El Paso Independent School District

Canyon Hills Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Canyon Hills Middle School will provide every student with a 21st century, quality education focused on the dedicated belief that all students can learn at high levels.

Vision

Through engaging lessons, extracurricular acitivities and collaboration, students will given opportunities to grow social-emotionally and academically while gaining the skills needed for the 21st centruy.

Core Beliefs

Core Belief Statements:

1. Students come first in all actions and decision-making.

2. Every child will learn in an appropriate setting and with the proper instruction, .

3. Every child is entitled to a teacher who is the best we can hire for that position and who believes every child can learn.

4. When students value community service and civic mindedness, they will be more productive community members .

5. We must be open and transparent in our service to the public.

6. Canyon Hills will have zero tolerance for immoral, unethical, and illegal behavior.

7. We have a competitive advantage as our community is bilingual, bicultural, and biliterate, and will be supported in the classroom.

8. Family engagement is critical to the success of students.

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Comprehensive Needs Assessment

Revised/Approved: April 28, 2021

Demographics

Demographics Summary

Canyon Hill Middle School currently has 632 students enrolled for the 2020 – 2021 school year and students have the option to attend classes either virtually or on campus (face to face) due to COVID-19. Students have been offered a variety of electives, Pre AP, STEM, Cobra New Tech and other classes that are able to serve their academic needs. The campus is also able to retain highly qualified teachers to also assist in the development of classes for various student learning abilities.Here at Canyon Hills students continue to come first with the belief that every child will learn in an appropriate setting and with the proper instruction for each academic area.

Demographics Strengths

Demographics Strengths

Cobra New Tech Academy is in its sixth year and offered to all grade levels at their choosing with 50% of student population enrolling in the Academy and offering a path towards continuing PreAP courses and New Tech at the high school level.

Courses such at CTE, PE, Speech and Spanish are offered as high school credit courses.

Minimal retention for Special Education students.

Free Breakfast, Lunch offered to all students.

Ability to retain highly qualified teacher.

Area of challenges:

Lack of student incentives to improve academics, behavior, and attendance leaves students to rely on their own self-motivation and/or external motivation from home. For the last 3 years, staff turnover has been minimal with 12 new staff members joining. However, at the end of the 2019-2020 school year there were several teachers who left the campus. For the 2020-2021 school year there were 11 new hires.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement: The morale of campus stakeholders has been measured formally and informally to identify areas of strength and weaknesses. The results showed 50% of the stakeholders were neutral or below for perceptions of shared mission, Leadership, Learning Environment, Communication, and Growth and Development. **Root Cause:** Root Cause: Constant change in leadership and administration has led to a breakdown of school wide systems, consistent guidance, and operations at the campus.

Problem Statement 2: Problem statement: Inconsistent implementation of student incentives to improve academics, behavior, and attendance leaves students to rely on their own self-motivation and/or external motivation from home **Root Cause:** Root cause: Lack of development of school wide systems to improve overall campus moral and motivate students to improve academics, behavior and attendance are needed to improve campus discipline, attendance, academic attendance, and culture.

Student Learning

Student Learning Summary

At the Canyon Hills Middle School Campus (CHMS) formative, summative, and diagnostic data is continually used to assess student progress. Formative assessments include unit assessments and quarterly/benchmark exams. Our diagnostic tools for this year are the Renaissance 360 test and the State Interim. The CHMS campus utilizes the TRS (TEKS Resource system) throughout the school year, allowing for teachers to assess student mastery. The summative assessment used is the State of Texas Assessment of Academic Readiness given by the state of Texas. However, due to this year's Corona outbreak not all students are opting to take the exam. The previous years STAAR assessment was cancelled. An assessment tool will be used as a diagnostic tool (giving us a exit and entry points) at the beginning of the next year to gauge the amount of academic slide and correctly place the students in RTI as determined by the RTI committee. The Texas state accountability system this year will be the same rating as the previous year due to the Corona Virus outbreak.

Student Learning Strengths

Student Academic Achievement Strengths

Canyon Hills made significant gains in Social Studies and the approaches levels for most academic subjects based on the 2019 tests.

Project based learning has improved student scores and academics.

Strong inclusive 8th grade Algebra class.

Systems are in place for RTI, data driven instruction and are being developed for PLC's and Campus Culture.

Student Academic Areas of Challenges:

Students are not making progress in Reading and it is hindering their academic language acquisition.

Attendance has been very low this year due to the virtual learning environment

Student passing rates (grades) are very low and a large percentage of the student body will fail the year.

Student sub populations are not showing growth or meeting their federal goals.

Not all students are taking the STAAR test, so it will be difficult to gauge student growth and correctly identify RTI needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the Corona Virus, students attended school virtual for most of the school year, which led to inconsistent teaching experiences due to several issues and inconsistent benchmarking. **Root Cause:** Teachers do not feel safe enough to be vulnerable to implement changes to their teaching.

Problem Statement 2: Canyon Hills in not reaching the meets goals for Federal requirements in either math (46) or reading (44). **Root Cause:** Teachers need training on different ways to reteach TEKS and effective project based learning.

Problem Statement 3: Canyon Hills has not made significant gains in the areas of reading and writing. **Root Cause:** Time needs to be built in the schedule for PLC's to unpack the standards and have guided discussions that will lead to richer teaching in classes.

School Processes & Programs

School Processes & Programs Summary

Canyon Hills follows district procedures when it comes to recruiting and hiring high-quality educators. When there is an opportunity to hire a teacher for our campus, district will post the position and complete the first screening process to ensure that the candidates meet the qualifications to teach. Once HR approves, the campus will then form an interview committee, interview the candidates, and follow guidelines and questions. As a part of the interview process, the applicants are asked to develop a content-based grade level lesson plan based on the Canyon Hills student population.

Canyon Hills has two Active Learning Leaders that share responsibilities given by administration to assist teachers with best practices. Through the DDI process, teachers also will be encouraged to lead other teachers through training. Grade level leaders are placed in roles to further develop leadership on campus.

Each of our core teachers are provided a coach through one of four (4) programs (Horizontal Lasar Team Math, ELL Made Simple for ELAR, Stemscopes for Science and Engage to Learn for Social Studies. Elective teachers are coached by the Active Learning Leaders. Both content and language objectives are expected to be posted in classrooms or on the online management systems such as ECHO or Schoology and is monitored during Administrative walkthroughs.

The Targeted Improvement Plan (TIP) is an ongoing live document that is consistently evaluated and monitored by the Instructional Leadership Team (ILT) and the Accelerated Schools Division (ASD). Recommendations made by Region 19 on areas of improvement resulted in the development of the 2020-2021 Targeted Improvement Plan. With the inability to compile data information on STAAR due to the cancellation of the Texas State Assessments, the campus, along with the ILT with assistance from ASD will continue by utilizing the testing data available to focus on those recommendations for the upcoming school year.

The Instructional Leadership Team and Accelerated Schools Division (ASD) review and evaluate the Targeted Improvement Plan (TIP) every 90 days. Each cycle of 90 days has goals to reach, who is responsible for assuring those goals and any additional milestones being made towards those goals. By completing a root cause analysis of each goal (with guidance from Region 19), we can plan for any additional professional development of our teachers in order to address the root causes of low performance.

In order to foster a positive and conducive learning environment, our campus promotes a culture of trust, respect, responsibility, and safety. Each teacher is required to establish specific routines and procedures as well as clear expectations in their classroom to maximize opportunities for students to learn and to spend more time engaging students through meaningful instruction. Students expected to follow our PBIS model and guidelines set in place within the PBIS matrix. Additionally, students receive SEL lessons to help develop self-awareness and self-control, along with strategies to manage everyday challenges. Moreover, RTI (Workshop Wednesdays) is used as a valuable tool to monitor and improve student behavior to ensure academic success by helping to close learning gaps

During the beginning of the year orientation meetings, parents and students are notified of the campus safety plan, dress code, electronic devices use, PBIS, use of EPISD bus transportation, parent/student handbook, bell schedule, tardy times, school clubs, extra-curricular activities, volunteer program (VIPS) and introduced to all administrators, campus patrol, teachers and staff. Example of some of the items discussed are:

- How early students are allowed on campus in the AM and how late they are allowed to remain on campus.
- Students staying for any after school tutoring, club activities and/or fine arts/sports practice must have a pass to be on campus. Their coach/teacher must provide them with the pass and may be required to show to any CHMS employee.
- What kind of safety drills are conducted, frequency and who conducts the drills (ILT & Police Services). To curtail parent calls when a situation does arise, parents will be explained the difference between fire drills, lock in, lockouts and hold-in-place and if need be the evacuation procedures and where the evacuation maps are posted.
- Signed acknowledgement forms located in the Parent/Student Handbook indicating that they have read the discipline policy, the dress code policy, electronic use policy, bus permission policy, safety drills, PBIS etc. must be returned to the campus and in some cases will not be issued a bus card and/or laptop until returned.

In order to provide all students a well-rounded experience in a safe environment Canyon Hills offers the following extra-curricular activities and clubs: Band, Basketball – Boys, Basketball – Girls, Cheerleaders, Chess, Choir, Cross Country, Health Wellness, NJHS, Orchestra, Shark Tank, Soccer – Boys, Soccer – Girls, Volleyball, Wellness, Wrestling, Yearbook, Intramural, UIL, Chess Club and Youth for Christ.

Parents are highly encouraged to participate in volunteer opportunities before school, during the lunch periods and after school to help secure our campus.

The following supports are in place to help students, including at-risk students, to meet challenging state academic standards:

- Reading and Math Intervention Classes
- Migrant Education Program
- RTI (Workshop Wednesdays)
- SSI

Our campus also has a high enrollment of bilingual/ESL students in both traditional and Cobra Tech. Students in level 1, 2, and 3 receive ESL Reading intervention/enrichment class with a certified ESL teacher while our level 4 students receive instruction in a regular English class setting with a certified ESL teacher.

Our GT population are serviced through our New Tech program, which offers students Pre- AP courses in English, Math, Science and Social Studies along with college and career readiness.

Our campus has a high enrollment in special education since our campus offers various programs such as inclusion, resource, and AIM in order to help students become successful

During 2020-2021 Canyon Hills began offering a STEM class taught by Ms. Pendleton with 78 students taking advantage of the opportunity in 6th, 7th & 8th grade.

Students are guided and supported by our campus counseling team to ensure that they are aware of possible postsecondary education and career opportunities. The campus counseling team provides students many opportunities to plan and explore various post-secondary/career pathways through virtual and physical university visits, career research and exposure of prerequisites and qualifications of their career choice. Campus exploration activities are year-round and include and are not limited to: Wear Your College shirt Wednesdays, Dress for Success, Magnet school presentations, PSAT training/testing, TSI training/testing, career exploration, creating individual college one-pagers and pennants of their college or career choice and career presentations from various branches of the military/law enforcement agencies when possible. It is also required that all 8th grade students complete a signed Plan of Study prior to their transition to high school.

In reviewing the district's TAPR report on Campus College, Career, and Military Readiness (CCMR), the district has 77% College Ready Graduates, which is 1% above the state average. Nineteen percent of district students were Career/Military Ready Graduates.

All parents/students are given the opportunity to provide their own device and/or agree to the Power Up agreement for the use of a District MacBook Air to use at home and at school.

Students/Teachers and Tutors can differentiate using different online programs such as Achieve 3000, MyOn, Freckle, DBQs, Stemscopes and other online programs accessible through Plaza and face to face instruction to those on campus. The math and reading teachers also have inclusion teachers available during instructional times (depending on schedule and need) to give additional supports for SPED students.

In 2021-2022, CHMS will continue to be part of the diamond cohort of the Engage to Learn platform. Teachers will continue to be supported by their Active Learning Leaders and expected to implement the Active Learning Framework. This platform provides professional support and accessibility to quality, active learning teaching techniques in an environment aimed at improving student outcomes, as well as a coaching aspect for teachers. This platform also provides the ALLs and administrators with the opportunity to further support teacher growth. Moreover, teachers will have access to Schoology, the TEKS Resource System, and Ellevation. Other programs include MyOn, iReady, DBQ, Nearpod, WebEx, and others specific to content (some program access may change dependent on board's decision).

Instruction is aligned to the TEKS and ELPs and teachers must follow the district's scope and sequence through the TEK Resource System.   All district and state initiatives are evaluated by the administration and made to align to our campus plan.

Administration, the Active Learning Leaders (ALL's) and all teachers have been trained on Data Driven Instruction (DDI). The DDI process is specific to content and grade level teams; each weekly meeting is led by an administrator or an ALL. Throughout the DDI process, a TEK is unwrapped which includes the development of a student success criteria, analysis of student work, and a plan to reteach specific gaps in learning in order to ensure that all students are understanding the concept. Our campus also have three (3) teachers who completed extensive DDI trainings and can be called our Teacher of Teachers.

The Instructional Leadership Team discusses objectives and strategies with teachers through PLC and DDI meetings. All core teachers are expected to give formative assessments daily, as well as district provided assessments every 3 weeks. The summative reviews of student academic success include the STAAR interim exams, the MOCK exams, and the STAAR assessments available from the state.

With the pandemic, Canyon Hills along with the District implemented and put in place instructional and administrative programs to provide remote learning to students and remote administrative duties.

Canyon Hills Middle School has made great strides in the establishment of organizational structures and protocols that have been discussed and recommended by stakeholders. We are dedicated to offering a rigorous and engaging curriculum, which is accessible to all students through the differentiated instructional techniques of its highly qualified educators. Teachers continue to strengthen elements of curriculum planning during PLCs along with the use of data from 3, 6, and 9-week assessments. This process allows teachers to target instruction and focus on RTI. Teachers will attend professional development throughout the year to further embed effective strategies into their instruction. Such opportunities include but are not limited to content-based district professional development, Region 19 courses, observation of other teachers within campus and district, online resources and any other district PD. This PD will include streamline curriculum access, establish a clear process for PLC data analysis, help teachers create action steps for response to interventions, and continue to empower teacher leaders.

Using the DDI process the instructional leadership team is able to narrow down the root causes in instructional practices. The data is also used to identify the needs for our special populations. Teachers and the campus leadership team have been to Personal Development provided by Region 19's district representatives to fully support teachers. During these PD sessions, the importance of focusing on academic achievement and the consequences of not meeting our academic goals are consistently relayed and discussed.

Teachers have committed to Saturday and afterschool tutoring, as well RTI interventions (Workshop Wednesdays) within the classroom environment. Currently, all teachers meet every day for PLCs by grade level (core and electives) and DDIs occur on a weekly basis. For the coming school year, teachers will meet each day for 45 minutes for PLC. The expectations for planning include unit planning and/or projects using the TEKS Resource System. Teachers are expected to post them on their calendar or lesson plan and use student data by class period to facilitate student needs.

All students at Canyon Hills are offered the same opportunities, programs, textbooks, workbooks and technology in order to advance academically.

Students are given the opportunity to attend different activities to provide support for grade level transitions. The 8th graders transitioning to area high schools will visit their next campus high school through a planned and coordinated field trip and/or virtually. Incoming 6th graders will have an opportunity to visit and get acquainted with the campus, as well as learn about the different clubs, activities, academics, and programs either by a coordinated field trip and/or virtually.

Student safety is extremely important at Canyon Hills. It is important to note that data shows that the majority of incidents regarding bullying, drug, and violence are experienced before school, during lunch and after school when students are not in physical view of their assigned teacher. Therefore, an emphasis will be placed on safety precautions during these time frames by our campus patrol and by inviting parent volunteers to assist.

Counselors, teachers and staff members will also monitor the hallways during transition to provide guidance to students seeking assistance in finding their classrooms.

Bullying is the main cause of students wanting to commit suicide; stopping bullying will never be 100%, but all attempts to contain it whether it be by attending after school detention, school counseling, mediation and/or assignment to in-school suspension and/or parent-intervention.

Due to confidentiality, data on bullying, drug, violence, and suicide prevention is accessible by school administrators as needed on a case-by-case basis.

School Processes & Programs Strengths

Areas of Strength:

The Administrative Leadership Team continues to hold weekly brain storming sessions to work out problem areas on a weekly basis and implements and/or incorporates some of those changes.

Canyon Hills M.S. has an exceptional group of highly trained and certified teachers who provide students a quality and differentiated education built to fit the needs of all their students.

Students are provided many opportunities to plan and explore various post-secondary/career pathways while also being provided support in transitioning from elementary, to middle school and high school.

Teachers continuously monitor student progress through data from exams and benchmarks to provide students the additional support needed though enrichment, after school tutoring or Saturday school.

"Administration, the ALLs, and all teachers have been trained on the Data Driven Instruction. The DDI process is specific to content and grade level teams, each weekly meeting is led by an administrator or ALL, the a TEK is unwrapped through the DDI process, student success criteria is developed, student work is analyzed, and a plan to re-teach the gap in learning is identified and scheduled to ensure students are understanding concept."

"The campus counseling team provides students ample opportunities to plan and explore various post-secondary/career pathways through virtual and physical university visits, career research and exposure of prerequisites and qualifications of their career choice."

"In order to foster a positive and conducive learning environment, our campus promotes a culture of trust, respect, responsibility, and safety. Each teacher is required to establish specific routines and procedures as well as clear expectations in their classroom to maximize opportunities for students to learn and to spend more time engaging students through meaningful instruction.

Areas of Challenges:

In reviewing all of the programs and processes at CHMS, the missing component is a consistent behavior and discipline plan. PBIS was mentioned, posters made and distributed to teachers but subsequently taken down due to the pandemic but there is a lack of using the program with fidelity by all stakeholders. The plan should include protocols for disciplinary and attendance infractions and rewards for those who follow PBIS. The plan should also include protocols for teachers to follow in classroom management issues alleviating the need for the removal of students.

Not all students are receiving rigorous instruction that provides them with opportunities to synthesize information or the necessary scaffolds to help build cognition. Lessons need to focus on project-based learning, which include the Active Learning Framework Protocols or the New Tech Model. These best instructional practices would benefit all students to acquire deeper learning with an emphasis on solving real-world challenges. Teachers will work collaboratively as a grade-level, as a team and with ILT, to gain the support needed to scaffold instruction, gage and raise the level of rigor, while using the Active Learning Framework or the New Tech Model with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A clear and defined discipline plan needs to be developed and followed with fidelity by all personal at Canyon Hills Middle school. **Root Cause:** There is a lack of consistency and follow through when disciplinary infractions occur.

Problem Statement 2: Not all students are receiving rigorous instruction that provides them with opportunities to synthesize information or the necessary scaffolds to help build cognition. **Root Cause:** Teachers are not teaching to the depth of the TEK standards.

Problem Statement 3: There is not enough variety of clubs to suit student's interest on campus, which also results in a lack of positive behavior by students. **Root Cause:** More sponsors are needed to support additional clubs on campus

Problem Statement 4: The PE department is unable to address the remote learners when they are in the football field/basketball court area. **Root Cause:** There is no internet/Wi-Fi availability outside.

Perceptions

Perceptions Summary

Due to Covid restrictions, Canyon Hills offered a limited number of after school actitivities i.e. tutoring, sports and UIL (University Interscholastic League). These activities were inclusive to all groups of students. Due to Covid restrictions parents and community members were invited to join activities virtually, but could not attend in person. The virtual invitations did not have a large turnout even though the public was invited though various platforms and with home languages. There is a low student participation in the various after school activities.

Students are made aware of the core values of Trust, Respect and Responsiblity through SEL(Social and Emotional Learning) during Wednesday intervention and enrichment. There are standard disciplinary procedures that are proactive and reactive.   According to the most recent data, Canyon Hills had only 3 referrals of face to face students to date.

Due to Covid restrictions there has been no opportunities for parents or business and community member to volunteer on campus.

According to the first 4 six week attendance reports, attendance has been lower than the district goal of 98%, however, we care making improvements as the year progesses.

Perceptions Strengths

Strengths:

Improved discipline

The parent liason organizes parent centered events.

Students are made aware of the core values of Trust, Respect and Responsibility through SEL.

The Glitter committe has been formed to promote student and teacher morale.

Challenges:

Low turnout of virtual events

Timely requests for volunteers

New clubs/ after school activities

Promoting PTA on campus

Improving attendance

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to Covid restrictions, there is not enough participation and support on campus for clubs and activities. **Root Cause:** More sponsors are needed to support additional clubs and activities in order to increase student participation on campus.

Problem Statement 2: There is poor attendance from virtual students. **Root Cause:** Distance learning which has been a problem for students and parents who have no been properly trained on basic computer skills.

Priority Problem Statements

Problem Statement 1: Problem Statement: The morale of campus stakeholders has been measured formally and informally to identify areas of strength and weaknesses. The results showed 50% of the stakeholders were neutral or below for perceptions of shared mission, Leadership, Learning Environment, Communication, and Growth and Development.

Root Cause 1: Root Cause: Constant change in leadership and administration has led to a breakdown of school wide systems, consistent guidance, and operations at the campus.

Problem Statement 1 Areas: 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia 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
- Student surveys and/or other feedback
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: June 9, 2021

Goal 1: Active Learning
El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: Canyon Hills Middle School will increase the percentage of Meets Grade Level for all students as reported by

STAAR ELAR results from 30%(2019) to 44%.(2022).
*6th Grade from 23% (2019) to 40% (2022)
*7th Grade from 31%(2019) to 40% (2022) and
*8th Grade from 43%(2019) to 50%(2022)

STAAR Science results from 23%(2019) to 38%.(2022).

STAAR Social Studies results from 15%(2019) to 30%.(2022).

STAAR Math results from 35%(2019) to 49%.(2022).
*6th Grade from 25% (2019) to 48% (2022)
*7th Grade from 31%(2019) to 40% (2022)
*8th Grade from 40%(2019) to 49%(2022) and
*Algebra I from 93%(2019) to 100%(2022) .

    Targeted or ESF High Priority

    Evaluation Data Sources: State Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administration will engage in daily content PLC meetings to analyze and target student learning objectives based on formative and summative assessment data to improve lesson planning, instructional effectiveness and to drive RtI. Teachers will be encouraged to attend Summer instructional planning sessions to be better prepared for the upcoming school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instructional effectiveness Increase student objective mastery **Staff Responsible for Monitoring:** Active Learning Leader Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** Teacher Planning - Fringes - 211 ESEA Title I (Campus) - 211.13.614x.043.24.100.043, Teacher Planning-Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant - 211.13.6117.043.24.899.043, Teacher Planning Fringes-Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant - 211.13.614X.043.24.899.043, Teacher Planning - 211 ESEA Title I (Campus) - 211.13.6117.043.24.100.043				

Strategy 2 Details	Reviews			
Strategy 2: Student groups will be assigned based on campus common assessments (approx. every 4.5-weeks), and district 9-weeks assessment data for the Response to Intervention (RtI). Resources will be provided for teachers to allow flexible student grouping. In addition, substitutes/tutors will be provided to further small groupings within core content classes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased academic performance in at-risk populations **Staff Responsible for Monitoring:** Administration Teachers Active Learning Leader **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Purchase secondary instructional resources to support the Response to Intervention efforts in all STAAR tested subject areas in order to support Tier II and III interventions in small groups, and additional materials will be purchased to support instruction in this setting.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Active Learning Leaders **Title I Schoolwide Elements:** 2.4, 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Testing Materials 2021 - 211 ESEA Title I (Campus) - 211.11.6339.043.24.801.043 - $1,500, General Supplies--Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant - 211.11.6399.043.24.899.043, Reading Materials SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.11.6329.043.24.899.043				

Strategy 4 Details	Reviews			
Strategy 4: Provide resource to employ academic tutors that are HQ in the core content areas to decrease the teacher-student ratio and provide small group intervention during the instructional day. Funding will also provide teacher tutor pay for our after school and Saturday School tutoring.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase content knowledge of students **Staff Responsible for Monitoring:** Active Learning Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Fringes SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.11.614x.043.24.899.043 - $3,359.71, Substitues SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.11.6112.043.24.899.043 - $9,220, Tutors (Certified, Saturday School) SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.11.6117.043.24.899.043 - $3,350, Tutors (Non-Certified) SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.11.6126.043.24.899.043 - $5,814, Tutoring (Certified Tutors) 2021 - 185 SCE (Campus) - 185.11.6117.043.30.100.043 - $25,000, Tutoring (Non-certified Tutors) 2021 - 185 SCE (Campus) - 185.11.6126.043.30.100.043, Tutoring - Fringes (Certified & Non-Certified) 2021 - 185 SCE (Campus) - 185.11.614x.043.30.100.043 - $1,451, Other payroll payments--Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant - 211.11.6117.043.24.899.043, Fringes - 211 Title I, 1003 School Improvement Grant - 211.13.614X.043.24.899.043 - $938.09, Tutors - 211 Title I, 1003 School Improvement Grant - 211.11.6126.043.24.899.043				

Strategy 5 Details	Reviews			
Strategy 5: Professional Salaries for Canyon Hills M. S. teacher pay.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student success as evidence by walkthrough documentation. Increase student learning outcomes through continuous improvement.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				
Funding Sources: Salary - Professional 2021 - 211 ESEA Title I (Campus) - 211.11.6119.043.24.801.043, Fringes 2021 - 211 ESEA Title I (Campus) - 211.11.614x.043.24.801.043, Extra Duty Pay Stipends 2021 - 211 ESEA Title I (Campus) - 211.11.6118.043.24.801.043				

Strategy 6 Details	Reviews			
Strategy 6: Administrators will use TEKS Resource System YAAG tools to conduct weekly core content area walkthroughs to monitor progress and provide feedback to teachers in order to support instructional practices and progression of District scope and sequence.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student success as evidence by walkthrough documentation. Increase student learning outcomes through continuous improvement.				
Staff Responsible for Monitoring: Principal Assistant Principal District Facilitator				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 7 Details	Reviews			
Strategy 7: Support teachers with training on the use of Sheltered Instruction, Ell Made Simple, ELLevation and ESL strategies in all core content areas to improve instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased ELL student success Increase capacity of teacher understanding and implementation of language acquisition strategies for ELLs				
Staff Responsible for Monitoring: Assistant Principals Active Learning Leader Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 8 Details	Reviews			
Strategy 8: Teachers will collaborate cross content by grade levels to support professional learning instructional strategies. i.e. all core content area teachers will focus on writing to improve their skills, etc.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Benchmarks, Formative Assessments Increased STAAR Scores, **Staff Responsible for Monitoring:** Principal, A.P.'s, ALL's, District Facilitators, Instructional Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 9 Details	Reviews			
Strategy 9: Instructional small group workshops will be held on a regular basis to further provide RtI Tier I support for struggling students.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student scores over time. **Staff Responsible for Monitoring:** Principal, A.P.'s, ALL's, District Facilitators, PSP, Instructional Coordinator **Title I Schoolwide Elements:** 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
Strategy 10: Provide training and modeling of lesson delivery, use of products in PLC's & individualized PD in development of Student Learning Objectives will be initiated to enhance teacher and administration support	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Better prepared students **Staff Responsible for Monitoring:** Administration, ALL's **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Teacher Training SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.13.6299.043.24.899.043 - $11,500				

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.

Performance Objective 2: Promote Active Learning Environments which encompass the use of technology, Data Driven Training in New Tech and Active Learning Framework Classrooms.

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide funding for general supplies, instruments, technology, equipment, single use software, and web based subscriptions, for instruction for all students to include At-Risk and Library.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Curriculum. Lesson Plans				
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Funding Sources: Miscellaneous Operating Costs 2021-2022 - 185 SCE (Campus) - 185.11.6499.043.30.000.043 - $2,000, Instructional Technology SIG 21-22 (MacBooks) (Pre-award) - 211 Title I, 1003 School Improvement Grant - 211.11.6395.043.24.899.043, Technology - 211 ESEA Title I (Campus) - 211.31.6395.043.24.801.043, Technology and Equipment - 185 SCE (Campus) - 185.11.6395.043.30.000.043 - $10,000, General Supplies 2021-2022 - 185 SCE (Campus) - 185.11.6399.043.30.000.043 - $19,349, General Supplies-2021-2022 - 211 ESEA Title I (Campus) - 211.11.6399.043.24.801.043 - $4,727, Software 2021-2022 - 211 ESEA Title I (Campus) - 211.11.6397.043.24.801.043 - $4,150, Technology and Equipment-Library - 211 ESEA Title I (Campus) - 211.12.6399.043.24.801.043 - $0, Reading Materials 2021-2022 - 185 SCE (Campus) - 185.11.6329.043.30.000.043, General Supplies Counselor 2021-2022 - 211 ESEA Title I (Campus) - 211.31.6399.043.24.801.043 - $1,000, Reading Materials-Library 2021-2022 - 211 ESEA Title I (Campus) - 211.12.6329.043.24.801.043 - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will submit Lesson Plans on a 2-week cycle with a focus from the Texas Resource System. Scaffolding, formative activities and reteaching opportunities will be created during PLC's. Administration will review submitted lesson plans weekly once per 9 weeks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Effective Lesson Planning				
Staff Responsible for Monitoring: Principal, Assistant Principals and ALL's				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

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.

Performance Objective 3: Systematically provide Response to Intervention support to all students throughout campus within the school day.

Evaluation Data Sources: STAAR Tests, Mock Exams, Benchmark exams, formative assessments

Strategy 1 Details	Reviews			
Strategy 1: The daily bell schedule has been developed to provide targeted intervention during the school day within the enrichment classes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in targeted intervention for students. **Staff Responsible for Monitoring:** Principal, A. P.'s, ALL's **Title I Schoolwide Elements:** 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 - **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Training in the areas of Response to Intervention and Data Driven Instruction will be provided to all Canyon Hills Middle School core content area teachers so that teachers are better able to identify and then close the learning gaps in students. Furthermore, general supplies and reading materials will be purchased for professional development for teachers and administration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement of targeted intervention for students. Deeper understanding of the TEKS by teachers. **Staff Responsible for Monitoring:** Principal, A.P.'s, ALL's **Title I Schoolwide Elements:** 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** Data Driven instruction - 211 Title I, 1003 School Improvement Grant - 211.13.6239.043.24.899.043				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and students will be given a data chart to review data as a class every 4.5 and 9-week period and students will maintain and monitor their own goal sheets by tested content area.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Knowledge of progress by both the teachers and students over time. **Staff Responsible for Monitoring:** Teachers and Students **Title I Schoolwide Elements:** 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				

Goal 2: Great Community Schools

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

Performance Objective 1: Canyon Hills Middle School will establish protocols to ensure that the campus Average Daily Attendance (ADA) rate increases from 96% to 97% or higher as reported on TEAMS by June 2022.

Evaluation Data Sources: Attendance Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and action plans to ensure student attendance is closely monitored and the care team is available to work with students who struggle with attendance.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Pull-Out Artifacts Office 365 Folders Attendance Contracts Increase Student Daily Attendance **Staff Responsible for Monitoring:** Administration Care Team Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Establish attendance intervention processes to include the regular assistance from the Alpha Team and Anti-Truancy team for scheduled outreach activities.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase daily student attendance rate **Staff Responsible for Monitoring:** Administration Attendance intervention team Attendance clerk Alpha Team - Anti-Truancy **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			

Strategy 3: Provide incentives for student attendance improvement based on 3-week attendance monitoring. Recognitions , incentives, and graduation materials will be purchased.
    Strategy's Expected Result/Impact: Increase daily student attendance rate
    Staff Responsible for Monitoring: Assistant Principal
Attendance Care Team
Attendance Clerk
    Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy**
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Goal 2: Great Community Schools

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

Performance Objective 2: Canyon Hills Middle School will decrease the number of disciplinary referrals by 10%, target goal is 788 or less, as reported on Tableau by June 2022.

    Evaluation Data Sources: Tableau
    Teacher Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Implement and maintain the procedural requirements for 100% of students to actively engage in campus behavioral expectations. Establish protocols to sustain a recognition system in areas such as attendance, grades, leadership, team-work, pride, etc.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Handbooks
Office 365 Documentation of Efforts
Improvement in Student Behavior
 	
    Staff Responsible for Monitoring: Administration
Counselors
Teachers
 	
    Title I Schoolwide Elements: 2.6, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources to support, establish and model research-based strategies in the area of Positive Behavior Intervention and Support for year 5 implementation campus-wide.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Campus Discipline Plan
Self-Audits x 3 weeks (Campus Initiative)
District Discipline Audits (x 6 weeks)
 	
    Staff Responsible for Monitoring: Administration
Teachers
Counselors
PBIS Committee
 	
    Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will provide small group focused support for students engaged in, or victim of, any disciplinary offense incidents that may impede the students improvement academically, psychologically or socially.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student Group Attendance **Staff Responsible for Monitoring:** Counselors **Title I Schoolwide Elements:** 2.6, 2.6 **Funding Sources:** Reading Materials-Counselor 2021 - 185 SCE (Campus) - 185.31.6329.043.30.000.043 - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide resources to support student participation in academic learning experiences off campus, within the El Paso and surrounding communities, in order to establish community partnerships and awareness that results in positive social-emotional outcomes for all participants.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Field Trip Requests Lesson Plans Surveys **Staff Responsible for Monitoring:** Counselors Teachers and Staff Administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Build collaborative relationships with High Schools to reinforce positive behavior among students at Canyon Hill M.S. Reinforce PBIS and the Cobra Code as well as conduct behavioral walkthroughs to identify students who are struggling with the discipline expectations. Provide struggling students with a mentor to reinforce behavioral expectations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fewer discipline referrals/fewer serious discipline referrals **Staff Responsible for Monitoring:** Administration, counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Goal 2: Great Community Schools

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

Performance Objective 3: Canyon Hills Middle School will provide a systemic approach to improve the climate and culture responses by 10% or more as reported on the district-wide survey results by June, 2022.

    Evaluation Data Sources: Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Establish systems to recognize faculty and staff for their hard work, and provide team building activities that support faculty and staff in building a positive school culture.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Building of a positive culture
Look into the possibility of having hospitality meeting for teacher and staff/promote positive campus culture/teacher rapport
    Staff Responsible for Monitoring: Administration
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Communication systems will be developed and evaluated to improve the communication between all stakeholders on campus. Use of email, texting, instant messaging and the Blackboard messaging will be utilized more frequently to accomplish a better communication system.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Establish Cobra Communication Committee
Better Communication
    Staff Responsible for Monitoring: Administration, administrative personnel
Counselors
Faculty and Staff
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Processes and systems will be implemented in order to promote wellness and safety for all students, faculty, and staff at Canyon Hills. This will include the purchase of materials, supplies, and equipment. Implement an entry and exit process to the campus and the training of faculty, staff and students on those processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Promote wellness and safety protocols
    Staff Responsible for Monitoring: Site Coordinator
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Goal 2: Great Community Schools

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

Performance Objective 4: 90% of Faculty and Professional Staff will be provided professional development and be trained in the areas of EL, SPED, and Economically Disadvantaged students.

    Evaluation Data Sources: Improved Instruction For All Students.

Strategy 1 Details	Reviews			
Strategy 1: Provide substitutes for professional development for teachers and Paraprofessionals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in instruction to all students. **Staff Responsible for Monitoring:** Principal, A.P.'s, PEIMS Clerk **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes - 211 Title I, 1003 School Improvement Grant - 211.11.6112.043.24.899.043, Fringes - 211 Title I, 1003 School Improvement Grant - 211.11.6141.043.24.899.043	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide for out of town/in-town travel expenses for Administration, teachers and staff for professional staff development to include registration fees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and staff applying new strategies in the classroom. Teachers presenting at PLC's. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Administrator Training SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.23.6499.043.24.899.043, Travel 2021 - 185 SCE (Campus) - 185.13.6411.043.30.000.043, Administration Training--Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant - 211.13.6411.043.24.899.043, Breakthrough Coaching for Administration SIG 20-21 - 211 Title I, 1003 School Improvement Grant - 211.23.6411.043.24.899.043 - $13,000	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide Consulting Services for Canyon Hills faculty and staff in order to continue to build a positive campus capacity.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Professional Development Administrator/Teacher growth towards meeting goals.				
Staff Responsible for Monitoring: Principal, Assistant Principal's, ALL's				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

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: Canyon Hills will systematically evaluate and implement with fidelity 100% of all instructional initiatives, programs, and resources in the 2020-2021 school year.

> **Evaluation Data Sources:** Master Schedule
> PLC artifacts
> Classroom Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Canyon Hills will offer professional development for PBIS and implement with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve students' behavior campus wide.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Coppock - AP and PBIS team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Canyon Hills M.S. will schedule an Enrichment period for students to take part in Social Emotional Learning activities through the use of the Second Step Program.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Well rounded students and teachers.				
Staff Responsible for Monitoring: Teachers, Instructional Leadership team.				
Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Canyon Hills will provide instructional supplies to the Fine Arts programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation in extracurricular activities.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Harper - AP and Mr. Eby - Fine Arts Chair				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Canyon Hills Middle School will transition to implementing the New Tech Network campus wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of Community based and/or network projects.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Cobra Tech Academy Director Cobra Tech Academy Teachers				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

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: Canyon Hills will establish communication protocols to keep parents, stakeholders and the community informed and involved in all aspects of the campus (focus groups, PTSA, Open House, Parent-Teacher Conferences, informational meetings, athletic parent meetings, clubs, after-school activities, volunteering, Parent Portal, Schoology and technology used) which in turn increases the number of parental involvement and community outreach events,

    Evaluation Data Sources: Parent Meeting Documentation
Campus Calendar
Office 365 Folder
PTSA membership
CIT
Meeting sign-in sheets
Parent Portal usage

Strategy 1 Details	Reviews			
Strategy 1: Support the ongoing relationship with the CHMS Parent Teacher Association by hosting monthly meetings aimed at building capacity and involvement by parents on the campus. This will include snacks, refreshments, and coffee for parents attending meetings.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased parental engagement and participation in campus decision making
   Staff Responsible for Monitoring: Administration
 Parent Liaison
 Parent Teacher Association Members
   Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
   Funding Sources: Misc. Operating Costs-Parents - 211 ESEA Title I (Campus) - 211.61.6499.043.24.801.043 - $500, Misc. Operating Costs-Parents (snacks for parent engagement activities) - 211 ESEA Title I (Campus) - 211.61.6499.043.24.801.043, General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.043.24.801.043 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Provide informational materials, reading materials, supplies, equipment and snacks to support all parental engagement activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Out-Reach Artifacts
 Parent Surveys
 Increased communication with parents of major campus initiatives and opportunities
   Staff Responsible for Monitoring: Administration
 Parent Liaison
   Title I Schoolwide Elements: 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with staff development at the beginning of the school year on the importance of communicating with Parent Liaison all parent meetings scheduled throughout the year. Provide teachers and staff with a virtual link (Microsoft Office Form) that will allow them to instantly share upcoming meeting information with our Parent Liaison, admin team and campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: On-going communication with teachers and staff on the parent meetings being conducted for the campus. **Staff Responsible for Monitoring:** Teachers/Staff Admin Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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: Canyon Hills will seek new club opportunities to support the ongoing clubs, activities and after school events to increase the students social-emotional well-being, communication skills, foster their creative thinking and expand their teamwork capabilities in a safe after school area.

Evaluation Data Sources: Number of after school activities and clubs, Sign in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide technology resources such as a poster-maker, IPADs, and audio equipment to support after school clubs and activities to include Chess Club, Novel Reading Groups, Cobra Beats, Athletics, Intramurals, etc.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create a positive campus culture. Increase social opportunities. **Staff Responsible for Monitoring:** Club Sponsors Administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide supplies and resources to support after school clubs and activities to include Chess Club, Novel Reading Groups, Cobra Beats, Athletics, Intramural, etc.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create a positive campus culture. Increase social opportunities. **Staff Responsible for Monitoring:** Club Sponsors Administration **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Develop and disseminate an interest survey to students and faculty to determine the types of activities students and faculty are willing to attend or sponsor.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Development of new activites/clubs **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Title I Personnel

Name	Position	Program	FTE
Karla Marmolejo	Middle School Science	ESSA Tilte 1	1
Mario Lopez	Middle School Social Studies	ESSA Title 1	1
Vicente Hernandez	Middle School Math	ESSA Title 1	1

Campus Funding Summary

			185 SCE (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutoring (Certified Tutors) 2021	185.11.6117.043.30.100.043	$25,000.00
1	1	4	Tutoring (Non-certified Tutors) 2021	185.11.6126.043.30.100.043	$0.00
1	1	4	Tutoring - Fringes (Certified & Non-Certified) 2021	185.11.614x.043.30.100.043	$1,451.00
1	2	1	Miscellaneous Operating Costs 2021-2022	185.11.6499.043.30.000.043	$2,000.00
1	2	1	Technology and Equipment	185.11.6395.043.30.000.043	$10,000.00
1	2	1	General Supplies 2021-2022	185.11.6399.043.30.000.043	$19,349.00
1	2	1	Reading Materials 2021-2022	185.11.6329.043.30.000.043	$0.00
2	2	3	Reading Materials-Counselor 2021	185.31.6329.043.30.000.043	$1,000.00
2	4	2	Travel 2021	185.13.6411.043.30.000.043	$0.00
				Sub-Total	$58,800.00
				Budgeted Fund Source Amount	$58,800.00
				+/- Difference	$0.00
			211 Title I, 1003 School Improvement Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher Planning-Carryover SIG 2020	211.13.6117.043.24.899.043	$0.00
1	1	1	Teacher Planning Fringes-Carryover SIG 2020	211.13.614X.043.24.899.043	$0.00
1	1	3	General Supplies--Carryover SIG 2020	211.11.6399.043.24.899.043	$0.00
1	1	3	Reading Materials SIG 20-21	211.11.6329.043.24.899.043	$0.00
1	1	4	Fringes SIG 20-21	211.11.614x.043.24.899.043	$3,359.71
1	1	4	Substitues SIG 20-21	211.11.6112.043.24.899.043	$9,220.00
1	1	4	Tutors (Certified, Saturday School) SIG 20-21	211.11.6117.043.24.899.043	$3,350.00
1	1	4	Tutors (Non-Certified) SIG 20-21	211.11.6126.043.24.899.043	$5,814.00
1	1	4	Other payroll payments--Carryover SIG 2020	211.11.6117.043.24.899.043	$0.00
1	1	4	Fringes	211.13.614X.043.24.899.043	$938.09
1	1	4	Tutors	211.11.6126.043.24.899.043	$0.00
1	1	10	Teacher Training SIG 20-21	211.13.6299.043.24.899.043	$11,500.00
1	2	1	Instructional Technology SIG 21-22 (MacBooks) (Pre-award)	211.11.6395.043.24.899.043	$0.00

211 Title I, 1003 School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Data Driven instruction	211.13.6239.043.24.899.043	$0.00
2	4	1	Substitutes	211.11.6112.043.24.899.043	$0.00
2	4	1	Fringes	211.11.6141.043.24.899.043	$0.00
2	4	2	Administrator Training SIG 20-21	211.23.6499.043.24.899.043	$0.00
2	4	2	Administration Training--Carryover SIG 2020	211.13.6411.043.24.899.043	$0.00
2	4	2	Breakthrough Coaching for Administration SIG 20-21	211.23.6411.043.24.899.043	$13,000.00
				Sub-Total	$47,181.80
				Budgeted Fund Source Amount	$47,181.80
				+/- Difference	$0.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Planning - Fringes	211.13.614x.043.24.100.043	$0.00
1	1	1	Teacher Planning	211.13.6117.043.24.100.043	$0.00
1	1	3	Testing Materials 2021	211.11.6339.043.24.801.043	$1,500.00
1	1	5	Salary - Professional 2021	211.11.6119.043.24.801.043	$0.00
1	1	5	Fringes 2021	211.11.614x.043.24.801.043	$0.00
1	1	5	Extra Duty Pay Stipends 2021	211.11.6118.043.24.801.043	$0.00
1	2	1	Technology	211.31.6395.043.24.801.043	$0.00
1	2	1	General Supplies-2021-2022	211.11.6399.043.24.801.043	$4,727.00
1	2	1	Software 2021-2022	211.11.6397.043.24.801.043	$4,150.00
1	2	1	Technology and Equipment-Library	211.12.6399.043.24.801.043	$0.00
1	2	1	General Supplies Counselor 2021-2022	211.31.6399.043.24.801.043	$1,000.00
1	2	1	Reading Materials-Library 2021-2022	211.12.6329.043.24.801.043	$2,500.00
4	1	1	Misc. Operating Costs-Parents	211.61.6499.043.24.801.043	$500.00
4	1	1	Misc. Operating Costs-Parents (snacks for parent engagement activities)	211.61.6499.043.24.801.043	$0.00
4	1	1	General Supplies	211.61.6399.043.24.801.043	$0.00
				Sub-Total	$14,377.00
				Budgeted Fund Source Amount	$14,377.00
				+/- Difference	$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	$120,358.80