

El Paso Independent School District
Guillen Middle School
2021-2022 Campus Improvement Plan



1 Family, 1 Team, 1 Goal
WE ARE GUILLEN

Mission Statement

Mission

Guillen Middle School mission is to provide all students with a high quality education that enables them to be well rounded students in academics, extra-curricular activities and the arts. We seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others.

Vision

Vision

We believe Guillen students are lifetime learners who will seek advanced degrees after graduation. We will prepare and motivate students into confident, compassionate and capable individuals who will succeed in life and contribute to society and learn the core values of respect, responsibility, readiness and pride.

Value Statement

- **Core Belief:** Guillen Middle School employees will be held accountable for the following core beliefs: Act with integrity. Value all people. Foster a positive environment through TEAMWORK, respect, responsibility and pride. We are familia

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2019-2020 Guillen Middle School has 639 enrolled students; 459 or 72% are Economically Disadvantaged, 495 or 77% are ELL's exhibiting a 12% decrease, 558 or 87% are At Risk, 67 or 10% are SPED, 48 or 7% are GT. The attendance rate is at 94.5%. Guillen has decreased in campus size from 719 students to 639, 11%, due to mobility rate of students within the past 3 years.

Demographics Strengths

- * One of Guillen's strengths is that more than 90% of the student body is bilingual (spanish/english).
- * Guillen staff is supportive of the students' culture and community.
- * SEL support is available daily for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Guillen there is low attendance, excessive tardiness, and loss of instructional time. **Root Cause:** We need to identify school wide initiative, procedures, and incentives that promote, sustain campus culture, both socially and academically.

Student Learning

Student Learning Summary

Guillen Middle School 2019 STAAR Results: OVERALL: **D**

Domain 1: OVERALL: **57**

Reading **50** approaches, **22** meets and **8** masters

Math **70** approaches, **32** meets and **10** masters,

Writing **46** approaches, **17** meets and **5** masters,

Science **56** approaches, **28** meets and **10** masters,

Social Studies **31** approaches, **8** meets and **4** masters,

DOMAIN 2: OVERALL **63**

Student Growth Reading: **65**

Student Growth Math: **61**

DOMAIN 3:

Closing the Gap **65**

At Guillen Middle School we are focusing on increasing student achievement by identifying, implementing and monitoring of academic progress. Guillen is lacking lesson planning supports, alignment, and non negotiables campus wide. Guillen is also lacking a campus wide RTI procedures and monitoring system. We have not designed, implemented, and refined a way of identifying and addressing learning gaps for all 3 tiers: low, medium and high. Through successful implementation of RTI schoolwide, providing plan of action and training to support teachers in monitoring student progress. In addition, using school wide practices and afterschool programs to provide additional support for teachers. Support teachers with discipline, intervention programs, training, lesson planning, collaboration and tutoring opportunities

Providing support for teachers, such as including tutors and instructional resources, and guidance for our core subjects. Resources are lacking for intervention teachers, as well as enrichment and test prep. It can ensure teachers have the necessary resources to follow district initiatives with fidelity.

Through ongoing communication and collaboration in PLC and data driven instruction we can achieve our academic goals for 2021-2022.

Student Learning Strengths

Strengths: STAAR 2019 Domain **2A** and **2B**

DOMAIN 2 : OVERALL **63**

Student Growth Reading: **65**

Student Growth Math: **61**

DOMAIN 3:

Closing the Gap **65**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Guillen is lacking lesson planning supports, alignment, and non negotiables campus wide. **Root Cause:** We have not designed, implemented, and refined a way of identifying and addressing learning gaps for all 3 tiers: low, medium and high.

Problem Statement 2: Guillen is lacking a campus wide RTI procedures and monitoring system. **Root Cause:** We have not designed, implemented, and refined a way of identifying and addressing learning gaps for all 3 tiers: low, medium and high.

School Processes & Programs

School Processes & Programs Summary

Guillen Middle School provides all students the opportunity to learn. Teachers are provided with the opportunity to plan, go over data, and communicate with their department during PLC. Guillen Middle School will shift to a 45 minute period schedule to accommodate teachers and students with the opportunity provide excellent educational services to our students. Guillen Middle School will employ a mentoring program in order to have higher teacher retention and teacher Buy-In. New teachers to campus will have support and guidance through their first year on procedures, content area, and other areas of need.

Guillen Middle School is working to further academic success by implementing district initiatives and focusing in Dual Language and Project Based Learning. We will align throughout campus by focusing on these two initiatives.

College Readiness brings higher academic opportunity awareness to our Guillen students. It will be implemented into the advisory period.

School Processes & Programs Strengths

- Dual language programs immerse students and teachers into two languages and two cultures.
- New Tech program gives opportunity for students to collaborate with other students for a deeper learning. Teachers role changes to a facilitator because student develop their class roles through agency, knowledge and thinking, collaboration, oral communication, and written communication.
- Pre-Ap/Ap gives students a more rigorous curriculum to showcase their unique abilities and excel.
- RTI classes allows teachers to give a more personal and specific interventions to targeted students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Guillen is lacking a solid Data Driven Instruction protocol to implement with fidelity after every data point. **Root Cause:** Guillen will identify, model, and monitor a data driven process for all teachers to implement during PLC.

Problem Statement 2: Teachers are needing more support and training with the TEKS Resources System and TEKS breakdown. **Root Cause:** Teachers need PD on familiarizing, aligning, and breaking down the TEKS to create engaging, rigorous lesson plans.

Perceptions

Perceptions Summary

Guillen Middle School will continue to support all stakeholders by building a positive school climate and culture. We will provide challenging, interactive and engaging learning experiences by nurturing time with families and the community schools initiative. Through the use of digital school planners communication will increase and promote positive relationships between students, staff and parents in order to promote a culture of acceptance, value and respect.

Our values and beliefs of Guillen Middle School are to attain high school academic achievement through a meaningful, motivational, educational experience through the teacher and to prepare our students to transition into high school in a mentally, emotionally, and physically healthy state, ready to become life time learners of successful career and empower them to become participating members in a global community.

Guillen Middle School has improved communication between parents and teachers in order to promote a positive learning experience for all students. Guillen Middle School believes in working with parents and the community to promote the health, well being, and learning of all students. Through the assistance of the Parent Engagement Leader, we will actively involve parents and engage community resources to respond more effectively to the health-related needs of students. Guillen Middle School believes that family and community involvements foster partnerships that result in sharing and maximizing resources to help children and youth develop healthy behaviors to promote healthy families. Guillen will continue the implementation of Community Schools.

Perceptions Strengths

Teacher retention (by years of experience) is 29.6%; which is above the state's 27.3% Hispanic teacher ethnicity is 88.9%; the state's is 26% Student attendance has improved due to a committee that rewards good attendance once a month(NBA-Never Been Absent). Attendance is at 94.4%; state's is 95.7% Bullying is dealt with through presentations, guest speakers, and constant monitoring by administration and staff. Drop-out percent has decreased from 0.9% to 0.8%; the state's is 0.3%. Student performance is monitored through teacher development, active learning, PLC's, and grade level planning. District maintenances: Campus was given an interior and exterior paint job. Student behavior and attendance have improved through constructive methods (PBIS). Once a month students are recognized for their positive behavior and attendance.

Guillen had over fifty plus parent meetings with attendance ranging from 10 to several 100s. Partners in education support the school and community through a variety of services. Volunteers are encouraged to participate. Sam's Club as a partner in education has developed a mentoring program for our students. All letters sent to parents are in English and Spanish.

New Tech has provided change of culture in the campus, guest speakers are constantly invited to promote positive values and beliefs and students are able to incorporate the social emotional component students need to thrive on a campus with such a fluid population. New Tech teachers are able to co-teach a united cohort of students and guide them toward more positive outcomes due to higher exposure of community strengths and needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Guillen is lacking adult and student culture. **Root Cause:** Lack of resources, time, involvement, and incentives.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 3, 2021

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: Curriculum and Instruction - Goal: Guillen Middle School will maximize achievement for all students in 100% of all classrooms by providing students with project base learning experience, inquiry base, hands-on, Dual Language exposure, in-depth and multi-faceted active-learning activities 85% of class time. By the end of the school year monitored by weekly walk - throughs. Saturday planning sessions for teachers will be provided as needed.

Evaluation Data Sources: Walk - throughs, Teacher Coaching, Data mining, Curriculum test Assessment, Formative and Informative assessment, Professional Development and Teacher Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Guillen Middle School will ensure active learning model for all students including all RTI Tiers. Through monitoring the active learning practice through targeted practice and providing teacher constant effective feedback.</p> <p>Strategy's Expected Result/Impact: Improvement of teacher quality teaching Increased Student Learning Staff Development</p> <p>Staff Responsible for Monitoring: Administration ALL's , facilitators Department Chairs Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase testing materials such as mentoring minds, STAAR Master, STAAR Ready from Curriculum and Associates, Lone Star Learning, Hedgehog, Lowman Consulting, and Common Assessments printed in EPISD print shop for all students to include Economically Disadvantaged, At-Risk and other struggling Learners.</p> <p>Strategy's Expected Result/Impact: Increased Student Learning</p> <p>Staff Responsible for Monitoring: Administration ALL's Department Chairs Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p> <p>Funding Sources: Testing Materials - 185 SCE (Campus) - 185.11.6339.044.30.000.044 - \$0, - 211 ESEA Title I (Campus) - 211.11.6339.044.30.000.044</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PLC will serve as the avenue for curriculum alignment, development of rigor, sharing best practices, professional development, and RTI tiering instruction and support for students. Teachers will evaluate student progress. A transfer of funds will be available to cover for substitutes for professional development. Teachers will have an opportunity to collaborate and plan on Saturday if needed.</p> <p>Strategy's Expected Result/Impact: An increase in approaches, meets and masters passing rate for students in benchmarks and STAAR exams. Improvement for classroom engagement.</p> <p>Staff Responsible for Monitoring: administrations, All's, instructional coach, SPED coach, teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Fringe Pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6141.044.24.100.044, Substitute pay for planning days - 211 ESEA Title I (Campus) - 211.11.6112.044.24.362.044, Fringe pay for substitutes - 211 ESEA Title I (Campus) - 211.11.6141.044.24.362.044, Fringe pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6149.044.24.100.044, Teacher extra pay for Saturday - 211 ESEA Title I (Campus) - 211.13.6117.044.24.100.044, Fringe Pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6146.044.24.100.044, Fringe pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6148.044.24.100.044</p>	Formative			Summative
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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: Special Education / ESOL / Dual Language Goal: Guillen Middle School will implement a Co- Teach model by creating course sections within schedule to support Special Education students in core subject areas that will include a Special Education teacher and a Core teacher to increase the EOC passing rate and closing the gap. Guillen Middle School will create core sections in the master schedule sections to support EL students in core areas with additional ESOL and SIOP strategies and promote Dual Language through-out the school year.

Evaluation Data Sources: EL students to gain two levels of acquisition and 40% approaching grade levels, 20% meets and 2% masters

Strategy 1 Details	Reviews			
<p>Strategy 1: Guillen Middle school will provide department generated after-school tutoring and Saturday school, utilizing data to meet the specific needs of individual students. Funding for tutoring will include tutoring by teachers, Tutor Aid and snacks and drinks for students attending tutoring in all student tiered groups.</p> <p>Strategy's Expected Result/Impact: Increased: Student Learning STAAR outcome Passing rate</p> <p>Staff Responsible for Monitoring: Administration ALL's Department Chairs Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Fringe pay for teacher and part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6141.044.24.100.044 - \$203, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6148.044.24.100.044 - \$75, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6149.044.24.100.044 - \$160, Part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6126.044.24.100.044 - \$4,000, Certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6117.044.24.100.044 - \$10,000, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6146.044.24.100.044</p>	Formative			Summative
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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: Gifted and Talented/ Pre- AP - Goal- Teachers will use data to identify and group students based on need to address, academic gaps and growth. Teachers will evaluate student progress, review student assessment data to address areas of weakness and strengths to differentiate interventions and enrichment. Effectively utilize best practices to increase rigor.

Evaluation Data Sources: Increase STAAR scores 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources, instructional materials for teachers including time to collaborate, in order to model best practices for improving students enrichment. A transfer can be made to improve professional Development.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement, student grades, state assessment and passing rate.</p> <p>Staff Responsible for Monitoring: Administration ALL's Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.801.044 - \$13,949</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers time to plan during PLC to focus on individual student needs and lesson plans.</p> <p>Strategy's Expected Result/Impact: lesson plans uploaded on schoology RtI tiers and intervention documented CCRP Best practice in NT and DL sharing during PLC</p> <p>Staff Responsible for Monitoring: Administration ALL's Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
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



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: Employee retention and recruitment : Guillen Middle School will hire only highly qualified faculty and staff and will implement strategies to reduce the turn over rate as reported on the TAPR.

Evaluation Data Sources: Academic Improvement

Strategy 1 Details	Reviews			
<p>Strategy 1: Guillen Middle School will provide resources to promote incentives for Faculty and Staff to increase motivation, retention, and improve campus moral.</p> <p>Strategy's Expected Result/Impact: Improvement of campus climate to ensure Faculty and Staff positive morale.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Teacher Pay - 185 SCE (Campus) - 185.11.6119.044.30.000.044 - \$56,825, Teacher Stipend Pay - 185 SCE (Campus) - 185.11.6118.044.30.000.044 - \$1,000, Teacher Fringe Pay - 185 SCE (Campus) - 185.11.6141.044.30.000.044 - \$9,330, Extra Duty Pay Stipends - 211 ESEA Title I (Campus) - 211.11.6118.044.24.801.044 - \$3,125, Math & Science Teachers - 211 ESEA Title I (Campus) - 211.11.6119.044.24.801.044 - \$136,612, Fringes for Math & Science Salaries - 211 ESEA Title I (Campus) - 211.11-6141.044.24.801.044 - \$33,331, Campus Teaching Coach (.5 FTE) - 211 ESEA Title I (Campus) - 211.13.6119.044.24.801.044, Fringes for Campus Teaching Coach (.5 FTE) - 211 ESEA Title I (Campus) - 211.13.6141.24.801.044, Fringes for FCF Social Worker 2020-21 deficit - 185 SCE (Campus) - 185.32.6141.044.30.000.044 - \$142.60</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen Middle School will create school wide positive support through PBIS, SEL to improve academic and behavior targets that are endorsed and emphasize by Faculty and Staff, students, and families. Creating a safe a positive climate. Teacher staff development will be provided .</p> <p>Strategy's Expected Result/Impact: Parental involvement, positive student behavior, improvement of classroom discipline, Improvement classroom management, positive teacher staff moral</p> <p>Staff Responsible for Monitoring: PBIS committee, Teacher mentors, Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Teacher Travel - 211 ESEA Title I (Campus) - 211.13.6411.044.24.801.044, Teacher In-Town Registration - 211 ESEA Title I (Campus) - 211.13.6499.044.24.801.044, Admin Travel - 211 ESEA Title I (Campus) - 211.23.6411.044.24.801.044, Admin In-Town Registration - 211 ESEA Title I (Campus) - 211.23.6499.044.24.801.044</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hire a Focus on Children and Families (FCF) Intervention Specialits to assist families with using community resources to streghthen their family life so they provide support their children need and establish a strong academic foundation.</p> <p>Strategy's Expected Result/Impact: Increase academic performance by addressing social emotional aspect of the student.</p> <p>Staff Responsible for Monitoring: Principal District Personel</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Fringe - 185 SCE (Campus) - 185.11.6143.044.30.000.044, SCE Stipend - 185 SCE (Campus) - 185.11.6146.044.30.000.044, Fringe - 185 SCE (Campus) - 185.11.6148.044.30.000.044, Fringe - 185 SCE (Campus) - 185.11.6149.044.30.000.044, Fringe - 185 SCE (Campus) - 185.11.6142.044.30.000.044, FCF Intervention Specialist Salary - 185 SCE (Campus) - 185.32.6119.044.30.000.044, Fringe - 185 SCE (Campus) - 185.32.6141.044.30.000.044</p>	Formative			Summative
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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: Guillen Middle School will implement a clear, consistent campus discipline plan that results in a positive, safe school culture that will help in decreasing the discipline referrals from previous years. Utilize the PBIS committee to support discipline and implement PBIS structure utilizing Faculty and Student Handbook that include focus areas to improve campus culture; Including instructional and motivational resources to support PBIS and SEL.

Evaluation Data Sources: Discipline Audit Reports and Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Student support through PBIS / SEL</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 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. Will purchase tutoring snacks for after school and Saturday school tutoring. Transportation will be provided for Saturday and after school tutoring.</p> <p>Strategy's Expected Result/Impact: Promote positive behavior and increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Transportation for tutoring - 211 ESEA Title I (Campus) - 211.11.6494.044.24.801.044 - \$0, Students Field Trips - 211 ESEA Title I (Campus) - 211.11.6499.044.24.801.044 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Guillen Middle School will implement a clear, consistent campus discipline plan that results in a positive, safe school culture that will help in decreasing the discipline referrals from previous years. Utilize the PBIS committee to support discipline and implement PBIS structure utilizing Faculty and Student Handbook that include focus areas to improve campus culture; Including instructional and motivational resources to support PBIS and SEL. Two-way radios will be purchased to ensure that administrators, faculty and staff can communicate throughout the school day to maintain a safe environment for our students.</p> <p>Strategy's Expected Result/Impact: To enhance positive school climate through out the year.</p> <p>Staff Responsible for Monitoring: Administration team Counselors PBIS/SEL committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
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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 Sources: Teacher/Mentor Professional Development participation and Teacher retention

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 2020-2021. Guillen Middle School's goal is to systematically evaluate total expenses of instructional initiatives , programs and resources. The framework and process for insuring that resources are distributed in a timely and equitable manner for 2020-2021 school year.

Evaluation Data Sources: Walk through data
 Assessment: Mock, STAAR, etc..
 Student performance across curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources that support classroom instructions such as equipment, educational supplies, instructional supplies and technology.</p> <p>Strategy's Expected Result/Impact: Increase participation in extra-curricular activities and college and career readiness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals ALL's</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 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. ELL Made Simple professional development will be provided for teachers and administrators. A digital license, Think Up! from Mentoring Minds for ELAR, Writing and Math will be purchased for teachers. Provide opportunities for school sponsored events and academic field trips and funding for end of year activities. Substitutes will be provided for teachers to attend power planning sessions.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and high school readiness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Professional Development - 211 ESEA Title I (Campus) - 211.13.6299.044.24.019.044, Professional development - 211 ESEA Title I (Campus) - 211.13.6299.044.24.801.044 - \$0, Digital software - 211 ESEA Title I (Campus) - 211.11.6299.044.24.801.044, Online software - 211 ESEA Title I (Campus) - 211.11.6299.044.24.019.044, Travel - 211 ESEA Title I (Campus) - 211.13.6411.044.24.801.044 - \$0, Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.13.6499.044.24.801.044 - \$0, Travel - 211 ESEA Title I (Campus) - 211.23.6411.044.24.801.044 - \$0, Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.23.6499.044.24.801.044 - \$0, Student Travel - 211 ESEA Title I (Campus) - 211.11.6411.044.24.362.044, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.044.24.362.044 - \$10,000, Substitutes (Fringe) - 211 ESEA Title I (Campus) - 211.11.6141.044.24.362.044 - \$145</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase a yearly subscription of Nearpod instructional software for all students that will feature thousands of ready to teach lessons.</p> <p>Strategy's Expected Result/Impact: Provide supplemental technology resources to students, parents and teachers in and out of the classroom</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Nearpod Subscription (If Needed, allocate the \$5,000 with a bdg transfer) - 185 SCE (Campus) - 185.11.6299..044.30.000.044 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase premium package OWL cameras to support instruction and support technology integration in the classroom. iPads will be purchased for student use. A printer will be purchased for a computer lab.</p> <p>Strategy's Expected Result/Impact: Increase student technology access to increase student 21st century skills</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - 211 ESEA Title I (Campus) - 211.11.6395.044.24.801.044, Technology - 185 SCE (Campus) - 185.11.6395.044.30.000.044, Technology for classrooms - 211 ESEA Title I (Campus) - 211.11.6395.044.24.019.044</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 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, Barnes and Noble, 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 Instrument calculators are needed for Math classrooms. Reading material will be purchased for the library. Two-way radios will be purchased for admin and staff, up to EPISD Police Services safety standards.</p> <p>Strategy's Expected Result/Impact: equip classroom with learning materials to enhance their learning environment.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Instructional supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.019.044, Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.801.044 - \$13,949, Instructional supplies - 185 SCE (Campus) - 185.11.6399.044.30.019.044, Library Books - 211 ESEA Title I (Campus) - 211.12.6329.044.24.801.044 - \$1,000, Instructional Supplies - 185 SCE (Campus) - 185.11.6399.044.30.000.044 - \$1,052.40, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.044.24.801.044 - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </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: Family engagement goals: Promote parental involvement by increasing the number of parents' focus presentations by 50% as recorded by the campus parent liaison.

Strategies will reflect campus, family and community.

- Evaluation Data Sources:** Family and community perception survey
 Number of parents involved.
 Number of modes of communication
 Number of community partners
 Parent meetings

Strategy 1 Details	Reviews			
Strategy 1: Provide for Parent Engagement supplies, activity snacks and refreshment, etc... Strategy's Expected Result/Impact: Increase parental involvement, Community support. Staff Responsible for Monitoring: Principal Assistant Principal Parental Engagement Leader Title I Schoolwide Elements: 3.2, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Meeting Snacks - 211 ESEA Title I (Campus) - 211.61.6499.044.24.801.044 - \$300	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				