

El Paso Independent School District
Guillen Middle School
2022-2023 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

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
- 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 13
- 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. 17
- 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. 22
- 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. 23
- Additional Targeted Support Strategies 25
- State Compensatory 26
- Budget for Guillen Middle School 27
- Personnel for Guillen Middle School 27
- Title I Personnel 27
- Campus Funding Summary 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Guillen Middle School serves students and families primarily located in central El Paso. The student body of 489 students is made up of the following:

- 98.79% Hispanic Students
- 94.69% Economically Disadvantaged Students
- 83.67% Emergent Bilingual Students
- 12.5% Special Education Students
- 8.67% Gifted & Talented Students
- 392 students participated in the ESL program.

The latest campus mobility rate (2022) was 12.2% which is lower than both the district and state rates for the same time period. Though prepandemic attendance rates were on the rise from 94.2% in 2019-2020 to 96.6% in 2020-2021, the current attendance rate is trending downward. School enrollment has been steadily declining from 550 in 2019-2020 to 489 in 2022-2023.

The majority of teachers at Guillen Middle School have more than 10 years experience:

- 0 teachers with 0 years experience
- 12 teachers with 1-5 years experience
- 8 teachers with 6-10 years experience
- 7 teachers with 21-30 years experience
- 1 teacher with more than 30 years experience

Of the 36 teachers on campus, 4 have master's degrees and 1 has a doctorate in education. The student to teacher ratio is 14.3:1 which is higher than the district ratio of 13.5:1, but consistent with the state ratio of 14.5:1.

Demographics Strengths

This community of majority Emergent Bilingual embraces a legacy of bilingualism and multiculturalism. Teachers and staff acknowledge and support the development of language skills for all students recognizing that bilingualism is a great strength to be celebrated. Guillen Middle School partners with Community Schools Programs to help parents with computer literacy, health/wellness, and learning English.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of bilingual certified teachers is low compared to the number of emergent bilingual students. **Root Cause:** There is no comprehensive strategy for the recruitment and retainment of bilingual certified teachers.

Problem Statement 2: There is minimal parental engagement in strategies and programs that improve academic outcomes and/or decision making processes. **Root Cause:** The campus needs to provide and communicate opportunities for parents to engage in strategies and programs.

Problem Statement 3: Student attendance shows a downward trend from the beginning of the school year to the end of the school year. **Root Cause:** There is a need to implement incentives and interventions to promote high student attendance.

Student Learning

Student Learning Summary

Guillen Middle School 2022 STAAR Results: OVERALL: **B-81**

Domain 1: OVERALL: **52**

All Subjects **47** approaches, **18** meets and **7** masters

Reading **52** approaches, **25** meets and **12** masters

Math **53** approaches, **16** meets and **4** masters,

Science **52** approaches, **20** meets and **5** masters,

Social Studies **15** approaches, **1** meets and **1** masters,

DOMAIN 2: OVERALL **B-84**

Student Growth Reading: **84**

Student Growth Math: **68**

DOMAIN 3:

Closing the Gap **C-73**

While the domain 2 overall score of 84 demonstrates significant student growth, the student achievement score of 52 indicates that student learning outcomes are not at grade level. The domain 3 score of 73 suggests that students in subpopulations such as SPED are not experiencing the same level of academic success as other subpopulations.

Student Learning Strengths

Strengths: STAAR 2022 Domain **2B**

DOMAIN 2: OVERALL **B-84**

Student Growth Reading: **84**

Student Growth Math: **68**

DOMAIN 3:

Closing the Gap **C-73**

The campus made significant progress this past school year. They implemented effective intervention strategies to support learning gaps. Reading showed the most gains in the 2022 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a decline in student scores in math, science and social studies from 2019 to 2022 school years. **Root Cause:** The campus instructional plan did not focus on providing students with opportunities to read, write, listen, and speak while participating in grade-level TEKS aligned to instruction.

Problem Statement 2: There is a decline in EL and SPED scores in all subject areas from 2019 to 2022 academic years. **Root Cause:** The campus instructional plan did not include a campus-wide instructional framework that ensures student's have appropriate opportunities to practice on grade level student expectations for the TEKS.

School Processes & Programs

School Processes & Programs Summary

Guillen M.S. teachers are aligning curricular lesson plans and assessments with TIL- (LAFA) Training through Region 19 to ensure alignment, rigor, and relevance of the standards. In order to implement the district's curriculum with fidelity, teachers are following pacing calendars and submitting lesson plans using the LAFA document on a weekly basis. Assistant principals provide feedback on a rotating schedule.

The Campus is implementing district instructional initiatives aligned to the Accelerated School Division and implementing all resources, materials, and training provided by the district when planning their lessons. The Campus is continuously checking that the initiatives provided by Accelerated School Division is aligned with the campus Targeted Improvement Plan.

An area of focus for our campus is differentiation and learning scaffolds. Based on our (Target Improvement Plan) this will be a goal moving forward. This is to include funding for technology, manipulatives, and other instructional resources and/or strategies. Other than the professional development provided by administration, there were no specific strategies implemented and monitored.

All teachers are required to include in lesson plans and post their content and language objectives on a daily basis. ELL sheltered instruction strategies are currently not a focus on our campus. Although training has been provided, it is not implemented fully and with fidelity.

School Processes & Programs Strengths

Guillen M.S. is currently implementing systems to prioritize and strengthen foundational practices to ensure high-quality daily lesson. Guillen M.S. teachers are aligning curricular lesson plans and assessments with a Vetted Improvement Program- TIL-LAFA training through Region 19 to ensure alignment, rigor, and relevance of the standards.

Professional learning communities are structured and scheduled to support these processes. The master schedule was built to ensure teachers have opportunities for common planning. The PLC agendas are aligned to the LAFA training where teachers are strategically unwrapping the standards to create lesson objectives and formative assessments aligned to the rigor of the standard.

Every student on our campus was issued a school device allowing teachers to use technology to enhance instruction. Teachers are currently using available technology, district approved software programs and platforms such as Schoology. All teachers have district issued laptops and were provided a desktop for students who do not have working devices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Effective instructional resources and materials are not used consistently across classrooms to meet individual student needs. **Root Cause:** Teachers are not internalizing units, lessons, and assessments to consistently engage students with effective instructional materials.

Problem Statement 2: Differentiation, learning scaffolds, questioning strategies, manipulative are not being utilized strategically and consistently to address the individual needs of each sub population. **Root Cause:** The campus needs clear protocols to ensure all students are doing the cognitive lift in the learning.

Problem Statement 3: There is a need to increase technology to enhance the learning environment where students can engage in interactive activities, lessons, etc. **Root Cause:** Technology is limited due to funding of 3.5 additional teachers used to reduce classroom sizes.

Perceptions

Perceptions Summary

Guillen Middle School has a positive campus life with regards to respect, relationships, behavior, support and belonging. Majority of the student feel safe while on campus and feel that they can go to an adult for help when needed. Discipline incidents involving physical contact and the use of unauthorized material is high in number compared to other infractions that occur on campus. Disciplinary policies and practices aim to be proactive with things such as PBIS, and positive behavior rewards. As a campus we need to continue to work on an authentic home/school connection and engage parents in meaningful ways that support student learning and incorporate opportunities for parents and the community to be more involved.

ESF Diagnostic Survey

How often do you have the opportunity to provide formal input on the functioning of the school? 35% favorable

How often are surveys used to measure your family's experience? 38% favorable

If a student is bullied in school, how difficult is it for him/her to get help from an adult? 52% favorable

How well do you know the rules and procedures at your school? 68% favorable

Perceptions Strengths

Guillen Middle School has a positive campus life with regards to respect, relationships, behavior, support and belonging. Majority of the student feel safe while on campus and feel that they can go to an adult for help when needed. Majority of student believe that it is easy for them to get help from an adult on campus if they are bullied. Students also report that the campus rules and procedures are well understood and posted throughout the campus hallways and in their classrooms.

ESF Diagnostic Survey Results:

If a student is bullied in school, how difficult is it for him/her to get help from an adult? 52% favorable

How well do you know the rules and procedures at your school? 68% favorable

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High numbers of discipline incidents involving inappropriate physical contact and the use of unauthorized materials. **Root Cause:** Campus structures have been implemented late in the year due to new campus administration and lack of consistent supervision due to an increase in employee absences.

Problem Statement 2: Parents' perception is that the campus does not focus on an authentic home/school connection to educate and engage parents in understanding how to support their children. **Root Cause:** New leadership with limited original structures in place to promote parent involvement. Parent liaison needs support to build community involvement on campus.

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
- 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

- 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
- 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: May 26, 2022

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

The campus instructional leadership team will meet regularly with teacher teams to support and plan rigorous, aligned and appropriate lesson plans as part of the PLC process. Administration will provide timely, precise (1-2) pieces of feedback on lesson plans and observations using the LAFA observation tool and protocols for effective feedback. The ILT will lead PLCs to support the use of high quality, aligned, and rigorous instructional materials that emphasize student collaboration and discourse and ensure that students are engaged in the productive struggle.

High Priority

Evaluation Data Sources: LAFA Forms, LAFA Observation Tool, Professional Development Plan, PLC/POD Agenda and Minutes, Assessment Data, Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</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>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: 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, Teacher extra pay for Saturday - 211 ESEA Title I (Campus) - 211.13.6117.044.24.100.044, Fringes Pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.614X.044.24.100.044, ESF Focus Grant Sub Pay - 211 ESEA Title I (Campus) - 211.11.6112.044.24.875.044 - \$19,097, ESF Focus Grant Sub Fringes - 211 ESEA Title I (Campus) - 211.11.6141.044.24.875.044 - \$277</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen will continue to partner with Region 19 to ensure high quality tier I instruction through the Texas Instructional Leadership/Lesson Alignment and Formative Assessment program. The campus will provide substitutes for professional and planning days to support teachers as they engage in the lesson planning process.</p> <p>Strategy's Expected Result/Impact: Increase in quality tier I instruction leading to an increase in approaches, meets, and masters in student scores.</p> <p>Staff Responsible for Monitoring: Administrations, instructional coach, SPED coach, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</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

Campus instructional leaders will ensure 100% of teachers are utilizing high quality instructional materials and research based teaching practices to promote critical thinking and provide differentiated and scaffolded supports for students in special education and emergent bilinguals. Guillen Middle School will implement an effective research based co-teach model to provide students with appropriate support aligned to their IEPs.

High Priority

Evaluation Data Sources: Agendas, Training Artifacts, Calendar Dates (support meeting with CTC), Roles and Responsibilities Tool, Professional Development Plan, Walkthroughs

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. Guillen MS will also purchase instructional materials and, upgrade technology to engage students in critical thinking and to provide differentiated and scaffolded support.</p> <p>Strategy's Expected Result/Impact: Increased: Student Learning STAAR outcome Passing rate</p> <p>Staff Responsible for Monitoring: Administration CTCs Department Chairs Teachers</p> <p>Funding Sources: Certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6117.044.24.100.044, Fringes pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.614X.044.24.100.044, ESSER Funds for tutors certified - 282 ESSER III ARP Funds - 282.11.6117.044.24.100.044 - \$45,600, Fringes for ESSER Tutors - 282 ESSER III ARP Funds - 282.11.6141.044.24.100.044 - \$23,927.60, ESSER Instructional Supplies - 282 ESSER III ARP Funds - 282.23.6399.044.24.100.044, ESSER Miscellaneous Items - 282 ESSER III ARP Funds - 282.23.6499.044.24.100.044, ESSE Hi-Impact Instructors - 282 ESSER III ARP Funds - 282.11.6117.044.24.180.044, ESSE Hi-Impact Inst. Fringe Lines - 282 ESSER III ARP Funds - 282.11.6141.044.24.180.044, Part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6126.044.24.100.044, Fringe Part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6141.044.24.100.044, ESSER Funds for part-time tutors non-certified - 282 ESSER III ARP Funds - 282.11.6126.044.24.100.044 - \$45,600, Technology ESF Focus Grant - 211 ESEA Title I (Campus) - 211.11.6395.044.24.875.044 - \$15,800, General Supplies - 211 ESEA Title I (Campus) - 211.13.6399.044.24.875.044 - \$18,525</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

Teachers will use high quality instructional materials and research based strategies to promote critical thinking, provide differentiated instruction and tiered support as needed.

High Priority

Evaluation Data Sources: Agendas, Training Artifacts, Calendar Dates (support meeting with CTC), Roles and Responsibilities Tool, Professional Development Plan, Walkthroughs

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.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement, student grades, state assessment and passing rate.</p> <p>Staff Responsible for Monitoring: Administration CTCs Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.801.044</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 1: Employee Retention and Recruitment

Campus leadership will implement ongoing and proactive strategies to recruit high quality candidates through clear selection criteria, protocols, and processes aligned to the schools vision, mission, and value statements. Campus leaders will implement targeted and personalized strategies to retain high performing staff to include leadership opportunities and recognition.

Evaluation Data Sources: Selection Criteria, Interview Questions, Marketing materials

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>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Math & Science Teachers - 211 ESEA Title I (Campus) - 211.11.6119.044.24.801.044, Fringes for Math & Science Salaries - 211 ESEA Title I (Campus) - 211.11-614X.044.24.801.044, Campus Teaching Coach (.5 FTE) salary - 211 ESEA Title I (Campus) - 211.13.6119.044.24.801.044, Fringes for Campus Teaching Coach (.5 FTE) - 211 ESEA Title I (Campus) - 211.13.614X.24.801.044, Teacher Pay - 185 SCE (Campus) - 185.11.6119.044.30.000.044, Teacher Fringe Pay - 185 SCE (Campus) - 185.11.6141.044.30.000.044, Teacher Stipend Pay - 185 SCE (Campus) - 185.11.6118.044.30.000.044, Extra Duty Pay Stipends - 211 ESEA Title I (Campus) - 211.11.6118.044.24.801.044, Fringes for FCF Social Worker 2020-21 deficit - 185 SCE (Campus) - 185.32.6141.044.30.000.044, Extra Duty Pay-Stipends - 211 ESEA Title I (Campus) - 211.13.6118.044.24.875.044 - \$36,563, Stipend Fringe Lines - 211 ESEA Title I (Campus) - 211.13.6141.044.24.875.044 - \$4,640</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will continue to fund additional positions to reduce classroom sizes. Future teacher vacancies will include criteria for bilingual certified teachers.</p> <p>Strategy's Expected Result/Impact: Increase bilingual certified teachers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Certified Teacher Pay - 211 ESEA Title I (Campus) - 211.11.6119.044.24.801.044 - \$93,498 , Certified Teacher Pay - 185 SCE (Campus) - 185.11.6119.044.30.000.044 - \$67,800</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: Campus Discipline, PBIS and SEL

Guillen Middle School will implement ongoing support and training of teachers to establish and maintain strong classroom practice, instruction and culture. As a campus, Guillen 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. Guillen will utilize the PBIS committee to support discipline and implement PBIS structure utilizing Faculty and Student Handbook and resources to support PBIS and SEL.

High Priority

Evaluation Data Sources: Agendas, Training Artifacts, Calendar Dates (support meeting with CTC), Roles and Responsibilities Tool, Professional Development Plan, Walkthroughs

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.</p> <p>Strategy's Expected Result/Impact: Student support through PBIS / SEL</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen Middle School will implement a campus wide reward system that provides incentives in order to reduce discipline incidents and increase student attendance.</p> <p>Strategy's Expected Result/Impact: Promote positive behavior and/or increase student attendance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Students Field Trips - 211 ESEA Title I (Campus) - 211.11.6499.044.24.801.044, Transportation for tutoring - 211 ESEA Title I (Campus) - 211.11.6494.044.24.801.044</p>	Formative			Summative
	Sept	Dec	Mar	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>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- 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
	Sept	Dec	Mar	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: Retention and Recruitment

High performing teachers will be identified based on improving student outcomes and a willingness to learn and develop.

Evaluation Data Sources: Mentorship, Professional Development, and Onboarding processes.





Strategy 1 Details	Reviews			
<p>Strategy 1: High performing teachers will mentor new teachers and collaborate with the Campus Instructional Leadership Team.</p> <p>Strategy's Expected Result/Impact: New teachers to campus will feel supported.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Leadership will develop a process for onboarding new staff.</p> <p>Strategy's Expected Result/Impact: New staff to the campus will feel supported.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
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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: Campus leadership will continuously monitor the effective use of instructional programs and resources to prioritize student learning and ensure student needs are appropriately addressed.

Evaluation Data Sources: Walk-through; Assessment Data





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 CTCs</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Guillen Middle School will provide families with training and materials to support the the academic achievement and well-being of their student such as Macbook and iPad training, academic related workshops, parent portal training, social and emotional learning workshops, etc. on a monthly basis.






Evaluation Data Sources: Agendas; Sign-In Sheets; Family and Community Perception Survey; Calendar Event Dates

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide for Parent Engagement supplies, activity snacks and refreshments, etc. Strategy's Expected Result/Impact: Increase parental involvement, Community support. Staff Responsible for Monitoring: Principal Assistant Principal Parental Engagement Leader</p> <p>- 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</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Community Partnerships

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

Performance Objective 2: Guillen Middle School will improve communication to inform parents about school programs and collect feedback for school improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent liaison will monthly schedule events for parents and utilize different forms of communication.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement</p> <p>Staff Responsible for Monitoring: Parent liaison and administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Provide resources, instructional materials for teachers including time to collaborate, in order to model best practices for improving students enrichment.
2	2	2	Guillen Middle School will implement a campus wide reward system that provides incentives in order to reduce discipline incidents and increase student attendance.
2	2	4	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 .

State Compensatory

Budget for Guillen Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 10.14

Brief Description of SCE Services and/or Programs

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Personnel for Guillen Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Araceli Cortes	MS ESOL Teacher	0.35
Brenda De La Cruz	MS ESOL Combo Teacher	0.29
Cesar Montanez	MS New Tech ESOL Teacher	1
Crucita Campos	MS ESOL Teacher	1
Jesus Vazquez	MS New Tech Math Teacher	1
Lisa Torres	MS ESOL Teacher	1
Manuel Saenz	SCE Clerk I LPAC	1
Mariissa Salcido	Campus Teaching Coach	1
Melissa Anderson	MS Soc Studies Teacher	1
Olga Elizondo	FCF Intervention Specialist	0.5
Paula Montes De Gasca	SCE Clerk I LPAC	1
Sonia Montanez	MS New Tech ESOL Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juanita Vasquez	MS Testing Coordinator/Teacher	Title I	.50
Martha Jaquez	MS Dual Language Science Teacher	Title I	1.0
Mayra Medina	Parental Engagement Leader	Title I	.48
Stacy Quesada	MS Math Teacher	Title I	1.0

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teacher Pay	185.11.6119.044.30.000.044	\$0.00
2	1	1	Teacher Stipend Pay	185.11.6118.044.30.000.044	\$0.00
2	1	1	Teacher Fringe Pay	185.11.6141.044.30.000.044	\$0.00
2	1	1	Fringes for FCF Social Worker 2020-21 deficit	185.32.6141.044.30.000.044	\$0.00
2	1	2	Certified Teacher Pay	185.11.6119.044.30.000.044	\$67,800.00
Sub-Total					\$67,800.00
Budgeted Fund Source Amount					\$67,800.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESF Focus Grant Sub Pay	211.11.6112.044.24.875.044	\$19,097.00
1	1	1	Substitute pay for planning days	211.11.6112.044.24.362.044	\$0.00
1	1	1	Fringe pay for substitutes	211.11.6141.044.24.362.044	\$0.00
1	1	1	ESF Focus Grant Sub Fringes	211.11.6141.044.24.875.044	\$277.00
1	1	1	Teacher extra pay for Saturday	211.13.6117.044.24.100.044	\$0.00
1	1	1	Fringes Pay for teacher extra pay	211.13.614X.044.24.100.044	\$0.00
1	2	1	Fringe Part-time tutor pay	211.11.6141.044.24.100.044	\$0.00
1	2	1	Technology ESF Focus Grant	211.11.6395.044.24.875.044	\$15,800.00
1	2	1	General Supplies	211.13.6399.044.24.875.044	\$18,525.00
1	2	1	Part-time tutor pay	211.11.6126.044.24.100.044	\$0.00
1	2	1	Certified teacher tutor pay	211.11.6117.044.24.100.044	\$0.00
1	2	1	Fringes pay for certified teacher tutor pay	211.11.614X.044.24.100.044	\$0.00
1	3	1	Instructional supplies	211.11.6399.044.24.801.044	\$0.00
2	1	1	Extra Duty Pay-Stipends	211.13.6118.044.24.875.044	\$36,563.00
2	1	1	Extra Duty Pay Stipends	211.11.6118.044.24.801.044	\$0.00
2	1	1	Stipend Fringe Lines	211.13.6141.044.24.875.044	\$4,640.00
2	1	1	Math & Science Teachers	211.11.6119.044.24.801.044	\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Fringes for Math & Science Salaries	211.11-614X.044.24.801.044	\$0.00
2	1	1	Campus Teaching Coach (.5 FTE) salary	211.13.6119.044.24.801.044	\$0.00
2	1	1	Fringes for Campus Teaching Coach (.5 FTE)	211.13.614X.24.801.044	\$0.00
2	1	2	Certified Teacher Pay	211.11.6119.044.24.801.044	\$93,498.00
2	2	2	Transportation for tutoring	211.11.6494.044.24.801.044	\$0.00
2	2	2	Students Field Trips	211.11.6499.044.24.801.044	\$0.00
2	2	4	Teacher Travel	211.13.6411.044.24.801.044	\$0.00
2	2	4	Teacher In-Town Registration	211.13.6499.044.24.801.044	\$0.00
2	2	4	Admin Travel	211.23.6411.044.24.801.044	\$0.00
2	2	4	Admin In-Town Registration	211.23.6499.044.24.801.044	\$0.00
4	1	1	Parent Meeting Snacks	211.61.6499.044.24.801.044	\$0.00
Sub-Total					\$188,400.00
Budgeted Fund Source Amount					\$188,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$256,200.00
Grand Total Spent					\$256,200.00
+/- Difference					\$0.00