

# El Paso Independent School District

## Guillen Middle School

**2019-2020**

**Accountability Rating: D**



**1 Family, 1 Team, 1 Goal**  
**WE ARE GUILLEN**

# Mission Statement

The Mission of Guillen Middle School is to provide and empower all students in preparation for college and career readiness in a global society.

## Vision

The Vision of Guillen Middle School is to provide social and emotional learning to attain high student academic achievement.

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# Goals

## Goal 1: Active Learning

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

### **Directly Supports: Board Goals 1-3**

**Performance Objective 1:** By the end of 2019-2020 school year, Guillen will increase STAAR scores in reading 6th grade to 50% meets; in 7th grade from 17% meets to 50%; in Writing from 12% to 30%; and in SS from 5% to 30% in Domain I for the all student, Hispanic and economically disadvantaged sub-populations.

**Evaluation Data Source(s) 1:** STAAR 2020

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Conduct 40 minute structured PLCs whole group with All, Facilitator and Admin. Every Monday.            -Every other Monday - data talks about previous week's assessment            Every other Monday RTI lessons for Opportunity            Wednesday, after school tutoring and/or small group during instruction            -Thursday Department head meeting after school</p>	2.4, 2.5, 2.6	Administration ALL's , facilitator Department Chairs Teacher's	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b>            2) Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.</p>	2.4, 2.5, 2.6	Administration ALL's Department Chairs Teacher's	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b>            3) Utilize Region 19 to assist Data Analysis, learning walks, information and instructional technology, leadership and accountability, and sheltered instruction strategies for all students. William MacDonald with May the Fours Be With You will be brought in, once in the Fall and again in the Spring to present a Writing Staff Development featuring grammar, editing, revising, and expository.</p>	2.4, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 4) Purchase testing materials such as mentoring minds, STAAR Master, STAAR Ready from Curriculum and Associates, Lone Star Learning, Hedgehog, and Common Assessments printed in EPISD print shop for all students to include Economically Disadvantaged, At-Risk and other struggling Learners.	2.4	Administration ALL's Department Chairs Teachers	Increased Student Learning				
	<b>Funding Sources:</b> 185 SCE (Campus) - 14804.33, 211 ESEA Title I (Campus) - 7380.00						
5) Purchase reading materials for the library to encourage students to read new current topics.  Purchase reading materials for classrooms which will include Scholastic Science magazine subscription and the American Heritage Student Science Dictionary classroom sets as well as other reading materials.			promote a love for reading				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 1000.00						

**Goal 1: Active Learning**

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 2:** By the end of 2019-2020 school year, Guillen will increase STAAR scores in math from 28% to 35% in 6th grade and 24% to 35% in 7th grade in Domain I for the all student, Hispanic and economically disadvantaged sub-populations.

**Evaluation Data Source(s) 2:** STAAR 2020

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday.  -Every other Monday- data talks about previous week's assessment.  Every other Monday- RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction  Thursday - Department head meetings afterschool.</p>	2.4, 2.5, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b> 2) Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.</p>	2.4, 2.5, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b> 3) Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.</p>	2.4, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June



**Goal 1: Active Learning**

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 3:** By the end of 2019-2020 school year, Guillen will increase STAAR scores in writing for 7th grade from 20% to 37% in 8th grade , from 28% to 37% in Domain I for the all student, Hispanic and economically disadvantaged sub-populations.

**Evaluation Data Source(s) 3:** STAAR 2020

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Improve low-performing schools                      1) Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday.                      -Every other Monday- data talks about previous week's assessment.                      Every other Monday- RTI lessons for Opportunity                      Wednesday, after school tutoring and/or small group during instruction                      Thursday - Department head meetings after school.</p>	2.4, 2.5, 2.6	Administration ALL's Teachers	Increased Student Learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 2) Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.	2.4, 2.5, 2.6	Administration ALL's Teachers	Increased Student Learning				
<b>Comprehensive Support Strategy</b> 3) Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.	2.4, 2.6	Administration ALL's Teachers Region 19	Increased Student Learning				

**Goal 1: Active Learning**

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 4:** By the end of 2019-2020 school year, Guillen will increase STAAR scores in science from 28% to 35% for 8th grade in Domain I for the all student, Hispanic and economically disadvantaged sub-populations.

**Evaluation Data Source(s) 4:** STAAR 2020

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday.</p> <p>-Every other Monday- data talks about previous week's assessment</p> <p>-Every other Monday RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction</p> <p>-Thursday Department head meeting.</p>	2.4, 2.5, 2.6	Administration ALL's Teachers	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b> 2) Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.</p>	2.4, 2.5, 2.6	Administration ALL's Teachers	Increased Student Learning				
<p><b>Comprehensive Support Strategy</b> 3) Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.</p>	2.4, 2.6	Administration ALL's Teachers Region 19	Increased Student Learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

**Goal 1: Active Learning**

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





Directly Supports:  
Board Goals 1-3

**Performance Objective 5:** By the end of 2019-2020 school year, Guillen will increase STAAR scores in 8th Social Studies from 11% to 37% in Domain I for the all student, Hispanic and economically disadvantaged sub-populations.

**Evaluation Data Source(s) 5:** STAAR 2020

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) Conduct 45 minute structured PLCs (Professional Learning Community) with a focused agenda:</p> <p>-Monday- data talks about previous week's assessment</p> <p>-Tuesday POD(a group of teachers) Critical Friends (lesson design)</p> <p>-Wednesday RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction</p> <p>-Thursday POD Looking at student work.</p> <p>-Friday Grade level lesson planning with the end in mind</p>	2.4, 2.5, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 2) Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.	2.4, 2.5, 2.6	Administration ALL's Department Chairs Teachers	Increased Student Learning				
<b>Comprehensive Support Strategy</b> 3) Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.	2.4, 2.6	Administration ALL's Teachers Region 19	Increased Student Learning				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 4) Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday.  -Every other Monday- data talks about previous week's assessment.  Every other Monday- RTI lessons for Opportunity  Wednesday, after school tutoring and/or small group during instruction  Thursday - Department head meetings after school.	2.4, 2.5, 2.6	Admin, All, Dept. Heads Teachers	Increase student learning and Star score				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 1: Active Learning**

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

Directly Supports:  
Board Goals 1-3

**Performance Objective 6:** By March 2020, English Language Learner students will show growth from one performance level to the next, in all four components assessed on the TELPAS (listening, speaking, reading, writing).

**Evaluation Data Source(s) 6:** TELPAS Results

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) Conduct learning walks to observe learning in the classroom. 2. Look at Data	2.6	Principal Assistant Principals ALL's Teachers	Increased student vocabulary acquisition and understanding of the rigor of STAAR questions.				
<b>Comprehensive Support Strategy</b> 2) Incorporate daily bell ringers to include vocabulary acquisition and STAAR formatted questions	2.4	Principal Assistant Principals ALL's Teachers	Increased student vocabulary acquisition and understanding of the rigor of STAAR questions.				
<b>Comprehensive Support Strategy</b> 3) Hire part-time tutors and teacher tutors to assist at-risk students. Teachers will serve on the SSI committee in the summer to evaluate and identify failing students in order to prepare an intervention program for them.	2.4, 2.6	Principal Secretary to Principal	Tutor time swipes				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 34978.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June



**Goal 1: Active Learning**


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

Directly Supports:  
Board Goals 1-3

**Performance Objective 7:** Special Education students will be provided individualized instruction and RTI opportunities to improve performance by showing student growth in Reading and Mathematics measured by Edgenuity

**Evaluation Data Source(s) 7:** Edgenuity Data

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Include Inclusion Special Education teacher in the Unit Power Planning sessions conducted by core content departments.	2.4, 2.6	Principal Assistant Principals SPED Instructional Coach ALL's	Increase teacher collaboration between Inclusion teacher and Core Content teacher regarding the alignment and refinement of lessons designed to provide designated support for SPED students.				
<b>Comprehensive Support Strategy</b> 2) Provide opportunities for Targeted Saturday tutoring sessions for SPED students.	2.6	Assistant Principal SPED Coach	Increased student performance on 9 wk grades, benchmarks and state assessments.				
<b>Comprehensive Support Strategy</b> 3) Hire part-time tutors and teacher tutors to assist at-risk students.	2.4, 2.6	Principal Secretary to Principal	Tutor time swipes				
<b>Funding Sources:</b> 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00							
							

## Goal 2: Great Community Schools





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

**Performance Objective 1:** By the end of June 2020, core content teachers and/or administrators will attend at least 2 or more high-quality and ongoing campus-level professional development to increase teacher quality and instruction.

**Evaluation Data Source(s) 1:** Academic Improvement

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Hire teachers to create Pod Teams to better serve and monitor students.	2.6	Principal Assistant Principals	Reduce student/teacher ratio which will allow to closely monitor all students to include ELL's and SPED subgroups.				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 166564.44, 185 SCE (Campus) - 64586.34						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Attend job fair to recruit highly qualified teachers.		Principal Assistant Principals	Flyer confirmation email				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 450.00						
3) SEL Team will provide faculty and staff relationship skills to establish and maintain self-awareness, self-management, social awareness, relationship skills and responsible decision making skills.	2.5						
4) Hire a Focus on Children and Families (FCF) Intervention Specialits to assist families with using community resources to streghten their family life so they provide support their children need and establish a strong academic foundation.	2.6	Principal District Personel	Increase academic performance by addressing social emotional aspect of the student.				
	<b>Funding Sources:</b> 185 SCE (Campus) - 38788.14						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 5) In and out of town travel for campus administrator(s) and teachers for staff development training's	2.5, 2.6	Admin, Principal Secretary	Teachers will implement strategies learned from staff development in order to increase student performance and close achievement gaps.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

**Goal 2: Great Community Schools**

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

**Performance Objective 2:** Discipline/PBIS/SEL/School Culture - Guillen will decrease discipline referral by 30% from 399 to 280 and increase attendance 94 % to 96% in 2020.

**Evaluation Data Source(s) 2:** Referral data/ attendance reports

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Counselors, through out the year will present to students on various topics from anti-bullying, college awareness, drug abuse, self-esteem, suicide prevention, and other character guidance lessons. Counselors will need to purchase various Cd's and materials to assist them with lesson presentation.	2.5	Principal Assistant Principals	Instill knowledge, self-esteem and social emotional awareness to encourage positive decision making.				
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Improve low-performing schools</p> <p>2) Provide incentives such as Red Ribbon Week, certificates, medals, trophies, pencils, bumper stickers, assemblies. Certificates for perfect attendance. Send students on educational field trips to encourage and peak their interest in history, science and other core subjects.</p>		Principal Assistant Principals	Promote positive behavior and increase student achievement.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 700.00							
3) Provide training on Campus Discipline Plan, PBIS, Crisis Management Plan, Safety Plan and Program Access Review.		Principal Assistant Principals	Enhance teacher knowledge of various programs to reduce student discipline issues.				
4) Teachers will support SEL/PBIS implementation through the use of Schoology lessons that provide SEL strategies and activities such as morning circles.	2.5, 2.6	Assistant Principal Ms. Perez PBIS/SEL Committee	Decrease in the number of discipline incidents and increase in positive behavior.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

**Goal 2:** Great Community Schools

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

**Performance Objective 3:** Guillen will provide New Teacher Support to enhance Retention rate and Recruitment and hire personnel that is 100% certified.

**Evaluation Data Source(s) 3:** Teacher/Mentor Professional Development participation and Teacher retention

**Summative Evaluation 3:** Met Performance Objective

### Goal 3: Lead with Character and Ethics





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

**Performance Objective 1:** Systematically evaluate 100% of all instructional programs, initiatives and resources in 2019-2020.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Campus administrators will use Schoology to monitor lesson plans and checkpoints.		Principal Assistant Principals ALL's	Students will have access to a guaranteed and viable curriculum				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 33740.00						
2) Provide in and out of town travel for campus administrators and teachers for staff development training's to include registrations fees for district supported initiatives. One administrator and teachers will attend La Cosecha in Albuquerque, NM. Substitutes will be provided for teachers to attend power planning sessions.		Principal NEW TECH Assistant Principal	Increase student learning outcomes by using research based programs				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00						
<b>Comprehensive Support Strategy</b> 3) Purchase a yearly subscription of Nearpod instructional software for all students that will feature thousands of ready to teach lessons.		Principal Assistant Principals	Provide supplemental technology resources to students, parents and teachers in and out of the classroom				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00						
4) Create 2 new computer labs with 25 desktops each, and 1 printer to support instruction, maintain data, and support technology integration in the classroom. A printer will be purchased for a computer lab.		Principal Secretary	Increase student technology access to increase student 21st century skills				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 19560.00, 185 SCE (Campus) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 5) Purchase basic classroom and testing supplies from the warehouse and office supply stores such as reading books and magazines from Scholastic, workbooks, instructional supplies and materials from Office Depot, Lakeshore, El Paso Office Product, Mentoring Minds, Vista Higher Learning and warehouse to support LEP, Economically Disadvantaged, At-Risk, Homeless. Math the Whitlow Training materials will be purchased as well. Social Studies Readiness Review Booklets from Ford Ferrier will be ordered for 8th grade students. Additional Texas Instrumentcalculators are needed for Math classrooms.	2.4, 2.6	Principal Secretary	equip classroom with leaning materials to enhanced their learning environment.				
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 10827.56, 185 SCE (Campus) - 1821.19						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							




## Goal 4: Community Partnerships

**El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.**

**Performance Objective 1:** By the end of 2020, Guillen MS will maintain communication by having parent meetings, to include state and community organizations.

**Evaluation Data Source(s) 1:** Meeting agendas and signing sheets.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide parent training's by Parent Engagement Leader in the morning and afternoon. He will hold one or two meetings a month to keep parents informed of school activities, issues concerning students and/or community services available to them. Snacks and refreshments are provided for parents during all parental engagement meetings. Parental engagement leader's salary should be paid through district title one and budget request will be entered.	3.2	Principal Parental Engagement Leader	Increase parental involvement, student attendance and performance.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 ESEA Title I (Campus) - 800.00							
2) Conduct parent meetings to inform, assist, and train parents (to include Title I Part A components, Parent -Student Compact) led by Parental Engagement Leader.	3.1	Principal Parental Engagement Leader	Increase parent knowledge and understanding campus and federal programs.				
<b>Problem Statements:</b> Perceptions 1							
							

### Performance Objective 1 Problem Statements:

## Perceptions

**Problem Statement 1:** In 2018-2019 school year parental involvement fluctuated depending on information provided at meeting. **Root Cause 1:** Guillen MS lacked plan to focus on community needs.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Conduct 40 minute structured PLCs whole group with All, Facilitator and Admin. Every Monday. -Every other Monday - data talks about previous week's assessment Every other Monday RTI lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction -Thursday Department head meeting after school
1	1	2	Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.
1	1	3	Utilize Region 19 to assist Data Analysis, learning walks, information and instructional technology, leadership and accountability, and sheltered instruction strategies for all students. William MacDonald with May the Fours Be With You will be brought in, once in the Fall and again in the Spring to present a Writing Staff Development featuring grammar, editing, revising, and expository.
1	1	4	Purchase testing materials such as mentoring minds, STAAR Master, STAAR Ready from Curriculum and Associates, Lone Star Learning, Hedgehog, and Common Assessments printed in EPISD print shop for all students to include Economically Disadvantaged, At-Risk and other struggling Learners.
1	2	1	Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday. -Every other Monday- data talks about previous week's assessment. Every other Monday- RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction Thursday - Department head meetings afterschool.
1	2	2	Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.
1	2	3	Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.
1	3	1	Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday. -Every other Monday- data talks about previous week's assessment. Every other Monday- RTI lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction Thursday - Department head meetings after school.
1	3	2	Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.
1	3	3	Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.
1	4	1	Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday. -Every other Monday- data talks about previous week's assessment -Every other Monday RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction -Thursday Department head meeting.

Goal	Objective	Strategy	Description
1	4	2	Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.
1	4	3	Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.
1	5	1	Conduct 45 minute structured PLCs (Professional Learning Community) with a focused agenda: -Monday- data talks about previous week's assessment -Tuesday POD(a group of teachers) Critical Friends (lesson design) -Wednesday RTI (Response to Intervention) lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction -Thursday POD Looking at student work. -Friday Grade level lesson planning with the end in mind
1	5	2	Implement data Checkpoint Assessments every 3, 6, and 9 weeks; assessments made by the Active learning leaders or by the district to identify target areas and students in need of RTI to provide targeted teacher intervention.
1	5	3	Utilize Region 19 to assist Data Analysis, learning walks and sheltered instruction strategies for all students.
1	5	4	Conduct 45 minute structured PLCs with ALL, Facilitators and Admin. every Monday. -Every other Monday- data talks about previous week's assessment. Every other Monday- RTI lessons for Opportunity Wednesday, after school tutoring and/or small group during instruction Thursday - Department head meetings after school.
1	6	1	Conduct learning walks to observe learning in the classroom. 2. Look at Data
1	6	2	Incorporate daily bell ringers to include vocabulary acquisition and STAAR formatted questions
1	6	3	Hire part-time tutors and teacher tutors to assist at- risk students. Teachers will serve on the SSI committee in the summer to evaluate and identify failing students in order to prepare an intervention program for them.
1	7	1	Include Inclusion Special Education teacher in the Unit Power Planning sessions conducted by core content departments.
1	7	2	Provide opportunities for Targeted Saturday tutoring sessions for SPED students.
1	7	3	Hire part-time tutors and teacher tutors to assist at- risk students.
2	1	1	Hire teachers to create Pod Teams to better serve and monitor students.
2	1	2	Attend job fair to recruit highly qualified teachers.
2	1	5	In and out of town travel for campus administrator(s) and teachers for staff development training's
2	2	2	Provide incentives such as Red Ribbon Week, certificates, medals, trophies, pencils, bumper stickers, assemblies. Certificates for perfect attendance. Send students on educational field trips to encourage and peak their interest in history, science and other core subjects.
3	1	1	Campus administrators will use Schoology to monitor lesson plans and checkpoints.
3	1	3	Purchase a yearly subscription of Nearpod instructional software for all students that will feature thousands of ready to teach lessons.

Goal	Objective	Strategy	Description
3	1	5	Purchase basic classroom and testing supplies from the warehouse and office supply stores such as reading books and magazines from Scholastic, workbooks, instructional supplies and materials from Office Depot, Lakeshore, El Paso Office Product, Mentoring Minds, Vista Higher Learning and warehouse to support LEP, Economically Disadvantaged, At-Risk, Homeless. Math the Whitlow Training materials will be purchased as well. Social Studies Readiness Review Booklets from Ford Ferrier will be ordered for 8th grade students. Additional Texas Instrumentcalculators are needed for Math classrooms.