

El Paso Independent School District
Guillen Middle School
2023-2024 Campus Improvement Plan



Mission Statement

Guillen Middle School's mission is to provide all students with a high-quality education that fosters well-rounded individuals in academics, extracurricular activities, and the arts. We are dedicated to creating an inclusive environment that promotes equity for every student, ensuring their success as learners.

Vision

At Guillen Middle School, we envision a nurturing, supportive, and respectful learning community where students are inspired to explore their full potential, while embracing cultural diversity. We aspire to be an example of educational excellence, empowering our students with the knowledge and skills to become compassionate, well-rounded individuals who will have a positive impact on the world around them.

Value Statement

- We set high academic standards and provide rigorous and engaging learning opportunities that challenge our students.
- We believe in advocating for equity, ensuring that every student has access to resources, opportunities, and support to promote their success and growth.
- We focus on nurturing well-rounded individuals, enabling them to thrive in all aspects of their life by creating a culture of respect, empathy, and compassion.
- We collaborate and work as a team, recognizing the collective strength and diverse perspectives that arise from working together towards shared goals.
- We actively engage with our community in shaping a positive and effective educational experience for our students.

Table of Contents

Comprehensive Needs Assessment	4
L1 Whole Child (Culture & Climate)	4
L2 Academic Excellence (Curriculum, Instruction, Assessment)	4
L2 Academic Excellence (Student Achievement)	5
L3 Destination District (Staff Recruitment, Retention & Prof. Dev)	8
L3 Destination District (Perceptions, Facilities, Programs, Technology)	9
L4 Culture of Accountability (Parent & Community Engagement)	10
L5 Equity by Design (Demographics)	11
Prioritized Needs	13
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.	19
Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.	29
Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.	39
Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.	43
Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.	49

Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Guillen Middle School is in the beginning stages of creating a positive school climate for students. It is a priority for the campus to improve student's perception of school. At the end of the year, teachers completed a survey indicating that the school is making progress. Some of the areas of improvement mentioned were safety, school uniforms, and a campus-wide discipline plan.

Guillen Middle School remains committed to ensuring that parents, teachers, and students work together to help foster academic achievement, social, emotional, and personal success. The campus continues to set high expectations for students encouraging them to communicate proficiently in English while nurturing a positive environment and perception.

The engagement of parents holds immense significance in maintaining transparent communication about the school community's development.

L1 Whole Child (Culture & Climate) Strengths

The campus has taken proactive steps to establish a positive school climate and culture. There is commitment to gather feedback and using it to drive improvement.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from.

Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Prioritized Need 2 (Prioritized): There is a need to emphasize behaviors that lead to student learning therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. Students also need to feel a connection with the school, therefore, improving opportunities for students outside of the academic realm.

Root Cause: There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.

Prioritized Need 3 (Prioritized): Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a valuable tool in order to drive campus-wide improvements.

Root Cause: Decision-makers lack awareness of the significant impact that incorporating student feedback can have on driving positive changes.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Teachers engaged in Lesson Alignment and Formative Assessment (LAFA) training, facilitated by Region 19, to ensure that alignment of the lesson and assessments are up to the rigor of the standard. Teachers followed district pacing calendars and consistently submitted weekly lesson plans. The instructional leadership team provided feedback on a rotation schedule, utilizing the lesson alignment feedback tool.

The identification of differentiation and learning scaffolds emerged as a priority throughout the year, teachers actively participated in professional learning communities and professional development sessions that were aligned with the lesson planning process embedding language supports, classroom management focused on learning, and student engagement.

Scheduled learning walks allowed for observation of teachers implementing strategies in their classrooms. The campus began efforts to focus on language supports such as posting content and language objectives, implementing Ellevation strategies, utilizing posters with sentence starters, and campus wide reading techniques. Administration conducted walkthroughs to collect data on campus wide implementation. Despite the provision of training, maintaining consistent and faithful implementation continues to pose a persistent challenge.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

The Lesson Alignment and Formative Assessment process was structured to enable teachers to design their lessons using a backwards approach, which facilitated alignment within the process. The campus is implementing systems that would ensure effective instruction and strategies that are intentional in meeting the specific learning needs of our students.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): The campus requires a coherent curriculum and high quality instructional materials that are accessible to all teachers and aligns with the specific needs of the campus. **Root Cause:** Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and were using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.

Prioritized Need 2 (Prioritized): The campus often utilized assessments that lacked alignment with the required standard rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. **Root Cause:** Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Across all subjects Reading, Math, Science and Social Studies, the proficiency trends largely remain consistent with "All Students" generally outperforming "EB/EL" and "SPED" students in all proficiency levels.

Preliminary Data:

All Assessments	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Approaches	47%	47%	46%	42%	46%	33%
Meets	18%	18%	18%	14%	18%	15%
Masters	5%	5%	5%	4%	5%	8%
Reading	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Approaches	47%	47%	47%	41%	47%	33%
Meets	23%	23%	22%	19%	22%	17%
Masters	7%	7%	7%	6%	7%	6%
Math	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Approaches	53%%	53%%	52%	50%	52%	43%
Meets	19%	19%	19%	15%%	19%%	17%%
Masters	4%	5%%	5%	4%	4%	14%
Science	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Approaches	49%	49%	48%	41%	48%	16%
Meets	18%	18%	17%	13%	17%	5%
Masters	3%	3%	3%	2%	3%	0%
Social Studies	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Approaches	25%	25%	24%	18%	24%	16%

All Assessments	All Students	Hispanic	High Focus	EB/EL	Econ Dis	SPED
Meets	4%	4%	4%	2%	4%	5%
Masters	0%	0%	0%	0%	0%	0%

The cumulative attendance rate is 88.64%. Out of the total absences, 30% were unverified, 26.42% were due to illness, and 12.63% were categorized as no note absences. The grade level exhibiting the lowest attendance comprised of the 7th graders at 89.6%, followed by the 6th graders at 88.53%, and the 8th graders at 90.43%.

415/505	Beginner	Intermediate	Advance	Advanced High
Composite Rating	17% (70 students)	53% (219 students)	26% (109 students)	5% (19 students)
Listening	13% (54 students)	45% (187 students)	23% (95 students)	21% (87 students)
Speaking	33% (137 students)	47% (195 students)	20% (83 students)	1% (4 students)
Reading	27% (112 students)	39% (162 students)	23% (95 students)	11% (46 students)
Writing	37% (153 students)	36% (149 students)	24% (100 students)	4% (17 students)

L2 Academic Excellence (Student Achievement) Strengths

Despite the preliminary data not indicating a decline or improvement, it reveals our students were able to sustain the same score as the previous year despite a new assessment format and the absence of testing accommodations due to a testing irregularity.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): There is a lack of consistent language supports across the campus hindering communication and learning for students, particularly students who are emergent bilingual. This misalignment in language resources and strategies results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion. **Root Cause:** Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices such as strategies and ways to align curriculum materials and assessments to the proficiency levels of EB students.

Prioritized Need 2 (Prioritized): The persistently low attendance rates among students has a negative impact on student learning outcomes and impedes the delivery of quality first teach instruction. There is also lack of engagement with the learning materials and school community. **Root Cause:** The campus does not have a holistic attendance and engagement strategy that includes comprehensive attendance tracking systems, initiatives to enhance student engagement and motivation, effective communication among stakeholders, targeted interventions for students facing barriers, and the implementation of positive reinforcement methods.

Prioritized Need 3 (Prioritized): Despite the various efforts, such as implementing fall/spring intersession, tutoring plan, Saturday school, symposiums, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups. **Root Cause:** There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

Faculty turnover persists, primarily driven by retirements and decreased enrollment. This year, retirements encompassed positions such as librarian, campus patrol, and special education teacher.

Guillen MS has consistently facilitated targeted professional development for teachers, aligned with the campus's specific needs, aimed at elevating their expertise across various domains including Lesson Alignment and Formative Assessment, instructional strategies, student engagement, and classroom management. Daily Professional Learning Communities provided a forum for collaboration and exchange of best practices among our teachers.

The campus recognized and honored both students and teachers who undertook the demanding task within our community. By introducing learning walks, teachers were afforded the opportunity to observe effective teaching methodologies demonstrated by their peers. This initiative was supplemented by the Instructional Leadership Team offering constructive feedback for these observations.

Guillen MS will continue to foster pathways for teachers to embrace leadership roles within the educational community. This empowerment will enable them to contribute substantively to the decision-making process and mentorship initiatives. Furthermore, the school will continue to persist in leveraging social media platforms to showcase its accomplishments and strengths, a strategy designed to attract highly qualified educators to join the team.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

The Instructional Leadership Team provided regular professional development which was supported by a clear plan designed to meet the individual needs of our students. Teachers conveyed a feeling of being valued and recognized; a significant advancement in comparison to previous years. This year we introduced multiple committees, creating a space for all stakeholders to actively participate and provide feedback. The principal demonstrated consistent commitment in highlighting the campus's strengths and achievements.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): There is a need to enhance the overall customer service experience so that all students, parents, faculty, and staff feel welcome and part of the team. **Root Cause:** There is a deficiency in effectively fostering an inclusive and welcoming environment that prioritizes the satisfaction and engagement of all stakeholders.

Prioritized Need 2 (Prioritized): There is inconsistent involvement of all stakeholders in showcasing Guillen Middle School's accomplishments and strengths across various social media platforms. Also, information should be provided in both English and Spanish. **Root Cause:** Lack of participation of all stakeholders in the development of the campus mission, vision, or value statement designed to demonstrate commitment to the success of our students.

Prioritized Need 3 (Prioritized): There is a need to restructure the onboarding process to include students and staff along with a need for a system to monitor and enhance the mentor program designed to provide support for new teachers. **Root Cause:** There is a lack of understanding of the onboarding process that addresses all faculty, staff, and students. There is also a need for a systematic approach to oversee and improve the mentor program intended to offer guidance and support for new teachers.

Prioritized Need 4 (Prioritized): The instructional leadership team needs to refine their feedback approach to guarantee uniformity and alignment. **Root Cause:** Feedback provided to teachers lacks clear guidelines, with varying interpretations or approach due to experience, training, personal biases, and leadership styles.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Guillen MS made safety a top priority by enhancing security measures. This included updating radios, installing additional cameras, and building a new fence to establish a secure and organized environment. The school also placed an emphasis on technology advancement. Promethean boards were introduced in every classroom to elevate learning experiences and foster greater student engagement. Comprehensive training sessions were conducted for teachers to ensure proficient utilization of these new digital resources.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): There is a pressing need to update all technology resources and ensure additional training is provided to all teachers. **Root Cause:** Certain students lack access to devices or teachers may experience internet or software connectivity issues. Additionally, outdated technology results in delays in resolving the issue.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Guillen Middle School is moving in a positive direction with notable improvements in building strong relationships with our community. The campus has implemented strategic events to foster community engagement and establish rapport with parents. Throughout the year, we've successfully organized various events like the Fall Festival, Southside Family Festival, Christmas Fair, Spring Expo, Nerd Night, HB5 nights, parent night, parent/teacher conference, and the spring carnival. These events have allowed us to actively and effectively engage with families and community members, strengthening our ties even further. Moreover, our partnership with Community Schools and the Family Resource Center has played a significant role in bringing our community together.

While progress has been made, there is room for further improvement to achieve our desired goals. Guillen MS continues to work on making meaningful connections, taking into account scores and attendance as crucial areas for enhancement. One potential solution is to encourage faculty to participate in or create events that support student learning, addressing this concern proactively. Additionally, providing more community educational opportunities for parents can empower them to support their children's academic aspirations effectively.

Parent involvement remains a key focus, and while they attend festivals and other events, there is a need for them to play a role in motivating students to improve attendance and academic performance. To ensure continuous academic support, we aim to establish more learning clubs and refine our tutoring system, creating a dependable resource for students seeking academic assistance.

Comparatively, Guillen Middle School has made significant strides in event planning, community engagement, and establishing systems that prioritize student learning and campus safety compared to the previous year. We remain committed to ongoing progress and ensuring a thriving learning environment for all our students.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Guillen Middle School is engaging and continues their efforts in building strong relationships with our community by hosting parent meeting and community events that allow parents, teachers, and students to interact in meaningful ways.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): The attendance rates currently stand at 89%. Evidently, there is an insufficiency in student self-motivation and accountability. **Root Cause:** Students do not feel connected to the school community and feel less motivated to attend school regularly. Students facing personal or academic challenges might be more likely to miss classes, resulting in lower attendance rates.

Prioritized Need 2 (Prioritized): Attendance of parents is low in key meetings such as workshops, coffee sessions with the principal, and other academic events that hold the potential for parents to actively participate in their student's education. **Root Cause:** The root cause of low parent attendance at these meetings may be attributed to a lack of effective communication and awareness, limited understanding of the value of these events, conflicting schedules, and potential barriers that hinder parents ability to attend and engage in these activities.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Despite a decline in enrollment over the past 5 years, there are signs of enrollment stabilization. The last 3 years have demonstrated a consistent enrollment of around 500 students. The following demographic summary below offers insights into the various student populations at Guillen Middle School, encompassing ethnicity, special education, gifted and talented programs, language proficiency, at-risk classification, and economic disadvantage. The data indicates a substantial Hispanic/Latino student presence, a significant portion of special education students, and a notable representation of emergent bilingual students. Additionally, a considerable segment of the student body falls within the at-risk and economically disadvantaged categories.

Ethnicity:

- Hispanic Latino: 98% (496 out of 502 students)

Special Education:

- Special education population: 13.35% (67 students)

Gifted and Talented:

- Gifted and Talented Students: 8.67% (44 students)

Bilingual/ESL:

- Emergent Bilingual Students: 84.86% (426)
 - Campus TELPAS Composite Ratings: 17% Beginner (72 students), 52% Intermediate (220 students), 26% Advanced (109 students), 5% Advanced High (19 students).
- Students in ESL program: 76.29% (383 students)
- Other alternate program: 8.57% (27 students)

At-Risk Population:

- At-Risk Population: 89.44% (449 students)

Economically disadvantage:

- Economically Disadvantaged: 99% (497 students)

Homeless and unaccompanied Youth

- Homeless: 1% (5 students)
- Unaccompanied Youth: 1% (5 students)

Migrant:

- Migrant Students: 1.2% (6 students)

Before the onset of COVID-19, student attendance was recorded at 86.33% in 2019 and saw a rise to 92.1% in 2020. However, the pandemic led to a significant decline, plummeting to 76.06%. Following this, a gradual recovery was observed, with attendance reaching 82.84% in 2022, but a slight decrease followed, reaching 79.48% in 2023. It is important to note that this data encompasses both excused and unexcused absences, as both types influence instructional outcomes.

The number of students generating referrals has risen. Prior to COVID-19, the percentages were approximately 25% of the student population, whereas now it has increased to around 35%. This rise is deeply concerning, particularly due to the major offenses that prompt disciplinary actions, resulting in the removal of students from the classroom and consequently missing the initial quality teaching of the lesson from the teacher. Over the past five years, the major offenses have remained consistent encompassing incidents such as fighting, inappropriate physical contact, rude and disrespectful, insubordination, disorderly conduct, classroom disruption, and truancy.

L5 Equity by Design (Demographics) Strengths

The significant portion of Hispanic/ Latino students enriches the campus with a culturally diverse student body, offering the opportunity to cultivate multilingualism and intercultural understanding. Our students bring distinct language abilities and global viewpoints that can contribute positively to the community. The steady enrollment trends underscore that our campus is becoming the preferred educational choice among the students in the community. While attendance and discipline have yet to display substantial improvements, the campus is in the process of implementing strategies that are intended to yield progress in the near future. Programs such as Positive Behavioral Intervention Supports, a uniformed campus-wide discipline plan, and the use of incentives are being introduced to motivate students to pave the way for positive outcomes

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Given the high percentage of emergent bilingual students with composite ratings of beginner and intermediate, there is a need for strong language supports services. **Root Cause:** The school needs to have dedicated language support services and/or strategies focusing on language development. Since there is limited exposure to the English language outside of the school setting; then there must be cooperative learning experiences, language rich classroom environments, and language support resources in every classroom.

Prioritized Need 2 (Prioritized): A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from.

Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Prioritized Need 3 (Prioritized): The persistently low attendance rates among students has a negative impact on student learning outcomes and impedes the delivery of quality first teach instruction. There is also lack of engagement with the learning materials and school community. **Root Cause:** The campus does not have a holistic attendance and engagement strategy that includes comprehensive attendance tracking systems, initiatives to enhance student engagement and motivation, effective communication among stakeholders, targeted interventions for students facing barriers, and the implementation of positive reinforcement methods.

Prioritized Needs

Prioritized Need 4: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from.

Root Cause 4: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Prioritized Need 4 Areas: L1 Whole Child (Culture & Climate) - L5 Equity by Design (Demographics)

Prioritized Need 5: There is a need to emphasize behaviors that lead to student learning therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. Students also need to feel a connection with the school, therefore, improving opportunities for students outside of the academic realm.

Root Cause 5: There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.

Prioritized Need 5 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 6: Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a valuable tool in order to drive campus-wide improvements.

Root Cause 6: Decision-makers lack awareness of the significant impact that incorporating student feedback can have on driving positive changes.

Prioritized Need 6 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 7: The campus requires a coherent curriculum and high quality instructional materials that are accessible to all teachers and aligns with the specific needs of the campus.

Root Cause 7: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and were using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.

Prioritized Need 7 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 8: The campus often utilized assessments that lacked alignment with the required standard rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress.

Root Cause 8: Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

Prioritized Need 8 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 9: There is a lack of consistent language supports across the campus hindering communication and learning for students, particularly students who are emergent bilingual. This misalignment in language resources and strategies results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion.

Root Cause 9: Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices such as strategies and ways to align curriculum materials and assessments to the

proficiency levels of EB students.

Prioritized Need 9 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 10: The persistently low attendance rates among students has a negative impact on student learning outcomes and impedes the delivery of quality first teach instruction. There is also lack of engagement with the learning materials and school community.

Root Cause 10: The campus does not have a holistic attendance and engagement strategy that includes comprehensive attendance tracking systems, initiatives to enhance student engagement and motivation, effective communication among stakeholders, targeted interventions for students facing barriers, and the implementation of positive reinforcement methods.

Prioritized Need 10 Areas: L2 Academic Excellence (Student Achievement) - L5 Equity by Design (Demographics)

Prioritized Need 11: Despite the various efforts, such as implementing fall/spring intersession, tutoring plan, Saturday school, symposiums, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups.

Root Cause 11: There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.

Prioritized Need 11 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 12: There is a need to enhance the overall customer service experience so that all students, parents, faculty, and staff feel welcome and part of the team.

Root Cause 12: There is a deficiency in effectively fostering an inclusive and welcoming environment that prioritizes the satisfaction and engagement of all stakeholders.

Prioritized Need 12 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 13: There is inconsistent involvement of all stakeholders in showcasing Guillen Middle School's accomplishments and strengths across various social media platforms. Also, information should be provided in both English and Spanish.

Root Cause 13: Lack of participation of all stakeholders in the development of the campus mission, vision, or value statement designed to demonstrate commitment to the success of our students.

Prioritized Need 13 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 14: There is a need to restructure the onboarding process to include students and staff along with a need for a system to monitor and enhance the mentor program designed to provide support for new teachers.

Root Cause 14: There is a lack of understanding of the onboarding process that addresses all faculty, staff, and students. There is also a need for a systematic approach to oversee and improve the mentor program intended to offer guidance and support for new teachers.

Prioritized Need 14 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 15: The instructional leadership team needs to refine their feedback approach to guarantee uniformity and alignment.

Root Cause 15: Feedback provided to teachers lacks clear guidelines, with varying interpretations or approach due to experience, training, personal biases, and leadership styles.

Prioritized Need 15 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 16: There is a pressing need to update all technology resources and ensure additional training is provided to all teachers.

Root Cause 16: Certain students lack access to devices or teachers may experience internet or software connectivity issues, Additionally, outdated technology results in delays in resolving the issue.

Prioritized Need 16 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 17: The attendance rates currently stand at 89%. Evidently, there is an insufficiency in student self-motivation and accountability.

Root Cause 17: Students do not feel connected to the school community and feel less motivated to attend school regularly. Students facing personal or academic challenges might be more likely to miss classes, resulting in lower attendance rates.

Prioritized Need 17 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 18: Attendance of parents is low in key meetings such as workshops, coffee sessions with the principal, and other academic events that hold the potential for parents to actively participate in their student's education.

Root Cause 18: The root cause of low parent attendance at these meetings may be attributed to a lack of effective communication and awareness, limited understanding of the value of these events, conflicting schedules, and potential barriers that hinder parents ability to attend and engage in these activities.

Prioritized Need 18 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 19: Given the high percentage of emergent bilingual students with composite ratings of beginner and intermediate, there is a need for strong language supports services.

Root Cause 19: The school needs to have dedicated language support services and/or strategies focusing on language development. Since there is limited exposure to the English language outside of the school setting; then there must be cooperative learning experiences, language rich classroom environments, and language support resources in every classroom.

Prioritized Need 19 Areas: L5 Equity by Design (Demographics)

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Goals

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Guillen MS will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey each semester. (Communications)

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details		Reviews			
Strategy 1: 100% of teachers will participate in a book study on "Essential Truths for Teachers" by Daniel Steele and Todd Whitaker. They will focus on the principles of teaching that significantly influence student achievement, emphasizing student relationships, classroom management, and classroom culture. Strategy's Expected Result/Impact: Positive impact on school culture Staff Responsible for Monitoring: Instructional leadership team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Guillen MS will implement quarterly surveys for all stakeholders including students, teachers, staff, and parents. The feedback obtained will be carefully analyzed to identify areas for improvement in the school's climate and culture.		Formative			Summative
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Collect data to make adjustments as needed.

Staff Responsible for Monitoring: Administration, Teachers, Parent Liaison

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

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

Prioritized Needs: L1 Whole Child (Culture & Climate) 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: There is a need to emphasize behaviors that lead to student learning therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. Students also need to feel a connection with the school, therefore, improving opportunities for students outside of the academic realm. **Root Cause:** There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.





Prioritized Need 3: Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a valuable tool in order to drive campus-wide improvements. **Root Cause:** Decision-makers lack awareness of the significant impact that incorporating student feedback can have on driving positive changes.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Guillen MS will increase 6th-8th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5%. (Student Services)

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Guillen MS will increase the number of clubs available for students to a minimum of 10, providing diverse opportunities for students to engage in activities aligned with student interests. Strategy's Expected Result/Impact: Students will have options to join clubs to meet their interests. Staff Responsible for Monitoring: Faculty Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guillen MS will increase participation in extra-curricular, co-curricular activities, and UIL activities ensuring there is a balance of participation in all programs. Strategy's Expected Result/Impact: Increase student participation Staff Responsible for Monitoring: Faculty Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)





Prioritized Need 2: There is a need to emphasize behaviors that lead to student learning therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. Students also need to feel a connection with the school, therefore, improving opportunities for students outside of the academic realm. **Root Cause:** There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Guillen MS will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing 6th grade extended learning opportunities from 0 Extended Day Sites to 4. and increase after school learning sites from 32 to 45 sites.

High Priority

Evaluation Data Sources: District tracking tool

Strategy 1 Details		Reviews			
Strategy 1: Guillen MS will implement a campus-wide tutoring schedule for all subjects and a Saturday school program that offers academic assistance to students both during the school day and after hours, to provide additional support to meet their learning needs. Guillen MS will purchase tutoring snacks for students attending tutoring. Strategy's Expected Result/Impact: Academic assistance available to students after hours Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2 Funding Sources: Tutoring snacks for after school and Saturday - 211 ESEA Title I Part A (Campus) - 211.11.6499 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

L5 Equity by Design (Demographics)

Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Guillen MS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness. (Academics-Learner Support and Intervention)

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: Guillen MS will implement the MTSS team to provide targeted interventions and support for students with diverse learning and behavioral needs. MTSS team will consist of sub committees to address academics, attendance, and behavior. Strategy's Expected Result/Impact: Create team to provide and monitor targeted interventions and supports. Staff Responsible for Monitoring: Administration, MTSS team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of teaches will continue implementing a Positive Behavioral Interventions and Supports (PBIS) Matrix that outlines clear expectations for student behavior and establishes consistent systems of rewards and consequences. Strategy's Expected Result/Impact: Campus-wide system of rewards and consequences Staff Responsible for Monitoring: Administration/PBIS Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

L5 Equity by Design (Demographics)





Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Guillen MS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 25% to 12% and reduce the overall number of disciplinary removals from 135 to 65. (Student Services).

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will implement a comprehensive school counseling program to address behavior issues through a multi-faceted approach that focuses on prevention, crisis response, and intervention strategies and as outlined in the program monthly calendar. Counselors will collaborate with teachers, students, and families to provide appropriate support and promote a positive school culture by implementing weekly lesson, meetings, small group interventions and conducting individual meetings.</p> <p>Strategy's Expected Result/Impact: Comprehensive school counseling program to address behavior</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen MS will leverage the expertise of a social worker to address complex behaviors and emotional issues that have the potential to cause self-harm or harm to others.</p> <p>Strategy's Expected Result/Impact: Support students with complex behaviors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: School administrators will ensure a safe environment through consistent evaluation of systems such as safety drills and replacements of resources such as cameras, radios, Izona entry access, etc. Strategy's Expected Result/Impact: Safe environment Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will implement consistent campus-wide classroom management practices, including using campus issued hall passes, and sign-in/sign out sheets with accurate records of student movement within the school premises. Strategy's Expected Result/Impact: Reduce classroom incidents that remove students from the classroom Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.





L5 Equity by Design (Demographics)

Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without these barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Guillen MS will implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction. (Academics-Teaching and Learning)

Strategy 1 Details	Reviews			
Strategy 1: 100% Guillen MS teachers will implement a clear and aligned scope and sequence for each grade-level and subject to ensure a cohesive and progressive curriculum that aligns to district and state academic standards using the newly assigned curriculum and internalization process. Strategy's Expected Result/Impact: Clear and Aligned scope and Sequence that leads to improved learner outcomes. Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guillen MS will implement a PLC structure to facilitate a collaborative environment for effective implementation of curriculum internalization, planning, sharing of best practices, and data analysis. Strategy's Expected Result/Impact: Effective PLC Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: 100% of teachers will utilize district provided high quality instructional materials that are research-based and aligned with the curriculum, utilizing engaging and effective teaching strategies. Strategy's Expected Result/Impact: Use of HQIM to improve learner outcomes Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Guillen MS will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from a scaled score of 52% (F) to 70% (C).

High Priority

Evaluation Data Sources: Interim assessments, MOY, BOY, EOY diagnostic results, STAAR assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: 100% of teachers will ensure all lessons are aligned to the state standards and district curriculum. Content taught is directly related to what students are expected to learn and aligned to grade level state assessments. Additional planning day will be provided every 9 weeks through staff development days or campus assigned days.</p> <p>Strategy's Expected Result/Impact: Quality lesson planning</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
Strategy 2: 100% of teachers will implement high quality instruction by utilizing instructional strategies that ensure student engagement and meeting the diverse learning needs of students such as emergent bilingual, special education, GT, etc. Additional instructional materials will be purchased as needed and plan field trips to enrich student learning experiences as appropriate. Strategy's Expected Result/Impact: High quality Instruction to improve learner outcomes. Staff Responsible for Monitoring: Instructional leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399 - \$10,115, Field Trips - 211 ESEA Title I Part A (Campus) - 211.11.6499 - \$500, Instructional supplies - 185 SCE (Campus) - 185.11.6399 - \$9,450		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 100% of teachers will regularly assess students during lessons using assessments aligned to the state level test to measure progress and identify students in need of additional support and areas where additional instruction is needed. Teachers will provide students timely feedback on their assignments and assessments helping them understand their strengths and areas of improvement. Strategy's Expected Result/Impact: Monitor and Adjust instruction Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Guillen MS will employ additional staff to reduce class sizes and/or to provide individual one on one support. Strategy's Expected Result/Impact: Additional staff such as teacher, tutors, interventionists etc. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Certified tutor pay with fringes - 211 ESEA Title I Part A (Campus) - 211.11.6117 - \$30,000	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Guillen MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%) (Academics-Teaching and Learning, SPED, Conn. Languages)

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of RLA teachers will identify students who are struggling with reading skills through regular assessments and reading interventionist will work one on one or in small group with Tier 3 identified students using district provided resources. The campus will utilize the district MTSS process to identify Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase in reading scores for all students.</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen MS will implement an effective co-teach model by ensuring special education teacher and general education RLA teachers are working together to plan reading lessons that meet the learning needs of students in special education.</p> <p>Strategy's Expected Result/Impact: Increase in SPED reading scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Special education coach will be modeling and supporting teachers in reading to ensure they are utilizing strategies and scaffolding techniques that meet the learning needs of students in special education. Strategy's Expected Result/Impact: Increase in SPED reading scores Staff Responsible for Monitoring: SPED Coach, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All reading teachers will utilize ELlevation to implement language development strategies that engage emergent bilingual students in the English Language Proficiency Standards. Strategy's Expected Result/Impact: Increase in EB scores Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The campus will promote reading by purchasing library reading materials that are based on student interests. Strategy's Expected Result/Impact: increase students reading outside the classroom. Staff Responsible for Monitoring: Librarian	Formative			Summative
	Oct	Jan	Mar	June

<p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Reading materials for library - 211 ESEA Title I Part A (Campus) - 211.12.6329 - \$3,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Guillen MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%) (Academics-Teaching and Learning, SPED, Conn. Languages)





Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of math teachers will identify students who are struggling with math skills through regular assessments and math interventionist will work one on one or in small group with Tier 3 identified students using district provided resources. The campus will utilize the district MTSS process to identify Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increase in all math scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guillen MS will implement an effective co-teach model by ensuring special education teacher and general education math teachers are working together to plan math lessons that meet the learning needs of students in special education.</p> <p>Strategy's Expected Result/Impact: Increase in SPED math scores</p> <p>Staff Responsible for Monitoring: Sped Coach and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Special education coach will be modeling and supporting sped teachers in math to ensure they are utilizing strategies and scaffolding techniques that meet the learning needs of students in special education. Strategy's Expected Result/Impact: Increase in SPED Scores Staff Responsible for Monitoring: Special Education Instructional Coach and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All math teachers will utilize ELLevation to implement language development strategies that engage emergent bilingual students in the English Language Proficiency Standards. Strategy's Expected Result/Impact: Increase EB scores Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Guillen MS will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1%. (OTE)

Strategy 1 Details	Reviews			
Strategy 1: Guillen faculty and staff will enhance the overall customer service experience for students, parents, and visitors to the school through welcoming and informative interactions. Strategy's Expected Result/Impact: Increased customer satisfaction Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Technology for campus - 185 SCE (Campus) - 185.11.6395 - \$13,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guillen MS will utilize the campus website and actively use social media platforms to promote the school's strengths, achievements, and unique offerings in both English and Spanish. Campus will also implement a digital newsletter to increase communication with parents. Strategy's Expected Result/Impact: Increased awareness about campus strengths, achievements, and unique offerings Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Guillen MS will develop and ensure all stakeholders can communicate a clear Mission, Vision, and Value statement that demonstrates the school's commitment to excellence, equity, and whole child development when communicating with parents. All actions and communication by the campus should reflect the mission, vision, and value statement. Professional development activities will include opportunities for faculty and staff to demonstrate understanding of campus mission, vision, and value statement.</p> <p>Strategy's Expected Result/Impact: Increased awareness about campus commitment to excellence, equity, and whole child development.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Substitutes for planning pay with fringes - 211 ESEA Title I Part A (Campus) - 211.11.6112 - \$3,985</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Guillen MS will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%. (HR)

Strategy 1 Details	Reviews			
Strategy 1: 100% of the instructional leadership team will engage in a book study "The Impact Cycle" by Jim Knight adopting the coaching framework outlined in the book to provide teachers regular and aligned feedback.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guillen MS will utilize campus committees such as Care Bear/PBIS and fundraising opportunities to recognize and celebrate students, teachers, staff, and parent achievements through various platforms and events, fostering a sense of pride and community. Campus will schedule events such as award assemblies, pep rallies, athletic events, etc. Strategy's Expected Result/Impact: Increase in recognition and appreciation of all stakeholders efforts. Staff Responsible for Monitoring: Administration, Care bear/ PBIS committees Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guillen MS will implement an onboarding process for all new students, teachers, and staff and an effective mentoring program to provide support for new teachers. Strategy's Expected Result/Impact: Effective onboarding of all new students, teachers, and staff. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.





Performance Objective 3: By June 2024, Guillen MS will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan. (Technology)

Strategy 1 Details	Reviews			
Strategy 1: All teachers possessing Promethean boards will actively integrate them to enhance the quality of teaching and learning experiences for students. Strategy's Expected Result/Impact: Increase technology integration for student engagement Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Guillen MS ensure every student is provided with their own personal device to facilitate digital learning and establish a streamlined process to quickly resolve IT related issues to minimize disruptions. Strategy's Expected Result/Impact: Increased technology and decrease IT related disruptions. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Guillen MS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%. (Student Services)





Strategy 1 Details		Reviews			
Strategy 1: Guillen MS work establish an attendance team composed of staff members from various departments (teachers, counselors administrators, and support staff) to review attendance data, identify trends, and develop targeted interventions for students with chronic absenteeism. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Attendance Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Guillen MS will develop a comprehensive truancy prevention flow chart outlining the steps to be taken when a student exhibits signs of chronic absenteeism such as phone call to parents, parent meetings, etc. Flowchart will include teacher and administration responsibilities to ensure all stakeholders are involved in the process. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Attendance Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Guillen MS will collaborate with feeder schools to share attendance data, best practices, and intervention strategies to promote consistent attendance expectations and conduct parent meetings and home-visit to address families with student who have chronic absenteeism. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Attendance Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Guillen MS will implement an incentive program which will clearly outline the student rewards when individual students, grade-levels, and the campus make progress. The campus will provide meaningful rewards by fundraising and in partnership with outside organizations such as Aliviane, Bowie Legacy, Bowie Alumni, etc. Progress will be shared on social media platforms and campus newsletters to ensure all stakeholders are aware of campus attendance progress.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Guillen MS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events. (OTE- Equity and Stakeholder Engagement)

Strategy 1 Details		Reviews			
Strategy 1: Guillen MS will organize mandatory Title 1 meetings to engage families and share information about school policies, programs, and resources. Strategy's Expected Result/Impact: Increase parent involvement and inform parents Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Learning supplies for parent meetings - 211 ESEA Title I Part A (Campus) - 211.61.6399 - \$700, Parent meeting snacks and refreshments - 211 ESEA Title I Part A (Campus) - 211.61.6499 - \$400		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Guillen MS will host fall and spring festivals to create an atmosphere where families can interact with teachers, staff, and other families and will include campus celebrations and events that are culturally responsive to the community such as Dia de los Muertos, Veteran's Day, 16 de septiembre, etc. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Guillen MS will host and showcase student achievements through academic events such as science fairs, exhibits, and presentations. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Guillen MS will plan quarterly events with feeder pattern schools joint community events to foster a sense of unity and continuity such as Bowie fiesta and other events. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.





Performance Objective 3: By June 2024, Guillen MS will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days). (Communications)

Strategy 1 Details		Reviews			
Strategy 1: Guillen MS will host regular informational meetings on key topics such as academic progress, attendance expectations, behavior management, and social emotional learning. Campus will provide snacks and resources to promote parental involvement. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Parent Liaison will invite guest speakers such as Aliviane and other community partners to provide insights and guidance on important topics for parents such as nutrition, parenting, English classes, GED classes, drug prevention, SEL, and self-esteem. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration, Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Parent Liaison will utilize various communication channels to reach a wider audience such as parent phone calls, website, newsletter, marquee, flyers, etc. The campus will utilize a tracking system to ensure parents are updating parent contact information and utilize alpha team to conduct home-visit if needed when the school is unable to contact responsible person. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administration and Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Guillen MS will offer training sessions for parents on using technology platforms such as Schoology and Parent Portal to stay informed about their child's academic progress. Strategy's Expected Result/Impact: Increase parent awareness Staff Responsible for Monitoring: Administration and Parent Liaison Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Guillen MS will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits. (Academics-Connecting Languages, & Specialized Learning)

Strategy 1 Details	Reviews			
Strategy 1: Guillen MS will analyze student data by identify underrepresented groups within SPED/EB populations who are not enrolling in high school courses and implement targeted outreach efforts to encourage more students to enroll in these courses. The campus will provide the opportunity for all students to enroll in high school courses. Strategy's Expected Result/Impact: Increase in the percent of underrepresented students completing HS courses Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers offering HS courses will monitor progress of SPED and EB students and adjust support strategies as needed to ensure success in these courses. Strategy's Expected Result/Impact: Increase in the percent of underrepresented students completing HS courses Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Guillen MS will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA] (Academics-Connecting Languages)

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will design language-rich classrooms ensuring all walls include visual aids, labels, word walls with cognates, anchor charts, sentence stems and other language focused displays that support language comprehension. Administration will provide feedback in coaching session and walkthrough ensuring fidelity of implementation.</p> <p>Strategy's Expected Result/Impact: Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers across subjects will integrate language development strategies and activities into their instruction using English as the medium to promote language proficiency.</p> <p>Strategy's Expected Result/Impact: Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: All teachers will implement cooperative learning strategies such as think-pair-share, and group discussion to promote the use of English language. Strategy's Expected Result/Impact: Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading Staff Responsible for Monitoring: Administration Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: All teachers will utilize graphic organizers to aid understanding of content, post clear language objectives to guide students in comprehending learning goals and provide bilingual dictionaries and reference materials to assist English Language learners during reading activities. Strategy's Expected Result/Impact: Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading Staff Responsible for Monitoring: Administration Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					