

Canutillo Independent School District



Bill Childress Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Bill Childress Elementary inspires and nurtures all students to rise and conquer their dreams.

Vision

Persevere today. Thrive tomorrow.

Value Statement

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	15
Goals	19
Goal 1 : STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * ...	20
Goal 2 : STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Qu...	30
Goal 3 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *...	36
Goal 4 : FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic ...	39
Goal 5 : TECHNOLOGY RESOSURCES: * Apple Refresh 1:1 * Wireless access/Testin...	42
State Compensatory Education	45
Budget for Bill Childress Elementary School	46
Personnel for Bill Childress Elementary School	46
Title I Summary	47
Title I Personnel	48
Funding Summary	49
211-Title I-Part A	51
255-Title II-Part A Teacher/Principal	52
185-State Compensatory Education	52
199-Local Funds	52



Comprehensive Needs Assessment

Demographics

Summary

Bill Childress Elementary School (BCE) in Canutillo ISD serves approximately 386 students and is located in Vinton, Texas. The school serves children in grades Pre-K through Fifth. The student ethnic distribution in the campus is 97.15% Hispanic, 1.81% White, 0.26% American Indian or Alaska Native and 0.78% Black/African American. Of these students, 75.65% are Economically Disadvantaged, where they are eligible for free or reduced-price meals. 37.56% of students are emergent bilinguals. At BCE, 247 of the 386 students meet at least one of the criteria for being at-risk of dropping out of school. 63% of students are coded at-risk.

The campus has a two-way dual language program where students learn in English and Spanish. All dual language sections serve a blend of English dominant and Spanish dominant students within the same class. The campus has two full-day sections of Pre-Kindergarten. One class follows the dual language model, and the other is a mixed PreK 3/PreK 4 monolingual. There are two full-day sections of kindergarten. One is a monolingual section, while the other follows a self contained two-way dual language model. BCE has four first-grade sections; two are two teacher dual language models, and the other two are monolingual. Second grade has two departmentalized dual language sections and two English self contained monolingual sections. Third grade has two sections of dual language with the two teacher model and two departmentalized monolingual sections. Fourth grade contains four sections; two are departmentalized monolingual and the other two follow the two teacher dual language model. Fifth grade has four sections, two departmentalized monolingual sections, and two self contained dual language sections. Bill Childress also serves 76 students in Special Education. There are three Structured Learning Classrooms (SLC) who serve students with autism. The campus shares a gifted and talented teacher with two other elementary campuses. The GT program serves 36 students in K-5th. 19 students are protected under 504, and two students are pending their initial meeting.

BCE believes all children should have equal opportunities to participate in healthy activities and the arts. Children have 45 minutes of physical education four out of five days weekly. Daily recess is 15 minutes. Students also have at least 45 minutes of music class once a week. Children are not pulled out of music or PE for academic remediation.

The faculty and staff at Bill Childress Elementary are experienced and committed to students. There are 66 faculty & staff members. There are 31 general education teachers, of which 12 serve bilingual/ESL education, 4 special education teachers, 1 at-risk teacher, 1 librarian, 1 counselor, 2 PE coaches, and 1 music teacher. According to the campus Texas Academic Performance Report for 2024-2025, 97.2% are Hispanic, 1.8% are White, and .3% are American Indian. BCE is a campus that prides itself in recruiting and retaining high quality teachers. We continuously provide professional development opportunities for teachers to refine and build their instructional toolkit. Our teachers and staff love the students, school, and community as a whole. Bill Childress Elementary School has an experienced staff with little turnover. 6.5% have over 30 years of experience, 19.4% have 21-30 years of experience, 25.8% of teachers have 11-20 years of experience, 19.4% have 6-10 years of experience, and 25.8% have 1-5 years of experience.

Strengths

- The Campus At Risk team is made up of 3 bilingual personnel (1 certified teacher and 2 aides).
- 58% of the campus' teacher population has more than 10 years or more of teaching experience.
- 100% of the student population receive free breakfast and lunch.
- Reports show 5th grade attendance rates are highly consistent.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.	Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.
2 ★	Students consistently underperform in Science when compared to both District and State.	There are underlying issues in curriculum delivery, student support systems, and limited hands-on learning experiences.
3 ★	Students are underperforming in math in most grade-levels.	This trend suggest potential issues with curriculum alignment and the availability of targeted interventions to meet diverse student needs.
4 ★	Many Pre-K and Kindergarten students are entering school unprepared for early childhood.	Students lack foundational skills in language and social development.

★ = Priority

Student Learning

Summary

Bill Childress Elementary School (BCE) in Canutillo ISD serves approximately 386 students and is located in Vinton, Texas. The school serves children in grades Pre-K through Fifth. The student ethnic distribution in the campus is 97.15% Hispanic, 1.81% White, .78% Black-African American, and 0.26% American Indian-Alaskan Native. Of these students, 75.65% are Economically Disadvantaged and 37.56% are emergent bilinguals. At BCE, 247 of the 386 students meet at least one of the criteria for at-risk of dropping out of school. 2024-25 STAAR Performance is as follows

School Summary Report Comparison:

Domains	2018	2019	2022	2023	2024	2025
Overall Score	87	79	93	86		
Student Achievement	77	74	74	76		
School Progress	85	81	96	83		
Closing Performance Gaps	92	75	86	92		

STAAR Result for the 24-25 school year:

The areas where students underperformed when compared to District and State are as follows:

Areas where students outperformed when compared to District and State are as follows:

Areas where students outperformed when compared to State, but underperformed when compared to District are as follow:

Areas where students performed the same when compared to State, but underperformed when compared to District are as follows:

	State	District	Campus	Hispanic	Special Ed	Econ Disadv	EB/EL
Grade 3 Reading							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							
Grade 3 Mathematics							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							

At Masters Grade Level							
Grade 4 Reading							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							
Grade 4 Mathematics							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							
Grade 5 Reading							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							
Grade 5 Mathematics							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							
Grade 5 Science							
At Approaches Grade Level or Above							
At Meets Grade Level or Above							
At Masters Grade Level							

Strengths

- 2nd grade and 4th grade students show significant increase in math progress.
- TAPR shows campus in higher in math mono vs. the rest of the district.
- Campus attendance rate is higher than State and District and chronic absenteeism is lower.
- 2nd and 3rd grade levels have the least amount of students failing.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Campus STAAR results are consistently lower in all tested subjects compared to District performance.	This performance gap indicates a need to address instructional effectiveness, student support systems, and alignment with state standards.
2 ★	Students in lower grades are consistently struggling with vocabulary and spelling, which impacts their overall reading and writing development.	There are gaps in early literacy instruction and there is a need for more targeted support and practice opportunities.
3 ★	Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.	Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.
4 ★	Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades.	Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.
5 ★	Overall student performance needs improvement.	STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

★ = Priority

School Processes & Programs

Summary

This year we still focused on the whole child by adopting the Character Strong curriculum and by embedding an SEL block in the master schedule. Monthly character traits were chosen and students that exemplified such traits were identified and honored on a monthly basis.

Our PLC process also improved, by providing teachers with weekly 90 minute blocks and one full day for planning each grading period (e.g., TEKS Academies). A focus for the PLC process was to strengthen teacher content knowledge. Therefore, a process was established to unpack units to identify standards, engaging experiences, instructional implications, vocabulary, and assessment. This process was enhanced through the utilization of many components of the TEKS Resource System, such as YAG, IFD, Vertical Alignment, TEKS clarification, etc. Also, components of Lead4ward were used. For example: snapshot, academic vocabulary, and IQ released items analysis tool. Staff development covering various topics such as math, PLCs, and balanced literacy was offered throughout the year.

A process has been established to identify struggling students. Teachers provide and document small group interventions and monitor progress. If students are not showing accelerated growth, an M TSS packet is filled out. We currently have a certified teacher and two highly trained aides who specialize in strategically targeting interventions to be able to close achievement gaps. The student's level of performance is analyzed by a committee who develops an individual plan to target areas of needs. Performance is constantly being monitored to ensure individual needs are being met and achievement gaps are addressed. This year we implemented a new intervention initiative, RISE, with our 4th grade group.

Offering targeted-timely intervention to struggling learners continued to be a priority for our school. An intervention block was embedded in the master schedule. This ensured students were not pulled out during Tier 1 instruction. Teachers analyzed data to determine current levels of performance, group students for instruction, and plan for interventions. Academic tutors, a reading acceleration teacher and an at-risk teacher, supported small group instruction during this time.

Strengths

- Lexia is available for all students K-5th.
- 90 minute PLCs are in place.
- After school tutoring is available.
- TEKS Academies for teachers to unpack units.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student gaps result from the lack of a coherent and rigorous learning progression.	Lack of vertical alignment across grade levels.
2 ★	There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.	There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.
3 ★	Bilingual students show a rate of progress that is slower than monolingual students.	There are inconsistencies in the implementation of the dual-language program across classrooms and grade-levels.
4	Students are not prepared for the complexity and depth of the STAAR assessment.	Current resources do not fully align with the rigor and expectations of the STAAR.

★ = Priority

Perceptions

Summary

Bill Childress Elementary has many enrichment programs available to our students. For example, we have a strong Student Council program with over 20 members. Our students are also able to participate in Mother/Daughter, Father/Son, UIL, Robotics, No Place for Hate, ACE program, Nike day and Orchestra.

Our parents are encouraged to attend various events at school throughout the school year. The campus hosts Open House, Grandparents' Day, Veteran's Day, Food Pantry Drives, Thanksgiving Luncheon, Music concerts, Coffee with the Principal, Parent Advisory Meetings (PAC), Literacy Night, STEAM night, award assemblies and monthly Parent University classes for parents.

All of the communications go out in two languages (English & Spanish): Weekly newsletters, School messenger, Conferences, Social media, flyers, apps and letters.

Although our campus has a long list of parent volunteers, there are only a handful that participate in parents' monthly meetings and that are actively on campus helping prepare materials for our teachers.

As part of our community outreach, we have established a partnership with the 86th Expeditionary Signal Battalion from Ft. Bliss. Our campus has received the Texas Purple Star Award for being a military-friendly school. We also have a partnership with UTEP and The Village of Vinton. Other community organizations that serve our school include The Cooper Institute, El Paso County Health, AMPED, El Paso County Sheriff's Office, Kids Excel, Santa Teresa Border Patrol, El Paso Police Department, American Heart Association, West Valley Fire Department, Project Harmony, El Paso Lions Club, Saint Methodist Church, West Community Church, Destiny Family Christian Center, Anthony Police Department Foundation, Community Relations Board (FCI La Tuna), Abundant Faith Center, Operation School Bell, Knights of Columbus and Operation Noel.

Our campus continues to implement school wide PBIS. Every year we continue to grow and we're working on a school wide reward system.

The Texas School Climate Scale report was used to measure culture and climate for BCE. Based on the results of the Fall 2024 to 2025 survey, there were only a handful of parents who participated.

College and Career awareness is promoted throughout the school year through various activities. For example, Generation Texas Week, CTE Showcase, and Career Day. All of our students receive lessons from our school counselor on various colleges, universities and military schools and careers. Our campus celebrates Generation Texas in the month of November with a week full of College related activities created by our school counselor. Students also received throughout the month lessons that focus on what college is, how to get there, and college life.


Strengths

- Positive staff-student relationships
- Students, parents & staff feel safe at school
- Academic culture
- Staff feels supported by colleagues

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.	The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.
2 ★	Staff morale is low, impacting motivation, engagement, and overall job satisfaction.	There is a need for meaningful incentives to recognize efforts and boost morale across the campus.
3 ★	Classroom behavior issues are disrupting the learning environment and placing additional strain on teachers.	There is a need for improved behavior management strategies and a more effective campus-wide discipline plan to support both teachers and students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Staff morale is low, impacting motivation, engagement, and overall job satisfaction.

There is a need for meaningful incentives to recognize efforts and boost morale across the campus.

2
★

Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.

The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.

3
★

Classroom behavior issues are disrupting the learning environment and placing additional strain on teachers.

There is a need for improved behavior management strategies and a more effective campus-wide discipline plan to support both teachers and students.

4
★

Bilingual students show a rate of progress that is slower than monolingual students.

There are inconsistencies in the implementation of the dual-language program across classrooms and grade-levels.

5
★

There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.

There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.

6
★

Student gaps result from the lack of a coherent and rigorous learning progression.

Lack of vertical alignment across grade levels.

7
★

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

8
★

Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades.

Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.

9
★

Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.

Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.

10
★

Students in lower grades are consistently struggling with vocabulary and spelling, which impacts their overall reading and writing development.

There are gaps in early literacy instruction and there is a need for more targeted support and practice opportunities.

11
★

Campus STAAR results are consistently lower in all tested subjects compared to District performance.

This performance gap indicates a need to address instructional effectiveness, student support systems, and alignment with state standards.

12
★

Many Pre-K and Kindergarten students are entering school unprepared for early childhood.

Students lack foundational skills in language and social development.

13



Students are underperforming in math in most grade-levels.

This trend suggest potential issues with curriculum alignment and the availability of targeted interventions to meet diverse student needs.

14



Students consistently underperform in Science when compared to both District and State.

There are underlying issues in curriculum delivery, student support systems, and limited hands-on learning experiences.

15



Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.

Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.

= Priority



Goals

Goal 1

STUDENT SUCCESS: * Student Safety & Well Being *
Academic Growth * College Career Military Readiness

Performance Objective 1 High Priority

Student Safety & Well Being: By May 2026, the Emergency Operation Plan, Crisis Response, and PBIS will be integrated into MTSS (Multi-Tiered Systems of Support).

Evaluation Data Source: Drill Forms, Checklists, Logs, Walkthroughs, Agendas, Minutes, Sign-in sheets, Discipline Referrals.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: During staff development week, staff will be trained on The Emergency Operation Plan. Practices will be supported through monthly drills. Go buckets will be fully stocked by the beginning of the school year.

Strategy 1

The Emergency Operation plan will be updated and disseminated to all stakeholders. Go Buckets will be replenished and available in every classroom. The crisis response team will be trained in campus processes and protocols to respond to emergencies.

Strategy's Expected Result/Impact: Campus preparedness in case of emergencies.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers and Staff, Canutillo ISD Police Department, and MTSS (Multi-Tiered Systems of Supports) Team.

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

November

Moderate Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Bill Childress Elementary will implement Positive Behavior Intervention Systems (PBIS) to foster a positive school climate and decrease the number of referrals by 5% during the 25-26 school year.

Strategy's Expected Result/Impact: Positive climate for students and a decrease in student discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Faculty, and Staff.

Problem Statements: Perceptions 1, 3

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Social Emotional Learning (SEL) will be maximized through the implementation of Character Strong and monthly student recognition for exemplifying character traits (e.g., respect, responsible, courage, gratitude, cooperation, honesty, empathy/kindness, perseverance, creativity, and citizenship).

Strategy's Expected Result/Impact: Positive school climate and a decrease in discipline referrals.

Staff Responsible for Monitoring: Teachers and Counselor.

Problem Statements: Student Learning 1, 3, 5

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Campus STAAR results are consistently lower in all tested subjects compared to District performance.

This performance gap indicates a need to address instructional effectiveness, student support systems, and alignment with state standards.

3

Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.

Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.

5

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.</p>	<p>The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.</p>
<p>3 Classroom behavior issues are disrupting the learning environment and placing additional strain on teachers.</p>	<p>There is a need for improved behavior management strategies and a more effective campus-wide discipline plan to support both teachers and students.</p>

Performance Objective 2 High Priority

By May 2026, 3rd, 4th, and 5th grade students will increase their STAAR scores by 2% points in the areas of math, reading, and science.

Evaluation Data Source: Data Profiles to include local and district assessments.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We will adopt and support instructional initiatives being implemented by the district to include learning objectives, success criteria, and determination of knowledge.

Strategy 1

Provide effective Tier 1 instruction by using HQIM; including available resources and materials to enhance the learning process. Provide professional development to ensure teachers consistently use RBIS in their instruction.

Strategy's Expected Result/Impact: Increase student performance and close achievement gaps.

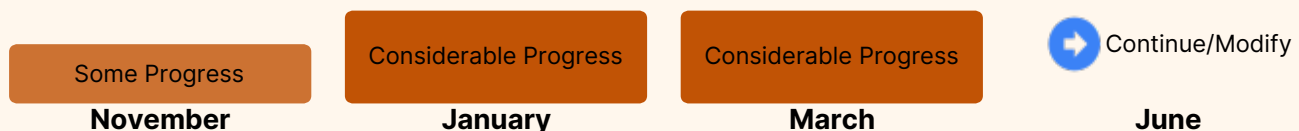
Staff Responsible for Monitoring: Teachers, At-Risk personnel, and Admin Team

Problem Statements: Student Learning 1

Funding Sources: Region 19 - Ready, Set, Grow! 211-Title I-Part A, \$225, Summit K12 211-Title I-Part A, \$902.79, Title 1 Personnel-Parent Liaison & Campus Aide 211-Title I-Part A, \$70,549.38, Substitutes - Progress Monitoring 211-Title I-Part A, \$5,605, Uline 211-Title I-Part A, \$12,920, SCE Personel- At-Risk teacher & aide 185-State Compensatory Education, \$110,731.29, Savvas Learning Co.- workbooks 211-Title I-Part A, \$1,400, Curipod 211-Title I-Part A, \$3,999, Intersession Planning and Teaching 211-Title I-Part A, \$7,192.57

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Training, materials, and resources will be funded to increase teacher efficacy with Emergent Bilinguals and Special Education students. Teachers will implement research-based and evidence-based practices (e.g., ELPS, Bridging, CBLI, etc.) to effectively serve the needs of Emergent Bilingual and Special Education students.

Strategy's Expected Result/Impact: Increase in TELPAS proficiency levels, STAAR performance, and local district assessments.

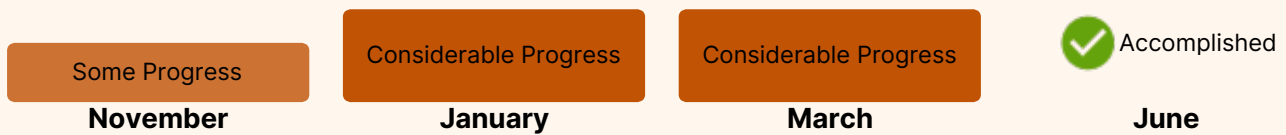
Staff Responsible for Monitoring: Teachers, At-Risk Teachers, Administrative Team.

Problem Statements: School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Teachers will implement blending learning in the classroom using iPad, student/teacher devices, interactive display boards, and document cameras. Funding will be allocated to support the one-to-one district initiative; including but not limited headphones, etc.

Strategy's Expected Result/Impact: Increase student engagement and learning. Students will be more motivated to learn; resulting in closing achievement gaps.

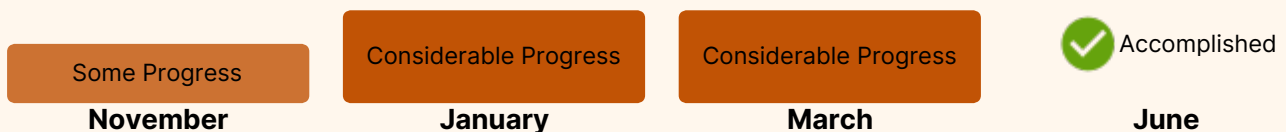
Staff Responsible for Monitoring: Teachers, At-Risk Teachers, Librarian, Administrative Team.

Problem Statements: Student Learning 3

Funding Sources: Amazon - adaptors and cable covers 211-Title I-Part A, \$1,077.58

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Teacher training will be provided to improve Tier 1 instruction, including but not limited to STAAR review, RBIS, and effective practice for teaching special populations.

Strategy's Expected Result/Impact: Increase performance in closing gaps and student growth.

Staff Responsible for Monitoring: Administration, SPED team, and At-Risk Team.

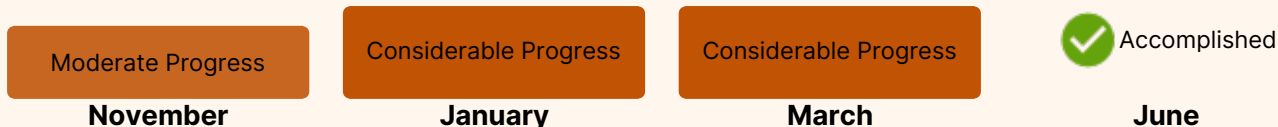
Problem Statements: Perceptions 1

Funding Sources: Solution Tree - Travel - Lazos 211-Title I-Part A, \$799, Solution Tree- travel-Varela 211-Title I-Part A, \$799

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus STAAR results are consistently lower in all tested subjects compared to District performance.	This performance gap indicates a need to address instructional effectiveness, student support systems, and alignment with state standards.
3	Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.	Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Bilingual students show a rate of progress that is slower than monolingual students.	There are inconsistencies in the implementation of the dual-language program across classrooms and grade-levels.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.	The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.

Performance Objective 3 High Priority

Academic Growth: By May 2026, 80% of students in PreK-2nd grade will meet end of year reading expectations for spelling and vocabulary.

Evaluation Data Source: Classroom student profiles to include local and district assessments.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: To narrow the focus to two campus-wide goals. 1) Every classroom implements a daily explicit vocabulary routine. 2) Every classroom provides daily phonics-based encoding/spelling practice.

Strategy 1

Teachers will strengthen Tier 1 instruction by implementing structured literacy to include small group and personalized practice. Level readers will be repurposed to enhance classroom libraries.

Strategy's Expected Result/Impact: Observations, walkthroughs, and local assessment.

Staff Responsible for Monitoring: At-Risk personnel, Admin Team

Problem Statements: Student Learning 2, 4 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

At-Risk personnel will provide small group interventions for struggling readers with consistency and fidelity. Also, teachers will provide small group interventions during Eagle Time, Intersessions, and Summer School. Grading periods, local assessments, and DRA data will be used to monitor progress. Meetings will be held as needed to review and modify instructional plans for those students that are not making adequate progress.

Strategy's Expected Result/Impact: Targeted interventions will be offered for Struggling learners. They will make adequate yearly progress. Achievement gaps will be closed to ensure Sped qualifications decrease.

Problem Statements: Student Learning 4

Funding Sources: El Paso Office Products- instructional material 211-Title I-Part A, \$351.24, Amazon- Science 211-Title I-Part A, \$165.26, Amazon- Science 211-Title I-Part A, \$147.82, Lakeshore 211-Title I-Part A, \$6,170.81, Amazon- Science 211-Title I-Part A, \$206.66, Region 19- Staff Development 211-Title I-Part A, \$225

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students in lower grades are consistently struggling with vocabulary and spelling, which impacts their overall reading and writing development.

There are gaps in early literacy instruction and there is a need for more targeted support and practice opportunities.

4

Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades.

Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.

There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.

Performance Objective 4 High Priority

College and Career Military Readiness: By May 2026, student organizations and clubs (e.g., StuCo, MDFS) will be available for students to realize potential as future leaders.

Evaluation Data Source: Agendas, sign-in sheets, minutes.

Summative Evaluation: Met Performance Objective

Strategy 1

Students will attend leadership conferences to include but not limited to TEPSA student conference and field trips to UTEP. This will provide students with opportunities to build background knowledge and enrich their experiences.

Strategy's Expected Result/Impact: Students raise self-awareness to start considering a college, career, or military pathway.

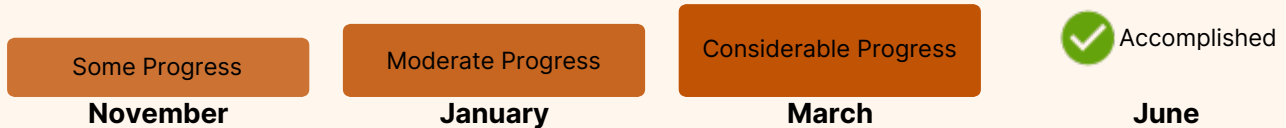
Staff Responsible for Monitoring: Counselor, Clubs Sponsors, Administrative Team.

Problem Statements: Student Learning 5

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

College Career Military Readiness: College Week Celebration to include teachers adopting a college of their choice and having students research it and create a presentation. The week-long celebration may include dress-up days, lessons on "school path", including the choices they have for college, career, or the military.

Strategy's Expected Result/Impact: Flyers, walkthroughs, student research and presentations.

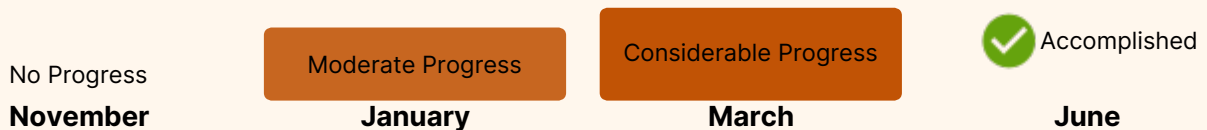
Staff Responsible for Monitoring: Classroom Teachers, Counselor.

Problem Statements: Student Learning 5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

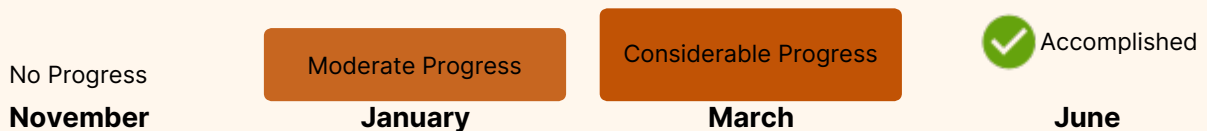


Strategy 3

College Career and Military Readiness: Students will participate in Career Day to gain knowledge on various careers pathways.

Problem Statements: Student Learning 5

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Performance Objective 5 High Priority

By May 2026, the campus overall attendance will increase from 95.42% to 96%.

Evaluation Data Source: Attendance reports, ARC and TAP meetings.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Will continue to follow the truancy hierarchy of action to ensure absences and tardies are addressed promptly and plans are developed to support our families.

Strategy 1

The attendance review committee will drive the truancy process. They will meet frequently to ensure adherence to the identification process and hierarchy of actions.

Strategy's Expected Result/Impact: Student academic achievement will increase.

Staff Responsible for Monitoring: ARC committee members.

Problem Statements: Demographics 1

Funding Sources: Amazon -document cameras 211-Title I-Part A, \$335.76

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.

Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.

Performance Objective 6

By 2026, students will meet their fitness standards as outlined by their grade level.

Evaluation Data Source: Lesson Plans, Walkthroughs, Fitness Assessment

Summative Evaluation: Met Performance Objective

Strategy 1

Students will participate in physical activity at least 4 times per week. Coaches will target health standards to build awareness of life choices.

Strategy's Expected Result/Impact: Students will develop healthy habits to improve quality of life.

Staff Responsible for Monitoring: Admin Team, Coaches

Problem Statements: Student Learning 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Goal 2 STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1 High Priority

Professional Learning & Quality Staff: During the 2025-26 school year, staff will receive continuous professional development to effectively plan for curriculum, assessment, and instruction.

Evaluation Data Source: Revise

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers will have 90-minute blocks and 1 day each grading period for planning. Through training and allocation of resources to include hiring substitutes, teachers will utilize this time to analyze data and plan for instruction to increase academic achievement, progress, and closing achievement gaps.

Strategy's Expected Result/Impact: Sustain an A-accountability rating. Show continuous growth in classroom profiles.

Staff Responsible for Monitoring: Classroom Teacher, At-Risk Teachers, and Administrative Team

Problem Statements: School Processes & Programs 2 - Perceptions 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

A campus guiding coalition will be created to support the principles of PLC and the campus vision and mission. The team will include campus administration, teachers, and staff. Members will attend ongoing training to include but not limited to Lead4ward, TALAS conference, and other regional training to support student achievement.

Strategy's Expected Result/Impact: Increase student achievement, progress, and closing gaps.

Staff Responsible for Monitoring: Guiding coalition, and administrative team.

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Substitutes - TEKS Academy 185-State Compensatory Education, \$4,225


TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress


November

 Discontinue

January

 Discontinue

March

 Discontinue

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student gaps result from the lack of a coherent and rigorous learning progression.

Lack of vertical alignment across grade levels.

2

There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.

There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.

The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.

Performance Objective 2 High Priority

Professional Learning & Quality Staff : During the Fall Semester of the 2025-26 school year, teachers will study the book Kids Deserve It.

Evaluation Data Source: Agendas, sign-in sheets, engagement part of unit unpacking, walkthroughs.

Summative Evaluation: Met Performance Objective

Strategy 1

Activities will be planed once a month during the Fall semester to disseminate and discuss each chapter.

Strategy's Expected Result/Impact: Student engagement and motivation will increase. As a result, students' academic achievement will show continuous progress.

Staff Responsible for Monitoring: Classroom teachers and administrative team.

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

✓ Accomplished

January

✓ Accomplished

March

✓ Accomplished

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student gaps result from the lack of a coherent and rigorous learning progression.	Lack of vertical alignment across grade levels.
2	There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.	There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.	The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.

Performance Objective 3 High Priority

Professional Learning & Quality Staff : During the 2025-26 school year, wellness team will plan monthly activities to increase staff satisfaction and well-being.

Evaluation Data Source: Flyers, participation logs, surveys.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Wellness coordinators will increase the number of activities done during the

school year.

Strategy 1

Monthly activities will promote healthy living.

Strategy's Expected Result/Impact: Staff will make better decisions to promote positive behaviors such as exercising and healthy eating.

Staff Responsible for Monitoring: Wellness Team

Problem Statements: Perceptions 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>2 Staff morale is low, impacting motivation, engagement, and overall job satisfaction.</p>	<p>There is a need for meaningful incentives to recognize efforts and boost morale across the campus.</p>

Performance Objective 4

Staff Satisfaction: For the 2025-2026 School Year, staff will take various surveys to include the Campus Climate survey. Results will be reviewed and an action plan developed to address instruction, discipline, parent collaboration, and counseling program.

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers will drive the PLC process by establishing roles and norms. The 4 PLC questions will be used to internalize HQIM and identify what it is students need to know and be able to do. Walkthroughs will be conducted weekly with prompt feedback given to teachers.

Strategy's Expected Result/Impact: Classroom Teachers

Staff Responsible for Monitoring: Administrative Team

Problem Statements: Perceptions 1, 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Revise current systems to handle discipline; including classroom matrix of expectations, hierarchy of action, parent log, tier 1 tracker. Collaborate with the MTSS committee to provide additional behavior interventions and supports. Provide professional development as needed.

Problem Statements: Perceptions 3

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3

Parent Universities will offered covering topics such as Language to Literacy, Parent Portal (Attendance and Grades), Setting Routines at Home for Healthy Living, and Attendance.

Problem Statements: Demographics 1

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

The counseling program will provide guidance lessons to assist in students' basic developmental skills (e.g., academic, career, personal, and social areas). Tier 2 and Tier 3 support will consist of individual-small group lessons or outside referrals as needed.

Problem Statements: Student Learning 3, 5

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.

Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.

Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.

5

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.

The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.

2

Staff morale is low, impacting motivation, engagement, and overall job satisfaction.

There is a need for meaningful incentives to recognize efforts and boost morale across the campus.

3

Classroom behavior issues are disrupting the learning environment and placing additional strain on teachers.

There is a need for improved behavior management strategies and a more effective campus-wide discipline plan to support both teachers and students.

Goal 3

COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1 High Priority

By June 2026, BCE will increase parent participation to expand parent engagement opportunities through monthly parent university classes directly connected to increasing student achievement. Hospitality, meals, and door prizes will be used to incentivize attendance.

Evaluation Data Source: Flyers, sign-in sheets, calendar of events.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We will continue to allocate resources to increase parent engagement opportunities.

Strategy 1

Parent liaison will help parents and students in need of assistance through training, home visits, school supplies, information, uniforms, etc. Additionally, partnership will be created with organizations that assist our student throughout the year.

Strategy's Expected Result/Impact: Help and assistance for our struggling parents. Parents engagement will increase in the form of volunteering or becoming active members of PTO.

Staff Responsible for Monitoring: Parent Liaison and Administrative Team.

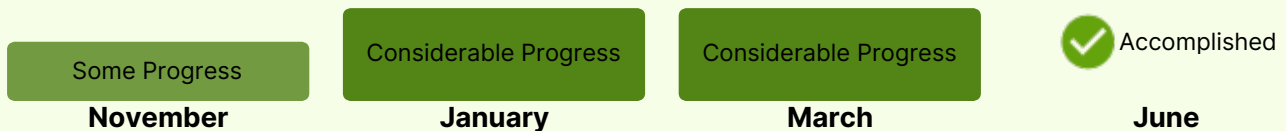
Problem Statements: Demographics 1 - Student Learning 3, 5

Funding Sources: Sam's PL 211-Title I-Part A, \$600

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.	Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.	Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.
5 Overall student performance needs improvement.	STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Performance Objective 2 High Priority

By June 2026, BCE will increase parent engagement and parent leadership through active participation in decision making committees (e.g., LPAC, CIC, SHAC, Parent Advisory Groups, and MTTTS).

Evaluation Data Source: Parent Liaison records of parent volunteers by the district. Agendas, minutes, sign-in sheets.

Summative Evaluation: Met Performance Objective

Strategy 1

Various sessions to increase student achievement, inform parents with various updates/support will be offered. Campus events, such as Literacy Night, Math Night, CIC meetings, Parent Engagement Policy and School-Parent Compact, PAC meetings, Coffee with the principal and Coffee with the counselor will be offered.

Strategy's Expected Result/Impact: Sign-in sheets, agendas, minutes, calendar of events.

Staff Responsible for Monitoring: Parent Liaison, Administration Team.

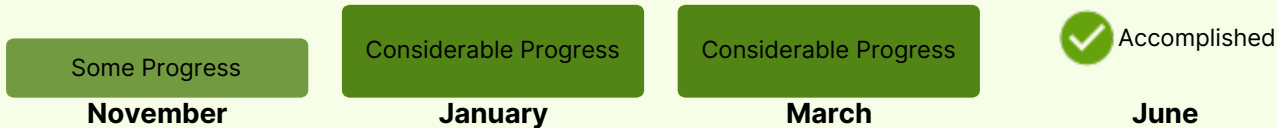
Problem Statements: Demographics 2

Funding Sources: Walmart - STEAM Night 211-Title I-Part A, \$300

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Visit families in their homes to support and inform parents of available services such as community closet, parent university, food pantries, etc.

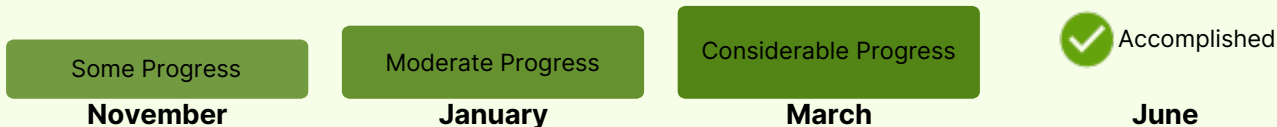
Strategy's Expected Result/Impact: Connect families with resources needed.

Staff Responsible for Monitoring: Parent Liaison and Administration Team.

Problem Statements: Demographics 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.	Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.
2	Students consistently underperform in Science when compared to both District and State.	There are underlying issues in curriculum delivery, student support systems, and limited hands-on learning experiences.

Goal 4

FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility
* Strategic Allocation of Resources * Planning for Growth *
Well Maintained Facilities

Performance Objective 1 High Priority

By June 2026, campus will purchase all maintenance supplies needed to ensure a safe campus throughout the school year. Also, through the bond campus beautification project the aesthetics of the building will improve.

Evaluation Data Source: Improved cleanliness of the building. Removal of carpet.

Summative Evaluation: Met Performance Objective

Strategy 1

Custodians will receive a list of daily, weekly, and monthly activities that need to be done to keep the building clean.

Strategy's Expected Result/Impact: Improved Cleanliness of the building.

Staff Responsible for Monitoring: Head Custodian, Assistant Lead Custodian, Administrative Team.

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

The school will receive the following upgrades; a new secure entry vestibule, upgrades to public address and emergency communication systems, improvements to network wireless infrastructure, security cameras and badge-controlled access, roof maintenance and new flooring.

Strategy's Expected Result/Impact: An environment conducive to learning.

Staff Responsible for Monitoring: Admin Team

Problem Statements: Student Learning 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Overall student performance needs improvement.

STAAR is more difficult and rigorous at every level; indicating the need for resources that align to STAAR 2.0.

Performance Objective 2

During the 2025-2026 school year, all State Comp and Title 1 Funds will be properly allocated to serve our at-risk, emergent bilinguals, and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Summative Evaluation: Met Performance Objective

Strategy 1

Materials and resources will be purchased to enhance Tier 1, Tier 2, and Tier 3 instruction for special populations; including but not limited to STMEscopes kits and Lone Star math.

Strategy's Expected Result/Impact: To accelerate learning for special populations.

Problem Statements: Demographics 3 - Student Learning 3

Funding Sources: Accelerate Learning- Stemsscopes 211-Title I-Part A, \$14,708.74, ESC Learning Systems-STAAR PREP 211-Title I-Part A, \$2,772, Lone Star Learning- Math 185-State Compensatory Education, \$2,925, Shelby Distributions 185-State Compensatory Education, \$974.75, Amazon-sharpeners 211-Title I-Part A, \$2,395.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Students are underperforming in math in most grade-levels.

This trend suggest potential issues with curriculum alignment and the availability of targeted interventions to meet diverse student needs.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Students are not progressing at the necessary rate to meet end-of-year expectations across multiple subjects.

Lack of progress indicates a need for more effective instructional strategies, rigorous curriculum, timely interventions, and ongoing progress monitoring.

Goal 5

TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1 High Priority

By June 2026, teachers will implement blending learning in the classroom using iPads, headphones, student devices, interactive display boards, teacher devices, and document cameras.

Evaluation Data Source: Technology will be used to enhance the learning process. Student engagement and motivation will increase.

Summative Evaluation: Met Performance Objective

Strategy 1

Funding will be allocated to support the one-to-one district initiative. Technology equipment will be replaced as needed.

Strategy's Expected Result/Impact: Classrooms will be equipped with charging towers. Teachers will have an IFP, document camera, and necessary adaptors to ensure proper functioning of the equipment. Each student will have either an Ipad or Mac device.

Staff Responsible for Monitoring: Guiding Coalition, and Administrative Team

Problem Statements: Student Learning 4 - School Processes & Programs 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

Emergent Bilinguals in 4th and 5th grade will be provided access to Summit K12, a computer-based program, to improve TELPAS scores by 3%.

Problem Statements: School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Students in the primary grades are not learning foundational skills in reading and math to be successful in the upper grades.

Instruction is not meeting all students needs. Teachers need additional staff development, resources, and support in this area to close achievement gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There are inconsistencies in instructional practices, learning expectations, an evaluation of student progress.

There is a lack of professional development alignment among teachers in the areas of curriculum, instruction, and assessment.

3

Bilingual students show a rate of progress that is slower than monolingual students.

There are inconsistencies in the implementation of the dual-language program across classrooms and grade-levels.

Performance Objective 2 High Priority

By June 2026, BCE will promote a positive climate by keeping stakeholders informed about campus events and activities.

Evaluation Data Source: Social media and parent updates.

Summative Evaluation: Met Performance Objective

Strategy 1

A parent update will go out monthly. Parents will be informed of campus events and activities.

Strategy's Expected Result/Impact: Parent update and calendar of events.

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Dell Technologies- laptop PL 211-Title I-Part A, \$567.63

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

BCE will promote a positive climate by posting campus activities through social media.

Strategy's Expected Result/Impact: Posts on Facebook and Twitter highlighting campus event and activities.

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lack of parent engagement can negatively impact students' academic performance, emotional well-being, and social behavior.

Parents face barriers such as limited education, long or inflexible working hours, and insufficient time or resources to engage consistently in their child's education.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Staff requires additional administrative support in the areas of instruction, discipline, parent collaboration, and counseling program.

The need for explicit, coordinated supports in all areas to help students succeed both behaviorally and academically.



State Compensatory Education

State Compensatory

Budget for Bill Childress Elementary School

Total SCE Funds: \$126,958.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Bill Childress Elementary School

Name	Position	FTE
Helga Kihara	Reading Intervention Teacher	1
Yvonne Prieto	At-Risk Aide	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Fred Flores	Parent Liaison	Title 1 Student Support	1
Sanjuana De Tamez Gutierrez	Campus Aide	Title 1 Student Support	1



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Region 19 - Ready, Set, Grow!	--	\$225.00
1	2	1	Summit K12	--	\$902.79
1	2	1	Title 1 Personnel-Parent Liaison & Campus Aide	--	\$70,549.38
1	2	1	Substitutes - Progress Monitoring	--	\$5,605.00
1	2	1	Uline	--	\$12,920.00
1	2	1	Savvas Learning Co.- workbooks	--	\$1,400.00
1	2	1	Curipod	--	\$3,999.00
1	2	1	Intersession Planning and Teaching	--	\$7,192.57
1	2	3	Amazon - adaptors and cable covers	--	\$1,077.58
1	2	4	Solution Tree - Travel - Lazos	--	\$799.00
1	2	4	Solution Tree- travel-Varela	--	\$799.00
1	3	2	El Paso Office Products- instructional material	--	\$351.24
1	3	2	Amazon- Science	--	\$165.26
1	3	2	Amazon- Science	--	\$147.82
1	3	2	Lakeshore	--	\$6,170.81
1	3	2	Amazon- Science	--	\$206.66
1	3	2	Region 19- Staff Development	--	\$225.00
1	5	1	Amazon -document cameras	--	\$335.76
3	1	1	Sam's PL	--	\$600.00
3	2	1	Walmart - STEAM Night	--	\$300.00
4	2	1	Accelerate Learning- Stemsscopes	--	\$14,708.74
4	2	1	ESC Learning Systems-STAAR PREP	--	\$2,772.00
4	2	1	Amazon-sharpeners	--	\$2,395.50
5	2	1	Dell Technologies- laptop PL	--	\$567.63
Sub-Total					\$134,415.74
Budgeted Fund Source Amount					\$143,040.00
+/- Difference					\$8,624.26

255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,000.00
				+/- Difference	\$2,000.00

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Personel- At-Risk teacher & aide	--	\$110,731.29
2	1	2	Substitutes - TEKS Academy	--	\$4,225.00
4	2	1	Lone Star Learning- Math	--	\$2,925.00
4	2	1	Shelby DIistributions	--	\$974.75
				Sub-Total	\$118,856.04
				Budgeted Fund Source Amount	\$132,771.00
				+/- Difference	\$13,914.96

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$49,365.00
				+/- Difference	\$49,365.00