 185 SCE (Campus) - 185.11.6399.161.30.019.161 - $4,000, Funds for online program- Pebble Go - 199 General Fund - 199.12.6299.161.11.100.161 - $1,000				

Strategy 7: 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.	Reviews			
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.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: computer lab monitor Principal Secretary				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Demographics 7 - Student Learning 6 - School Processes & Programs 7 - Perceptions 1				
Funding Sources: Funds for resources - 211 ESEA Title I (Campus) - 211.11.6395.161.24.019.161 - $20,000, Funds for resources - 185 SCE (Campus) - 185.11.6395.161.30.019.161 - $2,036				

Strategy 8: To provide classroom furniture to support an active and engaging learning environment by adding flexible seating options in the classrooms.	Reviews			
Strategy's Expected Result/Impact: Increased student time on task and ability to focus on instruction.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: Funds for furniture - 199 General Fund - 199.11.6396.161.11.100.161 - $3,851.20				

Strategy 9: To provide online resources for teachers to use as a part of classroom instruction. Example- Scholastic online.	Reviews			
Strategy's Expected Result/Impact: Increase opportunities for student exposure to various digital media to support virtual learning.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 5				
Funding Sources: Funds for online subscription - 211 ESEA Title I (Campus) - 211.11.6299.24.801.161 - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Scores in reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most ED students lack the necessary support at home.
Problem Statement 7: Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

Student Learning
Problem Statement 4: Scores in reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most ED students lack the necessary support at home.
Problem Statement 6: Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

School Processes & Programs
Problem Statement 5: Scores in reading are lower than state and district percentages for the Economically Disadvantaged subpopulation. **Root Cause:** Most ED students lack the necessary support at home.
Problem Statement 7: Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

Perceptions
Problem Statement 1: Students and teachers are not getting enough instruction in technology. Students feel they are not being taught how to use them for assignments and creative projects, and they feel they are not using enough technology in the classroom. Teachers feel like they are not getting enough training in technology. **Root Cause:** Our campus is not a 1:1 ratio campus. Meaning, we do not have a computer or tablet for every child in our school.

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 student attendance rate from   95.21% to 96.5% by the end of the 2018-19 school year.

Evaluation Data Sources: Attendance Reports in TEAMS

Summative Evaluation: None

Strategy 1: Implement Attendance Incetive strategy- VIP status for students with 100% attendance in a 4 week period (monthly).	Reviews			
Strategy's Expected Result/Impact: Increase attendance rate to 96%	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Feb**	**Apr**	**June**
Assistant Principal				
Attendance Committee members				
Funding Sources: Incentives - 199 General Fund - 199.11.6499				
Strategy 2: Hold attendance meetings and transfer review meetings on a monthly basis for student not meeting a 90% attendance rate.	Reviews			
Strategy's Expected Result/Impact: Increase attendance rate to 96%	**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Principal	**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 3: To increase percentage of Special Education students approaching grade level on STAAR to 70% by the end of 2020/21.

Evaluation Data Sources: STAAR scores

Summative Evaluation: None

Strategy 1: Implementation of a co-teaching model in 4th and 5th grade to support SPED students.		Reviews			
Strategy's Expected Result/Impact: Increase in student mastery of grade level expectations. Fewer students needing to be pulled out for individual instruction.		**Formative**			Summative
Staff Responsible for Monitoring: Principal SPED Teacher		**Nov**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - **Comprehensive Support Strategy**					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 4: To ensure students meet Early Literacy Goals for 2020/21 as measured by DRA/EDL and Ren360 and Circle progress monitoring.

Evaluation Data Sources: DRA/EDL/iStation/Circle Progress monitoring

Summative Evaluation: None

Strategy 1: Provide a paraprofessional to assist in ensuring academic success for students in the PreK program.			Reviews			
Strategy's Expected Result/Impact: Increased time on task for the teachers with the support of paraprofessional			Formative			Summative
Staff Responsible for Monitoring: Principal Pre-Kinder Teachers		Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6						
Funding Sources: Funds for salary (Para PK) - 211 ESEA Title I (Campus) - 211.11.6129.161.32.801.161 - $19,437.17, Funds for fringes (Para PK) - 211 ESEA Title I (Campus) - 211.11.614X.161.32.801.161 - $8,174.93						
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue		

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 5: To provide intervention opportunities for students who are At-Risk of not being successful at their grade level.

Evaluation Data Sources: DRA/EDL, iStation, STAAR

Summative Evaluation: None

Strategy 1: Provide after school tutoring by highly-qualified teachers for struggling students.			Reviews			
Strategy's Expected Result/Impact: STAAR results Growth on district assessments			Formative		Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Funding Sources: Funds for tutors - 211 ESEA Title I (Campus) - 211.11.6117., - 211 ESEA Title I (Campus) - 211.11.6141				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 6: To achieve at least 20% of students in 3-5 score Masters Grade Level on all STAAR tests.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Provide School-wide Gifted and Talented Enrichment program for K-5.	**Reviews**			
Strategy's Expected Result/Impact: By providing an enhanced curriculum, student learning outcomes will increase.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Assistant Principal	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5				

Strategy 2: Solicit GT nominations, and schedule and administer test according to EPISD guidelines. Maintain a GT committee to oversee the process.	**Reviews**			
Strategy's Expected Result/Impact: Increased identification of GT population, thereby increasing number of students participating in enhanced curriculum.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal GT Committee Chair GT Committee members Counselor	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.5, 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 7: To ensure that each student in PK-5 has the opportunity to share in real world experiences that align to curriculum before end of May 2019.

    Evaluation Data Sources: Lesson Student assessment performance

    Summative Evaluation: None

Strategy 1: Provide field trips to expose student to real world events and promote learning.	Reviews			
Strategy's Expected Result/Impact: Student learning outcomes will increase. In addition, parent chaperones are able to share the learning experience with their children.	Formative			Summative
Staff Responsible for Monitoring: Principal Classroom Teachers Secretary	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5				
Funding Sources: Misc. Operating Costs-Fees for buses/admission - 185 SCE (Campus) - 185.11.6499.161.30.000.161 - $2,000				
0% No Progress 100% 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 1: To retain 100% of teachers (unless retiring or resigning) by fostering a positive campus climate and culture with high expectations for students and staff.

    Evaluation Data Sources: Teacher retention data, Internal and external school climate surveys

    Summative Evaluation: None

Strategy 1: Teachers who have perfect attendance (not to include professional development) will be recognized at monthly faculty meetings to encourage and support a culture of improved attendance.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in faculty/staff attendance rates. **Staff Responsible for Monitoring:** Principal/Assistant Principal	**Nov**	**Feb**	**Apr**	**June**

Strategy 2: New teacher/employee, "Pup" Academy will meet bi-monthly to discuss concerns and problem solve, and to help employees assimilate to the Nixon community.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: New teachers/employees will be retained at campus due to positive climate/culture. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.4	**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Great Community Schools

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

Performance Objective 2: To provide staff development opportunities for instructional staff to increase knowledge of curriculum, and of effective strategies for implementation. In addition, staff development for teachers to support new initiatives such as Guided Math, and Project Lead the Way.

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

Summative Evaluation: None

Strategy 1: Provide substitute funds for teachers to attend professional development activities.	Reviews			
Strategy's Expected Result/Impact: Increase us of educational strategies to support increased learning outcomes.	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
Funding Sources: Funds for substitutes - 199 General Fund - 199.11.6112.161.11.362.161 - $4,000				
Strategy 2: Provide opportunities for faculty/staff to attend training in best practices, new initiatives, and strategies.	Reviews			
Strategy's Expected Result/Impact: Increase use of educational strategies to support increased learning outcomes.	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: Payment for SD Fees - 211 ESEA Title I (Campus) - 211.13.6299.161.24.801.161 - $1,000, Payment of SD fees to presenters - 211 ESEA Title I (Campus) - 211.13.6299.161.24.801.161 - $5,000				
0% No Progress 100% 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 3: To reduce the number of referrals by 5% by the end of the 2020/21 school year. For 2018/19 school year there were 133 referrals, reducing by 5%, would be fewer than 127 referrals. Due the the closure because of Covid-19- we do not have accurate 2019/20 data for comparison.

 Evaluation Data Sources: Discipline Data from TEAMS

 Summative Evaluation: None

Strategy 1: Implementation of Positive Playgrounds program to ensure positive environment during recess, and to encourage students to self-monitor behavior and develop conflict resolution skills	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Having students engaged in positive activities during recess should help to reduces number of incidents that happen at lunch.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: PE Coaches Playground Monitor Principal Assistant Principal				
Title I Schoolwide Elements: 2.5, 2.5 - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Funds for playground equipment - 199 General Fund - 199.11.6499.161.11.100.161 - $1,500				

Strategy 2: Implementation of a School-Wide Positive Behavior Intervention & Support program to foster a more positive learning environment for all students.	Reviews			
	Formative			Summative
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.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: PBIS Team Principal Assistant Principal counselor				
Title I Schoolwide Elements: 2.5, 2.5				
Funding Sources: Funds for incentives - 199 General Fund				

Strategy 3: Provide a conflict resolution/anti-bullying curriculum to support a safe environment.		Reviews		
Strategy's Expected Result/Impact: Increase positive interactions for adults and students to establish a climate of respect for self and others.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor Principal		**Nov**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.5, 2.5 - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Counseling Supplies - 199 General Fund - 199.31.6399.161.99.100.161 - $1,500				

Strategy 4: Provide reading materials to support the implementation of Social emotional learning.		Reviews		
Strategy's Expected Result/Impact: Increased awareness of components of SEL		**Formative**		**Summative**
Staff Responsible for Monitoring: Counselor Principal		**Nov**	**Feb**	**Apr**	**June**
TEA Priorities: Connect high school to career and college				
Funding Sources: Reading Material - 199 General Fund				

0% No Progress	100% 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 4: Maintain 100% compliance with health/safety protocols throughout 2020/21 school year.

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

Summative Evaluation: None

Strategy 1: Purchase supplies necessary to maintain the nurse's office to provide for student health and safety.		Reviews			
Strategy's Expected Result/Impact: Student safety		**Formative**			Summative
Staff Responsible for Monitoring: Principal		Nov	Feb	Apr	June
Secretary					
Funding Sources: Funds for supplies - 199 General Fund - 199.31.6399.161.99.000.161 - $1,500					

Strategy 2: Ensure compliance with required safety drills- i.e. fire safety, lock down.		Reviews			
Strategy's Expected Result/Impact: Faculty/staff/students will be more prepared for the event of an emergency.		**Formative**			Summative
Staff Responsible for Monitoring: Principal		Nov	Feb	Apr	June
Secretary					

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: To maintain 100% compliance with all local, state, and federal guidelines during 2020/21, while meeting needs of campus.

Evaluation Data Sources: PEIMS and TEAMS Financial reports

Summative Evaluation: None

Strategy 1: To review campus budget quarterly		Reviews			
Strategy's Expected Result/Impact: Meet all spending deadlines and requirements.		Formative			Summative
Staff Responsible for Monitoring: Principal		Nov	Feb	Apr	June
Secretary					
0% No Progress	100% 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: To provide opportunities for teachers to participate in activities to enhance learning environment as ensure compliance with standards for testing/SPED/LEP/At-Risk.

Evaluation Data Sources: Sign in Sheets
TEAMS records
Meeting AGendas

Summative Evaluation: None

Strategy 1: Provide substitutes in order for certified teachers to assist with district/state assessments, required meetings and trainings, and professional development opportunities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Appropriate staff for assessments Extended time for common planning Opportunities for staff development	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6, 3.1, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Funding Sources: Funds for Paraprofessional Subs - 199 General Fund - 199.11.6122.161.23.362.161 - $500, Fringe - 199 General Fund - 199.11.6141.161.11.362.161 - $139, Funds for substitutes - 199 General Fund - 199.11.6112.161.11.362.161 - $5,000				
Strategy 2: Provide opportunities for teachers to attend professional development in order to enhance learning.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased use of Active Learning strategies and Technology in the classroom.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Funding Sources: Funds for Travel to Conference - 211 ESEA Title I (Campus) - 211.13.6411.161.24.801.161 - $10,000				

Strategy 3: To ensure teachers have materials that are compatible with training that they attend throughout the year. Ex. Books for Bookstudy	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will learn strategies to implement for success in classroom.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Secretary				
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: Books - 211 ESEA Title I (Campus) - 211.13.6329.161.24.801.161 - $2,500				

0% No Progress	100% 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 3: To ensure administrators have access to professional development for best practices, new initiatives, and campus innovation.

Evaluation Data Sources: Agendas
Sign in Sheets
Campus turn around of professional development

Summative Evaluation: None

Strategy 1: Campus leadership will attend professional development opportunities.	Reviews			
Strategy's Expected Result/Impact: Meaningful Walkthrough feedback and increased knowledge to lead learning through PLC meetings	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
Assistant Principal Secretary				
Title I Schoolwide Elements: 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
Funding Sources: Funds for registration fees - 199 General Fund - 199.23.6499.161.99.100.161 - $1,500, Funds for travel to TEPSA conference - 199 General Fund - 199.23.6411.161.99.100.161 - $3,000				
Strategy 2: Technology equipment for Counselor to travel to classrooms to provide lessons	Reviews			
Strategy's Expected Result/Impact: Increased support for student social/emotional wellness.	Formative			Summative
Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
Secretary				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: funds for computer, cart - 199 General Fund - 199.31.6395.161.99.100.161 - $1,000				
0% No Progress 100% 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: To build capacity for parental involvement by increasing number of parental involvement activities by 1 per semester by the end of 2020/21 school year in order to increase student academic performance and participation in school sponsored extra-curricular activities. Due to concerns with Covid-19, we will seek opportunities for virtual parental engagement activities.

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

    Summative Evaluation: None

Strategy 1: Purchase materials and supplies to support virtual 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased participation in campus led parental education meetings.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Military Family Liaison Parental Engagement Leader				
Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				
Funding Sources: Funds for interactive screen/cart - 211 ESEA Title I (Campus) - 211.61.6395.161.24.801.161 - $7,000 , Funds for supplies - 211 ESEA Title I (Campus) - 211.61.6399.161.24.801.161 - $1,000, Funds for miscellaneous costs - 211 ESEA Title I (Campus) - 211.61.6499.161.24.801.161 - $1,000				
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. Also as a possible after school incentive for students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased parental engagement.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				
Funding Sources: movie license - 199 General Fund				
0% No Progress	100% 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 2: To create a more welcoming environment for employees and parents who visit Nixon.

Evaluation Data Sources: Parent surveys
Employee surveys

Summative Evaluation: None

Strategy 1: Purchase furniture to update front office as well as administrative office.	Reviews			
Strategy's Expected Result/Impact: Increased efficiency of staff and administration.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Secretary	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: Funds for furniture - 199 General Fund - 199.23.6396.161.99.100.161 - $2,000				

Strategy 2: To provide necessary supplies for office and administrative staff to work efficiently.	Reviews			
Strategy's Expected Result/Impact: Increased efficiency of staff/admin.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Secretary	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: Funds for office supplies - 199 General Fund - 199.23.6399.161.99.100.161 - $2,000				

Strategy 3: To purchase a movie license to support family engagement opportunities such as a family movie night, and literacy nights featuring novel/movies. Also to be used as an after school incentive for attendance, discipline, etc.	Reviews			
Strategy's Expected Result/Impact: Increased parental involvement in extra-curricular activities.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: Movie License - 199 General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).**

Sec. 1114(b)(6)

Per TEA: The campus <u>must</u> provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.1 : Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5)

Per TEA: The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.

Note: Parents must be included in the development/review of the CIP.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.). Reminder: The campus list must include the parents who were involved in the development of the schoolwide program.

2.2: Regular monitoring and revision

2.1 : Regular monitoring and revision

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

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as "at-risk" students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

Per TEA: The campus <u>must</u> provide the date(s) that the CIP was revised and/or evaluated for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

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

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

Per TEA: The campus <u>must</u> indicate where it makes the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify "other").

Per TEA: The campus <u>must</u> indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (please specify "other").

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Maria Yolanda Cuellar	Paraprofessional PK	Nixon ES	1
Sonia Rand	Compruter Lab Monitor	Nixon ES	1

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Kay Johnson	5th Grade Teacher
Classroom Teacher	JoAnn Vargas	4th Teacher
Classroom Teacher	Vera Ray	3rd Teacher
Classroom Teacher	Jane Barnes	2nd Teacher
Classroom Teacher	Ingrid Alves	1st Teacher
Classroom Teacher	Carla Ureno	Kinder Teacher
Classroom Teacher	Cheri Belcher	PE Teacher
Administrator	Christine Miles	Principal
Administrator	Ruth Gomez	Assistant Principal
Community Representative	Karen Foley	Community Representative
District-level Professional	Helene Gonzalez	
Counselor	Virginia Guillen	Counselor
Hourly Rep	Sonia Rand	Computer Lab Monitor
Parent	Rheanna Castruita	Parent
Business Representative	Wayne Ingram	Business Representative

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Kay Johnson	5th Grade
Non-classroom Professional	M. Shannon Elliott	Active Learning Leader
Classroom Teacher	April Tyree	Kindergarten
Classroom Teacher	Ingrid Alves	1st grade
Classroom Teacher	Jane Barnes	2nd Grade
Classroom Teacher	Vera Ray	3rd Grade
Classroom Teacher	JoAnn Vargas	4th Grade
Counselor	Virginia Guillen	Counselor
Hourly Rep	Julia James	Military Family Liasion
Classroom Teacher	Cheri Belcher	PE Coach
Parent	Pauline Wise	Parent
Parent	Michelle Bretey	Parent