

El Paso Independent School District
Chapin High School
2015-2016 Campus Improvement Plan



Mission Statement

Embodying the legacy of Captain John L Chapin and the men of Company E, the Chapin Community embraces the diversity of all students and prepares them for a globally competitive future as responsible, life-long learners who are empowered to be successful contributors to society.

Vision

Collaboration, safety, and trust empower our school community to allow all students to achieve their full potential.

Distribution/Assesment Plan

The first presentation of the CIP will be on Thursday, August 21, 2014 to the CIT and the faculty. The plan will be presented for parent review and feedback on Wednesday, August 27, 2014, during the monthly Parent Involvement Meeting. The submission to central office for the first review was sent on Monday, August 18, 2014. The CIT will review our progress quarterly. Measurements will include benchmark and common assessments results, inventories, and purchase orders to name a few.

Comprehensive Needs Assessment

Demographics

Demographics Summary

As of August 2015, Chapin High School has an enrollment of 1949 students. This is a large increase from the previous year. Chapin High School is currently staffed for 1864. The over all demographics have remained fairly consistent. They are: Hispanic, 70%, White, 15%, African American 10%. The remaining percentages are comprised of 2 or more races, Asian, Pacific Islander and American Indian. Chapin High School has one of the most diverse learning communities in the city. This is in large part due to our over 37% of students being military dependents.

Chapin High School is a Title I Schoolwide Campus. Two of our student populations who have been our most At-Risk groups over the years are Sped (1%) and ELL (1%). The ELL population had grown dramatically in the past 2-3 years. Many of these ELL students are attending Chapin while living with relatives and family friends.

Chapin has one of the highest Graduation Rates in our district (95%). Chapin High School is extremely committed to College Readiness and preparing our graduates for beyond high school. We are home to to a Pre-Engineering Magnet Program (400 of the 1949 students are attending Chapin for the Magnet Program). These students come to us from all over EPISD. Our unique mix of military and magnet create a dynamic educational environment.

Student commitment to their education is evident in our 96.4% Attendance Rate - second highest of the high schools in EPISD.

Demographics Strengths

Diversity is a positive and powerful tool to build a supportive and involved educational community. Our focus is to create a climate that provides all students the opportunity to engage in their education. Through student and staff trainings we celebrate what brings us together (Chapin) and how our differences can expand our understanding of the world and encourage tolerance.

Demographics Needs

Our high mobility rate is a challenge. Students often come in with gaps that we need to address with minimal time prior to state accountability testing. We have create numerous academic options to assist students in filling academic gaps and meeting graduation requirements

Student Achievement

Student Achievement Summary

Overall Student performance on EOC tests varied by subject level and by sub-populations. ELL scores for first time testers averaged a 12 point reduction from 2014. Tremendous gains were again made in SPED for first time testers (9.6 point average gain). Results for 2015 Spring Testing for all students: Algebra, total 73 (-2) ED 70 (-3) LEP 44 (-6) Sped 45 (+4) H 74 (-1) AA 69 (-3) W 71 (-7) Biology, total 92 (+1) ED 89 (0) LEP 67 (-7) Sped 83 (+14) H 89 (-1) AA 98 (+6) W 95 (-2) U.S. History, total, 92 (-1) ED 88 (-4) LEP 50 (-3) Sped 78 (+14) H 90 (-2) AA 98 (+11) W 9 (-2) English I, total 66 (+3) and 66 (-6) for English II. Above district averages on all exams. Moving in the right direction. The campus received 6 out of a possible 7 distinctions for student performance.

Student Achievement Strengths

Continued strong results in US History and in Biology. Wonderful gains in SPED in both US History and in Biology. Scores on US History in ELL remained consistent with 2014 scores.

Student Achievement Needs

Main priority continues to be English at both both levels. Need continued focus on writing and short answer. Need more spiraling in English II for I and more support at junior and senior level. Continue writing across the curriculum. Sharp focus on vocabulary development all departments, and short answer in Social Studies. Need continued training for Inclusion English teachers to assist in the writing process. Major drops in ELL scores Algebra (-21), Biology (-16), English I (-7), and English II (-6).

School Culture and Climate

School Culture and Climate Summary

Continued focus on sense of community and accountability for campus success from staff, students, and community. Continue to use SCE and Title Funds to support staff both teaching and support. Keep class sizes as low as possible to enhance the opportunity to create supportive and personal relationships between students and staff. Ultimate goal of a safe and focused environment is student success.

School Culture and Climate Strengths

School pride and student involvement. Each year student planners (Agendas) are provided to all students through local funds. Helps set expectations for students and staff. Agenda also includes calendars and organizers to help with organizational skills and time management.

School Culture and Climate Needs

Consistency among staff in the enforcement of campus and district policies. Key areas include Dress Code, Student ID (worn during school hours), and tardies. Need to increase staff accountability for maintaining standards which support a safe and focused educational environment. Increase after-school activities to involve more students in structured and positive groups/organizations. Funding will come through the AYPN Grant.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers will focus on active, student engagement and the Power-Up Initiative. Training, provided by ALL's, will be provide to teachers in the utilization of technology into the classroom. All students will recieve a laptop this year that contain flex books for the core content areas and allows for classroom content to be in digital format.

Staff Quality, Recruitment, and Retention Strengths

All staff is Highly Qualified and they have a wealth of experience and expertise. Chapin will continue to hire MA degrees in order to expand Dual Credit oppportunities for students. CBLT will meet on a regular basis to determine literacy goals for all teachers.

Staff Quality, Recruitment, and Retention Needs

Continue strong mentoring of new teachers and PLC support for all core teachers. First year with the T-TESS teacher evaluation model. Emphasis will be on goal setting techniques and the transition to a more active learning instructional model.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

With a very diverse student population Chapin continues to close gaps at the Junior level. Instruction needs to be streamlined in order to support Reading and Writing. Library materials will continue to be funded through various funds so Chapin's library will remain state of the art and enhance instruction. Funding for technology will be provided so instruction and labs can incorporate additional on line resources.

Curriculum, Instruction, and Assessment Strengths

Social Studies continues to be very strong. Math and Science maintained scores from the previous year. Chapin will continue to participate in the AP Grant to improve AP scores and vertical alignment. SCE funds will continue to be allocated to offset the cost of AP exams to increase the number of students testing. We will work closely as PLC's, departments, and campus to move everyone toward 21st Century curriculum, instruction, and assessment.

Curriculum, Instruction, and Assessment Needs

EOC Reading and Writing continued focus on team teaching and interventions for subgroups (AA, White, Econ Dis, Sped, ELL). Chapin will continue to pay for extended days in the virtual lab for credit recovery.

Family and Community Involvement

Family and Community Involvement Summary

Positive parental involvement in a variety of activities from monthly in-services covering a wide range of topics to a strong Booster Club program (both academically and athletically). With our diverse population (military and civilian) we work hard to promote a unified community which supports all students and programs. Chapin will continue to expand communication through the use of technology such as our website, Text Messages, Twitter, Facebook, and our School Messenger systems.

Family and Community Involvement Strengths

Excellent community outreach presentations as well as general topics important to all parents of high school students. Topics are timely and specific to parent feedback and campus initiatives. Strong collaborative working relationship with Ft. Bliss and their soldiers.

Family and Community Involvement Needs

College and Career Readiness are key focuses. Continue to involve parents and Ft. Bliss in focusing on positive approaches to unifying our community. Continue and expand Parent Nights with emphasis on providing special programs and grade level information (incoming freshmen endorsement graduation plans and Senior Nights).

School Context and Organization

School Context and Organization Summary

Chapin High School is perceived by students, teachers, staff members, and the community as the premiere high school in El Paso. This is evident by the large number of transfer requests each year and the waiting list of students wanting enrollment. Scheduling (traditional) for students is tailored to maximize teacher interaction with the students. Students needing additional instruction are able to attend tutoring sessions on a daily basis at various times during the day and after or before school. PLC's in all core subjects meet daily to review best practices and to review/assess instruction and student performance. Discipline issues tend to be minor in nature and are always handled promptly according to the student code of contact. The Campus Improvement Team (CIT) is the advisory entity to the principal when campus based decisions need to be made.

School Context and Organization Strengths

Chapin's switch back to a traditional 8 period schedule allows for teachers to have increased face time with the students. The additional face time allows for teachers to develop a strong, caring rapport with their students and allows for immediate feedback on assignments/interventions as compared to the old modified block schedule. The administration is easily accessible and open for suggestions for improvement. The strong sense of tradition built by the principal when the school opened has taught students and staff/faculty to take pride in their school and their work. Chapin offers a wide variety of elective courses and extra-curricular activities that appeal to all students.

School Context and Organization Needs

The implementation of the Power Up Initiative to the classroom makes PLC planning and monitoring by the administration critical to the success of our students. T-TESS will help teachers focus on organization and personal professional development. Departmental heads will need to communicate departmental issues and challenges clearly so student success continues. Our attendance rate is one of the highest in the district. However, tardies continue to be a target area. In a 45 minute class teachers can not afford time lost due to tardies. Special attention to the uniformity in enforcing the tardy policy will lead to student success.

Technology

Technology Summary

District wide "Power Up " initiative will support 21st century learning and teaching at Chapin High School.

Technology Strengths

PLTW Magnet Curriculum is state of the art. All classrooms are equipped with mounted Smart Boards, Elmos, and in-focuses. All teachers have new lap tops for instructional purposes and most are equipped with IPADS as well. TLI Grant provides classroom sets of IPADS for cross curricular literacy focus. Student laptops will expand active learning opportunities.

Technology Needs

Increased student use of technology in the classrooms. Technology must be teacher driven and student participation is essential. More trainings to increase teacher comfort level and allowing additional opportunities for students to interact with technology during instruction. The ALL concept will be key in teacher support and success.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback














Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: 10 point increase in EOC English I & II scores for first time testers during Spring 2016 Administration.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategies 1) Enhance writing both original and research across the curriculum and grade levels with a focus on content based vocabulary development.	2, 9	Lisa Lyons, Active Learning Leaders and Elizabeth DeLaRosa, TLI Coordinator.	Student work, lesson plans, TLI DIP				
State System Safeguard Strategies 2) Provide Library supplies and materials to enhance student performance.	1	Pete Biddle, Librarian	Inventory, Circulation Reports, Class Schedules, P.O.				
State System Safeguard Strategies 3) Continue with TLI program to address reading and writing across all core and elective classes.	1, 2, 9	Elizabeth DeLaRosa, TLI Coordinator, all administrators	Writing Plan and student portfolios				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 2: Meet State Safeguard Standards for performance, participation, and graduation rates.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Intervention classes in all core areas for students who still need to pass EOC in that content.</p>	1, 3, 9	Candice Marrufo, Assistant Principal G&I	EOC Passing rates for retesters.				
<p>State System Safeguard Strategies</p> <p>2) Extended day for Odyssey Lab for Credit Recovery. Lab available before school, during lunch and after school.</p>	1, 9	Robert Marsh, Assistant Principal, Rita Mendoza, Lab Supervisor	Number of students returning to cohort.				
Funding Sources: 211 ESEA Title I (Campus) - \$3000.00							
<p>State System Safeguard Strategies</p> <p>3) Instruction will be monitored for expanded rigor, relevance, depth of knowledge, and cognitive complexity to ensure students are actively engaged in all classrooms.</p>	1, 5, 9	Administration	Lesson Plans, PLC Minutes, Walkthroughs				
<p>State System Safeguard Strategies</p> <p>4) Advanced Placement (AP) program will be strengthened to ensure alignment of what is being taught and what is being tested. Classroom rigor will increased so that students are challenged to demonstrate higher order thinking skills.</p>	1, 9	Regan Chappel, Assistant Principal. Minnie Graves, Magnet Coordinator	Increased scores on AP Exams				
Funding Sources: 211 ESEA Title I (Campus) - \$15000.00							
<p>State System Safeguard Strategies</p> <p>5) Utilize External Funds to supplement support and instructional personnel in the following areas: Fine Arts, English, Social Studies, Reading, Testing Coordinator, Campus Teaching Coach, as well as Lab Monitor and Instructional Materials Monitor.</p>	1, 3	Carla Gonzales, Principal	Lower student/teacher ratio, class load report, EOC results, Graduation Rates.				
Funding Sources: 185 SCE (Campus) - \$115997.00, 185 SCE (Campus) - \$44464.00, 185 SCE (Campus) - \$22216.00, 211 ESEA Title I (Campus) - \$293005.00							
<p>State System Safeguard Strategies</p> <p>6) Individual student conferences with counselors to monitor POS, CCRP and Graduation Endorsements (C/O 2018)</p>	2, 10	Candice Marrufo, Assistant Principal, G&I, Counseling Staff	100% of students will have a completed Plan of Study/Endorsement Plan.				
<p>State System Safeguard Strategies</p> <p>7) Provide instructional materials, equipment, and services to enhance all curriculum areas for At-Risk, Economic Disadvantaged and all other students. Offer opportunities to expand instructional opportunities outside the classroom.</p>	1, 9, 10	Carla Gonzales, Principal, Academic Coaches, Department Chairs	P.O., Inventories				
Funding Sources: 185 SCE (Campus) - \$6119.00, 211 ESEA Title I (Campus) - \$54128.00, 185 SCE (Campus) - \$5000.00							

<p align="center">State System Safeguard Strategies</p> <p>8) Continue to expand and upgrade technology equipment and software campus wide in order to enhance educational opportunities for all students, including at-risk and economically disadvantaged, across the curriculum through technology.</p>	1, 9	Carla Gonzales, Principal	P.O., Inventories, Lesson Plans				
<p>Funding Sources: 211 ESEA Title I (Campus) - \$30256.00</p>							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 3: Decrease performance gaps for Special Education and ELL by 10 points.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Implement intervention strategies such as intervention classes, strategic send-ins focusing on our special population students (Sped/ELL) and student portfolios for teachers with ELL students (outline language levels).</p>	1, 2, 9, 10	Candice Marrufo, Assistant Principal, G&I	EOC Results, Cohort Status, Graduation Rates				
<p>State System Safeguard Strategies</p> <p>2) Integrate Inclusion Teachers in the content PLC in order to prepare and assist students in the inclusion setting.</p>	4, 8, 9, 10	Candice Marrufo, Assistant Principal, G&I	Graduation Rates, EOC Results				
<p>State System Safeguard Strategies</p> <p>3) Utilize the ELP Strategies to improve LEP students academic and language proficiency and track progress through TELPAS and Eduphoria. Utilize district funded LPAC Clerk to assist with tracking and compliance.</p>	1, 9, 10	Candice Marrufo, Assistant Principal, G&I	Staff Development Registration, Lesson Plans.				
<p>State System Safeguard Strategies</p> <p>4) Hire non-certified tutors to assist ELL students in the areas of English, Math, and Social Studies.</p>	1, 2, 9	Administration, Carla Gonzales, Principal, Al Marsh, Ragen Chappell, Al Nava, and G&I Candace Marrufo	Increase in EOC scores for ELL students, both first time and retesters				
Funding Sources: 211 ESEA Title I (Campus) - \$35000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 4: Increase Postsecondary Readiness from 92 index score to 93.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Promote AP Testing for all students of by offering testing stipends and/or financial assistance for at-risk and eligible students.</p>	10	Minnie Graves, Magnet Coordinator, Julie Argondizza, Counseling Staff	Increase in number of AP Tests taken in 2015.				
<p>State System Safeguard Strategies</p> <p>2) Provide Student Agendas to assist students with organizational skills and planning strategies.</p>	1	Carla Gonzales, Principal	P.O.				
<p>State System Safeguard Strategies</p> <p>3) Provide services and resources needed to implement the PLTW Engineering Curriculum and course sequence as well as other CTE courses.</p>	1	Minnie Graves, Magnet Coordinator	P.O., Inventory, Lesson Plans				
<p>State System Safeguard Strategies</p> <p>4) Identify GT Population with teachers. Provide strategies for working with GT Students. Continue to promote DAP measurement course work.</p>	1, 8, 9	Candice Marrufo, Assistant Principal, G&I, Counseling Staff	Increase of DAP Graduates in 2015				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 5: Reduce dropout rates by 2%.

Summative Evaluation: T










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategies 1) Extended lab hours for credit recovery.	1, 9	Rita Mendoza, Al Marsh, Assistant Principal	Student Rosters, Course Completion Reports				
Funding Sources: 185 SCE (Campus) - \$10000.00							
State System Safeguard Strategies 2) Monitor through ARC and administration daily attendance. Pro Active Principal plans.	2	Attendance Clerks, Alpa Coordinator, Leticia Olovas, ARC, Al Marsh, Assistant Principal.	ARC Documentation, Attendance Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 6: Continue to maintain 96% yearly attendance rate









Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 7: Continue to promote career education for all students with the focus on career awareness and readiness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategies 1) Counseling conferences to confirm pathways and endorsements..		Counseling Department	Student files.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 1: Promote Zero Tolerance for all forms of Bullying and Harassment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) No Means No presentation for Freshmen.	1	Leticia Olivas, At Risk Coordinator	Decrease in referrals regarding harassment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 2: Promote a Safe and Drug Free Environment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Establish a campus wide routine and procedures for classroom management and discipline plan to decrease referrals by 15%</p>	1, 2	Al Nava and Ragen Chappell, Assistant Principals, Discipline Advisory Council	Discipline Incident Summary year end.				
2) All students and staff are required to display campus/district I.D.s while on campus.	1	Administration	Reduced referrals for insubordination.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 3: Monitor and update Crisis Management Plan following both district and Ft. Bliss guidelines.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Safety and Crisis Management Training for all staff members.	1	Al Nava, Assistant Principal	Agenda, Power Point, Sign-In Sheets. Decrease in OJIs for staff.				
2) Continue to conduct monthly drills under Ft. Bliss supervision. Drills will include fire, lock downs, and evacuations.	1	Administration	Ft. Bliss Accountability Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 4: Promote and maintain an environment that sets high expectations for learning, character development, and community service.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Continue to recognize and celebrate campus and student achievements through a variety of events such as Fish Camp, Homecoming, Senior Assembly, Graduation.	1, 2	Administration	Student, Parent, and Staff Surveys				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							












Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

Performance Objective 1: Establish processes that minimize negative environmental impact and sustain healthy and working facilities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Maintain materials and equipment needed for Administration to support the entire campus instructional goals.</p>	1	Carla Gonzales, Principal	P.O., Inventory				
<p>State System Safeguard Strategies</p> <p>2) Continue to improve facility in order to meet the needs of a growing student population.</p>	1	Carla Gonzales, Principal, Manny Villagran, Head Custodian	P.O., Work Orders				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

Performance Objective 2: 100% compliance with Federal, State, and Local guidelines pertaining to fiscal and student data accountability.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Conduct regular self audits in the areas of discipline, attendance, leavers, transcripts, LEP, SPED, and EOC Student Testing Status.	1, 10	Administration, PEIMS Clerk, Attendance, Registrar, Testing Coordinator, At-Risk Coordinator, Counselors	100% year end compliance with all guidelines.				
2) CIT will review and approve budget as well as amend as needed.	1	Carla Gonzales, Principal	Budget spending meets all district guidelines and time lines.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

Performance Objective 3: Uphold District Initiative of strong customer service campus wide.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Training for all Support and Administrative Staff on Customer Service. One on one meetings with departments who have the most community/parent/student traffic.	1, 4	Administration	Decrease in complaints from students, parents, and community. Survey results from parents/students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 1: Maintain 100% HQ Faculty and Staff.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Provide opportunities for staff to participate in staff development sessions both in and out of town with special focus on maintaining HQ Status, EOC, Special Populations and College Readiness Curriculum and Instruction</p>	1, 4, 5	All Administrators and Academic Coaches	Registration, Agendas, Sign-In Sheets				
Funding Sources: 255 Title II (Campus) - \$6930.00							
<p>State System Safeguard Strategies</p> <p>2) Provide substitutes teachers to enable HQ teachers to participate in staff development activities, both campus and district wide.</p>	4, 5	Carla Gonzales, Principal	D.V., P.O. Registration Receipts, Certificate of Completion, CPE Credits				
Funding Sources: 211 ESEA Title I (Campus) - \$11500.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							










Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 2: Staff Development for all teachers that focuses on T-Tess and the Power-Up Initiative.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) On going teacher training for the implementation of the new T-Tess evaluation system through faculty wide training and during PLC time. All's will continuously work with faculty on Power Up and active engagement of all students.</p>	1, 4	Administration and Active Learning Leaders	Teacher Evaluation Sheets, improvements in state accountability for entire feeder pattern.				
<p>2) Teachers will have access to multiple new software resources (with training) to improve curriculum and instruction.</p>	1, 3, 4	Carla Gonzales, Principal. Assistant Principals	Walk-through data, Improved student performance for state accountability				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 3: Administration will conduct a minimum of 5-10 walk through per week to support teaching and learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Walk-troughs will be conducted by assigned departments. Will expand to cross curricular subjects as well. Focus, Active student engagement and teacher T-Tess</p>	1, 3	Administration	T-TESS				
<p>State System Safeguard Strategies</p> <p>2) Walk--throughs will also focus on strong classroom management planning, teacher interventions, and enforcement of district/campus initiatives such as I.D. and Dress Code.</p>	1, 2	Adminstration	T-TESS				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 4: New and struggling teachers will be assigned a department mentor by the end of August.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) PLC/Send In time will be used for new teachers to meet and work with their mentors minimum of once a week.</p>	5	Faculty and Department Chairs	Teacher retention rate and increase in teacher attendance.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 5: Teachers will have the opportunity to be trained in TBSI, focus on teachers outside the Special Education area.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Offer information on training opportunities for TBSI.	4	Administration	Staff development rosters				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							






Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

Performance Objective 1: Increase parent participation in monthly parent nights, to include orientations and College Planning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Maintain minimum of one Parent Involvement Activity per month.</p>	1, 6, 10	Robert Marsh, Assistant Principal, Bonnie Logsdon, Parent Liaison	Sign-In Sheets, Agendas, samples of parent notification	✓	✓	✓	✓
2) Funding for a full time Parent Engagement Leader.	6	Robert Marsh, Assistant Principal, Carla Gonzales, Principal, Bonnie Logsdon PEL	Payroll, increase in monthly activities	✓	✓	✓	✓
Funding Sources: 211 ESEA Title I (Campus) - \$17142.00							
							

Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

Performance Objective 2: Increase use of Parent Portal and CCRP through technology available on campus for parents.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p align="center">State System Safeguard Strategies</p> <p>1) Promote Parent use of our C5 Lab and Library computer systems during the school year as well as the summer prior to registration.</p>	6	Administration	Increase in active Parent Portal accounts as tracked by TIS.	✓	✓	✓	✓
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

Performance Objective 3: Maintain strong partnership with PIE, 32nd ADA, Ft. Bliss.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Solider participation at a variety of school events to include Homecoming, Prom, Science Fair, Engineering Week.</p>	1, 6	Richard Tellez, Military Liaison, Carla Gonzales, Principal	PIE End of Year Report, Sign-In Sheets.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Enhance writing both original and research across the curriculum and grade levels with a focus on content based vocabulary development.
1	1	2	Provide Library supplies and materials to enhance student performance.
1	1	3	Continue with TLI program to address reading and writing across all core and elective classes.
1	2	1	Intervention classes in all core areas for students who still need to pass EOC in that content.
1	2	2	Extended day for Odyssey Lab for Credit Recovery. Lab available before school, during lunch and after school.
1	2	3	Instruction will be monitored for expanded rigor, relevance, depth of knowledge, and cognitive complexity to ensure students are actively engaged in all classrooms.
1	2	4	Advanced Placement (AP) program will be strengthened to ensure alignment of what is being taught and what is being tested. Classroom rigor will increased so that students are challenged to demonstrate higher order thinking skills.
1	2	5	Utilize External Funds to supplement support and instructional personnel in the following areas: Fine Arts, English, Social Studies, Reading, Testing Coordinator, Campus Teaching Coach, as well as Lab Monitor and Instructional Materials Monitor.
1	2	6	Individual student conferences with counselors to monitor POS, CCRP and Graduation Endorsements (C/O 2018)
1	2	7	Provide instructional materials, equipment, and services to enhance all curriculum areas for At-Risk, Economic Disadvantaged and all other students. Offer opportunities to expand instructional opportunities outside the classroom.
1	2	8	Continue to expand and upgrade technology equipment and software campus wide in order to enhance educational opportunities for all students, including at-risk and economically disadvantaged, across the curriculum through technology.
1	3	1	Implement intervention strategies such as intervention classes, strategic send-ins focusing on our special population students (Sped/ELL) and student portfolios for teachers with ELL students (outline language levels).
1	3	2	Integrate Inclusion Teachers in the content PLC in order to prepare and assist students in the inclusion setting.
1	3	3	Utilize the ELP Strategies to improve LEP students academic and language proficiency and track progress through TELPAS and Eduphoria. Utilize district funded LPAC Clerk to assist with tracking and compliance.
1	3	4	Hire non-certified tutors to assist ELL students in the areas of English, Math, and Social Studies.
1	4	1	Promote AP Testing for all students of by offering testing stipends and/or financial assistance for at-risk and eligible students.
1	4	2	Provide Student Agendas to assist students with organizational skills and planning strategies.
1	4	3	Provide services and resources needed to implement the PLTW Engineering Curriculum and course sequence as well as other CTE courses.

Goal	Objective	Strategy	Description
1	4	4	Identify GT Population with teachers. Provide strategies for working with GT Students. Continue to promote DAP measurement course work.
1	5	1	Extended lab hours for credit recovery.
1	5	2	Monitor through ARC and administration daily attendance. Pro Active Principal plans.
1	7	1	Counseling conferences to confirm pathways and endorsements..
2	2	1	Establish a campus wide routine and procedures for classroom management and discipline plan to decrease referrals by 15%
3	1	1	Maintain materials and equipment needed for Administration to support the entire campus instructional goals.
3	1	2	Continue to improve facility in order to meet the needs of a growing student population.
4	1	1	Provide opportunities for staff to participate in staff development sessions both in and out of town with special focus on maintaining HQ Status, EOC, Special Populations and College Readiness Curriculum and Instruction
4	1	2	Provide substitutes teachers to enable HQ teachers to participate in staff development activities, both campus and district wide.
4	2	1	On going teacher training for the implementation of the new T-Tess evaluation system through faculty wide training and during PLC time. All's will continuously work with faculty on Power Up and active engagement of all students.
4	3	1	Walk-troughs will be conducted by assigned departments. Will expand to cross curricular subjects as well. Focus, Active student engagement and teacher T-Tess
4	3	2	Walk--throughs will also focus on strong classroom management planning, teacher interventions, and enforcement of district/campus initiatives such as I.D. and Dress Code.
4	4	1	PLC/Send In time will be used for new teachers to meet and work with their mentors minimum of once a week.
5	1	1	Maintain minimum of one Parent Involvement Activity per month.
5	2	1	Promote Parent use of our C5 Lab and Library computer systems during the school year as well as the summer prior to registration.
5	3	1	Solider participation at a variety of school events to include Homecoming, Prom, Science Fair, Engineering Week.

State Compensatory

Personnel for Chapin High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barry Boetto	Computer Lab Monitor	Support/Reading Lab	1
Catherine Costanzo Granados	Testing Coordinator	Testing/Science	.5
Elenoer Stroud	Materials Monitor	Support	1
Emily Masterson	Reading Teacher	Reading	1
Rudy Diaz	Campus Teaching Coach	STEM	1

Title I

Schoolwide Program Plan

Chapin High School is home to the most diverse student population in our district. Over 30% of our students are Military Dependents. Our ELL Population is growing rapidly as well. This highly mobile, diverse campus culture ensures that closing achievement gaps is a priority across the curriculum and among departments. We are very proud of our 96.4% student attendance rate. Our focus on high quality daily instruction is evident in our recent academic gains. Our entire administrative team works tirelessly to provide one on one student and parent support from our Counseling Center to our Administrators. We work closely as an educational community to provide a safe and instructionally focused culture. Our College and Career Readiness commitment is evident in the number of staff and labs devoted to preparing students for their lives beyond Chapin High School.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Please see CNA. Key initiatives for 2015-2016 are the implementation of the new T-TESS evaluation system and the district wide Power UP initiative. Special focus on closing the achievement gaps with our Sped and ELL students in all areas. In the area of ELA saw a decrease in student performance. Math, English, and Science all have intervention classes to support re-testers while still working with grade level curriculum/credits. Students in these courses were hand schedules and class loads are kept low for maximum teacher/student interaction and support. We continue to support our HQ Teachers with strong, focused PLC and Mentorships.

2: Schoolwide Reform Strategies

All instructional initiatives are designed to help all students reach academic success whether measured through EOC, AP, or ACT/SAT. Support given through intervention classes, AP Prep sessions, to name a few. Continued focus for 2015-2016, Faculty/Administrative Discipline Action Plan to minimize loss of instructional time in discipline/attendance related issues.

3: Instruction by highly qualified professional teachers

Provide focused and teacher driven staff development to share and promote best practices and active engagement of all students. Opportunities to refresh with ELPS and GT strategies to support all students. Continue to hire teachers with Dual Credit credentials. Continue to expand AP and Pre AP instructional opportunities for all teachers - support through summer trainings.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Continue feeder pattern approach to Staff Development on T-TESS and Power UP. Focus on feeder pattern support from PreK to Seniors. Align lesson planning for strong first teach, rigor, relevance, and vocabulary development. Feeder Pattern SD will also focus on district initiatives of Active Learning at all levels and across the curriculum.

5: Strategies to attract highly qualified teachers

Provide strong and supportive PLCs and mentorships for all new teachers. Offer new teachers opportunities to teach upper level and advanced classes to include Engineering Magnet Programs.

6: Strategies to increase parental involvement

Continue with Military Liaison and Parent Engagement positions. Monthly Parent Meetings with a variety of topics and trainings (including college readiness and financial aid nights, College Night etc). Open technology labs for parent use to encourage use of Parent Portal. Numerous events throughout the year that showcase students in all areas from Fine Arts, Magnet, Athletics, and leadership/service.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

N/a

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are involved in PLC, Department Meetings, CIT, ARC, Discipline Action Committee, and Faculty Leadership Team. All groups work closely to improve instruction, campus systems, and overall campus climate. Increase of time on duty has also helped encourage more teachers to sponsor afterschool groups/activities. Goal is to have every faculty member actively participate in one or more teacher groups. Enhance ownership for all stakeholders.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Intervention classes, Active Learning Leader support with all departments designed to promote active learning, after school strengthening program and general tutoring available before school, at lunch, and after school.

10: Coordination and integration of federal, state and local services and programs

Funding is maximized to support campus priorities. Majority of funds are dedicated to salaries to reduce class size in the core areas as well as Reading. Schoolwide designation allows flexibility to support enhancements in technology and supplemental materials to meet the needs of our diverse student population. Ultimate focus is student achievement and graduation rates that reflect a college/career ready student.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Carmona	Teacher	Social Studies	1
Anthony Armendariz	Teacher	Social Studies	1
Cesar Martinez	Teacher	Guitar	1
James Thompson	Teacher	English	1
Pablo Cervantez	Teacher	Social Studies	1

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		185.11.6119	\$115,997.00
1	2	5		185.11.6129	\$44,464.00
1	2	5		185.13.6119	\$22,216.00
1	2	7	Turnitin.com	185.11.6299	\$6,119.00
1	2	7		185.11.6399	\$5,000.00
1	5	1		185.11.6117	\$10,000.00
Sub-Total					\$203,796.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		211.11.6117	\$3,000.00
1	2	4		211.11.6339	\$15,000.00
1	2	5		211.11.6119	\$293,005.00
1	2	7		211.11.6399	\$54,128.00
1	2	8		211.11.6395	\$30,256.00
1	3	4		211.11.6126	\$35,000.00
4	1	2		211.11.6112	\$11,500.00
5	1	2		211.61.6129	\$17,142.00
Sub-Total					\$459,031.00
255 Title II (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		255.13.6411	\$6,930.00
Sub-Total					\$6,930.00
Grand Total					\$669,757.00