

El Paso Independent School District
Guillen Middle School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



1 Family, 1 Team, 1 Goal
WE ARE GUILLEN

Mission Statement

Mission

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

Vision

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

- Dual language program will re-inforce native language and culture in our economic groups.
- SPED students met academic achievement status in Reading and showed __21%__.
- Economically disadvantaged students met target growth in Reading.

Weaknesses:

- Student Mobility
- School location
- High number of ELL's enrolled that have been in the U.S. 3 year and less

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2020-2021 school year, Guillen Middle school has seen a significant decrease in enrollment. **Root Cause:** Need of recruitment event from elementary schools, show case sports and programs.

Problem Statement 2 (Prioritized): In 2020-2021 school year, economically disadvantaged students have faced different behavioral/emotional obstacles that lead to academic impact. **Root Cause:** School location, growth of economic groups, piloting SEL (which will serve to improve/help issue once improved)

Student Learning

Student Learning Summary

Guillen Middle School 2019 STAAR results: OVERALL: D

Domain 1: OVERALL: 57

Reading 50 approaches, 22 meets and 8 masters

Math 70 approaches, 32 meets and 10 masters,

Writing 46 approaches, 17 meets and 5 masters,

Science 56 approaches, 28 meets and 10 masters,

Social Studies 31 approaches, 8 meets and 4 masters,

DOMAIN 2: OVERALL 63

Student Growth Reading: 65

Student Growth Math: 61

DOMAIN 3:

Closing the Gap 65

At Guillen Middle School we are concentrated on increasing student achievement and empowerment by relying heavily on a school improvement process that includes best practices. Through implementation on successful RTI through afterschool programs - that support teachers with discipline, intervention programs, and tutoring opportunities- such as afterschool tutoring and Saturday School.

Student populations are unbalanced, equitable scheduling would help alleviate and balance the pod loads of special populations. Implementing consistent opportunities for our students to speak in class, through projects or presentation. This can support our LEP populations in showing growth in their TELPAS, instead of regressing.

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

Through ongoing communication and collaboration in PLC and data driven instruction we can achieve our academic goals for 2020-2021.

Student Learning Strengths

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

DOMAIN **2** : OVERALL **63**

Student Growth Reading: **65**

Student Growth Math: **61**

DOMAIN **3**:

Closing the Gap **65**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Spring 2019 STAAR Academic Achievement was not met. **Root Cause:** Lack of consistent instructional systems. Unbalanced populations within pods, lack of equitable scheduling.

Problem Statement 2 (Prioritized): In 2019 , out of the 522 students were tested through TELPAS 40 students scored Advanced High. However, no one was exited from the LEP program. **Root Cause:** The speaking portion of the TELPAS is where our students struggle the most. Only 1 student of the 522 scored AH in speaking.

Problem Statement 3 (Prioritized): Lack of strength in best practices, district initiatives. **Root Cause:** Lack of instructional resources that align with state standards, and district initiatives.

School Processes & Programs

School Processes & Programs Summary

- Guillen Middle School provides all students the opportunity to learn. Teachers are provided with the opportunity to plan, go over data, and communicate with their department during PLC. Guillen Middle School will shift to a 45 minute period schedule to accommodate teachers and students with the opportunity provide excellent educational services to our students. Guillen Middle School will employ a mentoring program in order to have higher teacher retention and teacher Buy-In. New teachers to campus will have support and guidance through their first year on procedures, content area, and other areas of need.
- Guillen Middle School is working to further academic success by implementing district initiatives and focusing in Dual Language and Project Based Learning. We will align throughout campus by focusing on these two initiatives.
- College Readiness brings higher academic opportunity awareness to our Guillen students. It will be implemented into the advisory period.

School Processes & Programs Strengths

Guillen Middle School implemented the 3-6-9 checkpoint across all contents to incorporate the evaluation of data to guide instruction, to include differentiated instruction, and RTI within the first teach. PBIS implementation throughout campus has been effective providing incentives to well behaved students. The Fitness and Wellness program has been successful as an afterschool opportunity for students to gain health and wellness skills. SEL is used to provide emotional support to Guillen students enforcing morals and values.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2019-2020 teachers had PLC once a week and having only one conference period a day led to teacher overload lack of communication.

Root Cause: Master schedule was implemented without considering our campus needs

Problem Statement 2 (Prioritized): In 2019-20 teacher retention has been an issue. **Root Cause:** We lack a mentor program and support for teachers who are new to our campus.

Problem Statement 3 (Prioritized): In 2019-20 expectations on multiple initiatives being implemented have not been clear causing strain and lack of fidelity. Focus should be on Dual Language and PBL **Root Cause:** We have multiple initiatives.

Problem Statement 4 (Prioritized): No college readiness program has been implemented. **Root Cause:** Lack of coordination and time because main focus is SEL.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In 2019-2020 school year parental involvement has been stagnant. **Root Cause:** Guillen MS lacked a parent liaison for the fall semester. Parent liaison is currently housed in Annex building, creating breakdown in communication between parents and teachers.

Problem Statement 2 (Prioritized): In 2019-2020 student attendance is not at middle school optimum. **Root Cause:** Unable to hold parents accountable for truancy. In addition, campus is unaware of services provided such as the Alpha Team.

Problem Statement 3 (Prioritized): Bullying continues to be an issue, as per faculty and staff. **Root Cause:** Lack of awareness, support, and structures not put in place since the beginning of the school year.

Priority Problem Statements

Problem Statement 1: In 2020-2021 school year, Guillen Middle school has seen a significant decrease in enrollment.

Root Cause 1: Need of recruitment event from elementary schools, show case sports and programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 2020-2021 school year, economically disadvantaged students have faced different behavioral/emotional obstacles that lead to academic impact.

Root Cause 2: School location, growth of economic groups, piloting SEL (which will serve to improve/help issue once improved)

Problem Statement 2 Areas: Demographics

Problem Statement 3: In Spring 2019 STAAR Academic Achievement was not met.

Root Cause 3: Lack of consistent instructional systems. Unbalanced populations within pods, lack of equitable scheduling.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2019 , out of the 522 students were tested through TELPAS 40 students scored Advanced High. However, no one was exited from the LEP program.

Root Cause 4: The speaking portion of the TELPAS is where our students struggle the most. Only 1 student of the 522 scored AH in speaking.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of strength in best practices, district initiatives.

Root Cause 5: Lack of instructional resources that align with state standards, and district initiatives.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: In 2019-2020 teachers had PLC once a week and having only one conference period a day led to teacher overload lack of communication.

Root Cause 6: Master schedule was implemented without considering our campus needs

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In 2019-20 teacher retention has been an issue.

Root Cause 7: We lack a mentor program and support for teachers who are new to our campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: In 2019-20 expectations on multiple initiatives being implemented have not been clear causing strain and lack of fidelity. Focus should be on Dual Language and PBL

Root Cause 8: We have multiple initiatives.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: No college readiness program has been implemented.

Root Cause 9: Lack of coordination and time because main focus is SEL.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: In 2019-2020 school year parental involvement has been stagnant.

Root Cause 10: Guillen MS lacked a parent liaison for the fall semester. Parent liaison is currently housed in Annex building, creating breakdown in communication between parents and teachers.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: In 2019-2020 student attendance is not at middle school optimum.

Root Cause 11: Unable to hold parents accountable for truancy. In addition, campus is unaware of services provided such as the Alpha Team.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Bullying continues to be an issue, as per faculty and staff.

Root Cause 12: Lack of awareness, support, and structures not put in place since the beginning of the school year.

Problem Statement 12 Areas: Perceptions

Goals

Revised/Approved: May 14, 2020

Goal 1: Active Learning

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





Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction - Goal: Guillen Middle School will maximize achievement for all students in 100% of all classrooms by providing students with project base learning experience, inquiry base, hands-on, Dual Language exposure, in-depth and multi-faceted active-learning activities 85% of class time. By the end of the school year monitored by weekly walk - throughs. Saturday planning sessions for teachers will be provided as needed.

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

Summative Evaluation: None

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

<p>Strategy 2: Purchase testing materials such as mentoring minds, STAAR Master, STAAR Ready from Curriculum and Associates, Lone Star Learning, Hedgehog, Lowman Consulting, and Common Assessments printed in EPISD print shop for all students to include Economically Disadvantaged, At-Risk and other struggling Learners.</p> <p>Strategy's Expected Result/Impact: Increased Student Learning</p> <p>Staff Responsible for Monitoring: Administration ALL's Department Chairs Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Testing Materials - 185 SCE (Campus) - 185.11.6339.044.30.000.044 - \$5,000, - 211 ESEA Title I (Campus) - 211.11.6339.044.30.000.044</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: PLC will serve as the avenue for curriculum alignment, development of rigor, sharing best practices, professional development, and RTI tiering instruction and support for students. Teachers will evaluate student progress. A transfer of funds will be available to cover for substitutes for professional development. Teachers will have an opportunity to collaborate and plan on Saturday if needed.</p> <p>Strategy's Expected Result/Impact: An increase in approaches, meets and masters passing rate for students in benchmarks and STAAR exams. Improvement for classroom engagement.</p> <p>Staff Responsible for Monitoring: administrations, All's, instructional coach, SPED coach, teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Fringe Pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6141.044.24.100.044 - \$44, Substitute pay for planning days - 211 ESEA Title I (Campus) - 211.11.6112.044.24.362.044 - \$15,000, Fringe pay for substitutes - 211 ESEA Title I (Campus) - 211.11.6141.044.24.362.044 - \$218, Fringe pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6149.044.24.100.044 - \$112, Teacher extra pay for Saturday - 211 ESEA Title I (Campus) - 211.13.6117.044.24.100.044 - \$3,000, Fringe Pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6146.044.24.100.044 - \$23, Fringe pay for teacher extra pay - 211 ESEA Title I (Campus) - 211.13.6148.044.24.100.044 - \$45</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In Spring 2019 STAAR Academic Achievement was not met. Root Cause: Lack of consistent instructional systems. Unbalanced populations within pods, lack of equitable scheduling.
School Processes & Programs
Problem Statement 1: In 2019-2020 teachers had PLC once a week and having only one conference period a day led to teacher overload lack of communication. Root Cause:

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Special Education / ESOL / Dual Language Goal: Guillen Middle School will implement a Co- Teach model by creating course sections within schedule to support Special Education students in core subject areas that will include a Special Education teacher and a Core teacher to increase the EOC passing rate and closing the gap. Guillen Middle School will create core sections in the master schedule sections to support EL students in core areas with additional ESOL and SIOP strategies and promote Dual Language through-out the school year.

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

Summative Evaluation: None

<p>Strategy 1: Guillen Middle school will provide department generated after-school tutoring and Saturday school, utilizing data to meet the specific needs of individual students. Funding for tutoring will include tutoring by teachers, Tutor Aid and snacks and drinks for students attending tutoring in all student tiered groups.</p> <p>Strategy's Expected Result/Impact: Increased: Student Learning STAAR outcome Passing rate</p> <p>Staff Responsible for Monitoring: Administration ALL's Department Chairs Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Fringe pay for teacher and part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6141.044.24.100.044 - \$378, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6148.044.24.100.044 - \$104, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6149.044.24.100.044 - \$207, Part-time tutor pay - 211 ESEA Title I (Campus) - 211.11.6126.044.24.100.044 - \$11,000, Certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6117.044.24.100.044 - \$13,819, Fringe pay for certified teacher tutor pay - 211 ESEA Title I (Campus) - 211.11.6146.044.24.100.044 - \$1,208</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning

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





Directly Supports:

Board Goals 1-3

Performance Objective 3: Gifted and Talented/ Pre- AP - Goal- Teachers will use data to identify and group students based on need to address, academic gaps and growth. Teachers will evaluate student progress, review student assessment data to address areas of weakness and strengths to differentiate interventions and enrichment. Effectively utilize best practices to increase rigor.

Evaluation Data Sources: Increase STAAR scores 2021

Summative Evaluation: None

<p>Strategy 1: Provide resources, instructional materials for teachers including time to collaborate, in order to model best practices for improving students enrichment. A transfer can be made to improve professional Development.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement, student grades, state assessment and passing rate.</p> <p>Staff Responsible for Monitoring: Administration ALL's Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.801.044 - \$13,728</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide teachers time to plan during PLC to focus on individual student needs and lesson plans.</p> <p>Strategy's Expected Result/Impact: lesson plans uploaded on schoology RtI tiers and intervention documented CCRP Best practice in NT and DL sharing during PLC</p> <p>Staff Responsible for Monitoring: Administration ALL's Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Great Community Schools





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

Performance Objective 1: Employee retention and recruitment : Guillen Middle School will hire only highly qualified faculty and staff and will implement strategies to reduce the turn over rate as reported on the TAPR.

Evaluation Data Sources: Academic Improvement

Summative Evaluation: None

<p>Strategy 1: Guillen Middle School will provide resources to promote incentives for Faculty and Staff to increase motivation, retention, and improve campus moral.</p> <p>Strategy's Expected Result/Impact: Improvement of campus climate to ensure Faculty and Staff positive morale.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Math & Science Teachers - 211 ESEA Title I (Campus) - 211.11.6119.044.24.801.044 - \$108,618, Fringes for Math & Science Salaries - 211 ESEA Title I (Campus) - 211.11-6141.044.24.801.044 - \$9,775, Campus Teaching Coach (.5 FTE) - 211 ESEA Title I (Campus) - 211.13.6119.044.24.801.044 - \$29,298, Fringes for Campus Teaching Coach (.5 FTE) - 211 ESEA Title I (Campus) - 211.13.6141.24.801.044 - \$1,085</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Guillen Middle School will create school wide positive support through PBIS, SEL to improve academic and behavior targets that are endorsed and emphasize by Faculty and Staff, students, and families. Creating a safe a positive climate</p> <p>Strategy's Expected Result/Impact: Parental involvement, positive student behavior, improvement of classroom discipline, Improvement classroom management, positive teacher staff moral</p> <p>Staff Responsible for Monitoring: PBIS committee, Teacher mentors, Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Teacher Travel - 211 ESEA Title I (Campus) - 211.13.6411.044.24.801.044, Teacher In-Town Registration - 211 ESEA Title I (Campus) - 211.13.6499.044.24.801.044, Admin Travel - 211 ESEA Title I (Campus) - 211.23.6411.044.24.801.044, Admin In-Town Registration - 211 ESEA Title I (Campus) - 211.23.6499.044.24.801.044</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Hire a Focus on Children and Families (FCF) Intervention Specialits to assist families with using community resources to streghten their family life so they provide support their children need and establish a strong academic foundation.</p> <p>Strategy's Expected Result/Impact: Increase academic performance by addressing social emotional aspect of the student.</p> <p>Staff Responsible for Monitoring: Principal District Personel</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Fringe - 185 SCE (Campus) - 185.11.6143.044.30.000.044 - \$216, Fringe - 185 SCE (Campus) - 185.11.6148.044.30.000.044 - \$195.71, Fringe - 185 SCE (Campus) - 185.11.6149.044.30.000.044 - \$391.42, Fringe - 185 SCE (Campus) - 185.11.6142.044.30.000.044 - \$2,661.50, FCF Intervention Specialist Salary - 185 SCE (Campus) - 185.32.6119.044.30.000.044 - \$26,094, Fringe - 185 SCE (Campus) - 185.32.6141.044.30.000.044 - \$378.37</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: In 2020-2021 school year, economically disadvantaged students have faced different behavioral/emotional obstacles that lead to academic impact. Root Cause: School location, growth of economic groups, piloting SEL (which will serve to improve/help issue once improved)</p>
School Processes & Programs
<p>Problem Statement 3: In 2019-20 expectations on multiple initiatives being implemented have not been clear causing strain and lack of fidelity. Focus should be on Dual Language and PBL Root Cause: We have multiple initiatives.</p>

Goal 2: Great Community Schools

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





Performance Objective 2: Guillen Middle School will implement a clear, consistent campus discipline plan that results in a positive, safe school culture that will help in decreasing the discipline referrals from previous years. Utilize the PBIS committee to support discipline and implement PBIS structure utilizing Faculty and Student Handbook that include focus areas to improve campus culture; Including instructional and motivational resources to support PBIS and SEL.

Evaluation Data Sources: Discipline Audit Reports and Attendance reports

Summative Evaluation: None

<p>Strategy 1: Counselors, through out the year will present to students on various topics from anti-bullying, college awareness, drug abuse, self-esteem, suicide prevention, and other character guidance lessons. Counselors will need to purchase various Cd's and materials to assist them with lesson presentation.</p> <p>Strategy's Expected Result/Impact: Student support through PBIS / SEL</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide incentives such as Red Ribbon Week, certificates, medals, trophies, pencils, bumper stickers, assemblies. Certificates for perfect attendance. Send students on educational field trips to encourage and peak their interest in history, science and other core subjects. Will purchase tutoring snacks for after school and Saturday school tutoring.</p> <p>Strategy's Expected Result/Impact: Promote positive behavior and increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Students Field Trips - 211 ESEA Title I (Campus) - 211.11.6499.044.24.801.044 - \$800</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Guillen Middle School will implement a clear, consistent campus discipline plan that results in a positive, safe school culture that will help in decreasing the discipline referrals from previous years. Utilize the PBIS committee to support discipline and implement PBIS structure utilizing Faculty and Student Handbook that include focus areas to improve campus culture; Including instructional and motivational resources to support PBIS and SEL.</p> <p>Strategy's Expected Result/Impact: To enhance positive school climate through out the year.</p> <p>Staff Responsible for Monitoring: Administration team Counselors PBIS/SEL committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: In 2019-20 expectations on multiple initiatives being implemented have not been clear causing strain and lack of fidelity. Focus should be on Dual Language and PBL Root Cause: We have multiple initiatives.
Perceptions
Problem Statement 3: Bullying continues to be an issue, as per faculty and staff. Root Cause: Lack of awareness, support, and structures not put in place since the beginning of the school year.

Goal 2: Great Community Schools

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

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

Evaluation Data Sources: Teacher/Mentor Professional Development participation and Teacher retention

Summative Evaluation: None

Goal 3: Lead with Character and Ethics





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

Performance Objective 1: Systematically evaluate 100% of all instructional programs, initiatives and resources in 2020-2021. Guillen Middle School's goal is to systematically evaluate total expenses of instructional initiatives , programs and resources. The framework and process for insuring that resources are distributed in a timely and equitable manner for 2020-2021 school year.

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

Summative Evaluation: None

<p>Strategy 1: Provide resources that support classroom instructions such as equipment, educational supplies, instructional supplies and technology. Strategy's Expected Result/Impact: Increase participation in extra-curricular activities and college and career readiness. Staff Responsible for Monitoring: Principal Assistant Principals ALL's Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Provide in and out of town travel for campus administrators and teachers for staff development training's to include registrations fees for district supported initiatives. ELL Made Simple professional development will be provided for teachers and administrators. Provide opportunities for school sponsored events and academic field trips and funding for end of year activities. Substitutes will be provided for teachers to attend power planning sessions. Strategy's Expected Result/Impact: Increase student achievement and high school readiness Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Professional Development - 211 ESEA Title I (Campus) - 211.13.6299.044.24.019.044 - \$26,000, Professional development - 211 ESEA Title I (Campus) - 211.13.6299.044.24.801.044 - \$5,000, Travel - 211 ESEA Title I (Campus) - 211..13.6411.044.24.801.044 - \$5,000, Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.13.6499.044.24.801.044 - \$1,500, Travel - 211 ESEA Title I (Campus) - 211.23.6411.044.24.801.044 - \$2,000, Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.23.6499.044.24.801.044 - \$250, Student Travel - 211 ESEA Title I (Campus) - 211.11.6411.044.24.362.044, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.044.24.362.044, Substitutes (Fringe) - 211 ESEA Title I (Campus) - 211.11.6141.044.24.362.044</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Purchase a yearly subscription of Nearpod instructional software for all students that will feature thousands of ready to teach lessons.</p> <p>Strategy's Expected Result/Impact: Provide supplemental technology resources to students, parents and teachers in and out of the classroom</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Nearpod Subscription (If Needed, allocate the \$5,000 with a bdg transfer) - 185 SCE (Campus) - 185.11.6299.044.30.000.044 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Purchase 20 premium package OWL cameras to support instruction and support technology integration in the classroom. A printer will be purchased for a computer lab.</p> <p>Strategy's Expected Result/Impact: Increase student technology access to increase student 21st century skills</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Technology - 211 ESEA Title I (Campus) - 211.11.6395.044.24.801.044, Technology - 185 SCE (Campus) - 185.11.6395.044.30.000.044, Technology for classrooms - 211 ESEA Title I (Campus) - 211.11.6395.044.24.019.044 - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Purchase basic classroom and testing supplies from the warehouse and office supply stores such as reading books and magazines from Scholastic, workbooks, instructional supplies and materials from Office Depot, Barnes and Noble, Lakeshore, El Paso Office Product, Mentoring Minds, Vista Higher Learning and warehouse to support LEP, Economically Disadvantaged, At-Risk, Homeless. Math the Whitlow Training materials will be purchased as well. Social Studies Readiness Review Booklets from Ford Ferrier will be ordered for 8th grade students. Additional Texas Instrumentcalculators are needed for Math classrooms. Reading material will be purchased for the library.</p> <p>Strategy's Expected Result/Impact: equip classroom with learning materials to enhance their learning environment.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Instructional supplies - 211 ESEA Title I (Campus) - 211.11.6399.044.24.019.044 - \$14,043, Instructional supplies - 185 SCE (Campus) - 185.11.6399.044.30.019.044 - \$687, Library Books - 211 ESEA Title I (Campus) - 211.12.6329.044.24.801.044 - \$1,200, Instructional Supplies - 185 SCE (Campus) - 185.11.6399.044.30.000.044 - \$7,447.32, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.044.24.801.044 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In Spring 2019 STAAR Academic Achievement was not met. Root Cause: Lack of consistent instructional systems. Unbalanced populations within pods, lack of equitable scheduling.
Problem Statement 2: In 2019 , out of the 522 students were tested through TELPAS 40 students scored Advanced High. However, no one was exited from the LEP program. Root Cause: The speaking portion of the TELPAS is where our students struggle the most. Only 1 student of the 522 scored AH in speaking.

Goal 4: Community Partnerships

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

Performance Objective 1: Family engagement goals: Promote parental involvement by increasing the number of parents' focus presentations by 50% as recorded by the campus parent liaison.

Strategies will reflect campus, family and community.

Evaluation Data Sources: Family and community perception survey

Number of parents involved.

Number of modes of communication

Number of community partners

Parent meetings

Summative Evaluation: None

<p>Strategy 1: Provide for Parent Engagement supplies, activity snacks and refreshment, etc...</p> <p>Strategy's Expected Result/Impact: Increase parental involvement, Community support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parental Engagement Leader</p> <p>Title I Schoolwide Elements: 3.2, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Meeting Snacks - 211 ESEA Title I (Campus) - 211.61.6499.044.24.801.044 - \$800</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: In 2019-2020 school year parental involvement has been stagnant. Root Cause: Guillen MS lacked a parent liaison for the fall semester. Parent liaison is currently housed in Annex building, creating breakdown in communication between parents and teachers.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Guillen Middle School we are concentrated on increasing student achievement and empowerment by relying heavily on a school improvement process that includes best practices in the 4 elements of our school system. There has been a new implementation of Structured PLC's that are utilized to incorporate student assessment data talks in order to identify and address individual student needs. PLC- Mondays is for a focus for student assesement data talks, PLC - Tuesday is Critical Friends Protocol, PLC- Wednesdays is to focus on RTI Implementation and Schoolwide content, PLC- Thursday is to examine student work and, PLC - Friday is utilized to plan instructioinal planning and assesement during an Adult Learning Lab. Guillen is establishing a school climate and culture of continuous improvement where individuals are learning, engaged and contributing to the campus-wide success. Through ongoing communication, a push for agency, collaboration, information sharing, assessments and acknowledgement of strengths and needs all campus goals will be attained. Staff development will incorporate Fundamental Five training for new teachers, thinking maps, learning walks, further best practices and POD teams to reduce student/teacher ratio and closely monitor all students to include ELLs and SPED subgroups, provide teachers with power planning time and continuous staff development with the assistance of Region 19. In addition, provide appropriate interventions before, during, or afterschool, including Saturdays for students identified as struggling in any content area. Hire part-time tutors to assist teachers in the classroom.

Guillen Middle School 2018 STAAR results: OVERALL: 74%

Domain 1: OVERALL: 56%

Reading 53% approaches, 21% meets and 7% masters

Math 66% approaches, 30% meets and 8% masters,

Writing 42% approchrs, 21% meets and 3% masters

Science 57% approaches, 24% meets and 7% masters

Social Studies 32% approaches, 9% meets and 4% masters

DOMAIN 2: OVERALL 75%

Student Growth Reading: 72

Student Growth Math: 67

DOMAIN 3:

Closing the Gap 73%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan is developed by the campus and community members. Each department has a representative to relay information to the appropriate source. Business and community partners are invited to monthly meetings to provide input about school needs.

2.2: Regular monitoring and revision

Structured PLC meetings are in place. Each day is designated to support a learning culture for adults and students. Ensuring a learning space to have focused talks about lesson design, student work, and opportunities for teachers to perfect their craft is taking place during PLC times. Accountable talks are taking place daily with an emphasis on using protocols to discuss and obtain constructive feedback on lesson design, student work. Doing so allows for monitoring and revision to occur amply. Creating structures that allow teachers to refine their lessons reflects student work and assessment quality. When conversing about data, teachers are easily able to notice patterns, challenges, and/or brightspots.

2.3: Available to parents and community in an understandable format and language

To ensure that parents and community are well informed about school events, Guillen's parent liaison makes household telephone all-calls and flyers in English and Spanish. Parent meetings, coffee with the principal, and/ or any event that requires informing the community is done so in English and Spanish to accommodate for all. We strive in making our parents feel welcomed and valuable in supporting our students' education. In addition, we have created our school website that continuously keeps parents informed. Our school marquee is constantly monitored, maintained to provide information. Alongside Community and Schools, we provide two community festivals, which take place in the spring and fall, that include health fairs for the community to take advantage of health awareness.

2.4: Opportunities for all children to meet State standards

As all stakeholders come to the table to ensure that all students meet state standards, multiple opportunities are considered. Implementing active learning strategies, New Tech model, or dual language learning settings are options made available for all students to take ownership of their learning. Having different learning modalities for students to identify with and progress allows for their needs to be met. Despite the program of their choice, systems in place such as utilizing protocols to discuss student work, implementing 3,6,9 checkpoints, disaggregating data and having accountable talks about next steps attests to creating opportunities for all students to meet State standards.

2.5: Increased learning time and well-rounded education

Exposing students to different learning modalities- active learning, New Tech practices, or dual language- allows for students to become engaged and take ownership of their learning. Encouraging students to become involved in extra-curricular activities- chess club, gaming club, tennis club, robotics, science club, and sports- also instills in them a well-roundedness in different settings. Increasing learning time opportunities on Wednesdays allows for students to maximize their learning. An hour is allotted every Wednesday on Opportunity Wednesday's to provide RTI interventions or enrichment activities to accommodate for all students. Focused tutoring is provided for all students. Saturday school is made available for all students, too. This intervention allows for students to have more individualized attention to master their needs.

2.6: Address needs of all students, particularly at-risk

By being proactive and serving our population well, we have a high number of content teachers that are ESL certified to meet the needs of our students more effectively, efficiently. Teachers are becoming more equipped with special populations by being trained on ESL training by Connecting Languages for all content teachers. Money has been

allotted to allow teachers to attend two trainings that will improve their craft to better serve the at risk population. A dual language 7th grade Science class was created to better serve the ESL population.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At Guillen Middle School, as a unit and with the assistance of the Parent Engagement Leader, we assess and plan our development for the school year. We hold meetings to get everyone on the same page and assess, review and make changes to the Parent-Student Compact. Parent and Student Compact brochures are distributed during parent meetings held in the morning, afternoon, and parent-teacher conferences. We strive to exceed expectations, meet requirements and improve parent involvement.

3.2: Offer flexible number of parent involvement meetings

At Guillen Middle School we offer many opportunities for our parents to attend meetings, workshops and presentations. Meetings are held in the mornings, afternoon, and evenings. Meetings such as parental development, nutrition class, Zumba, personal development, GED, Coffee with the Principal, Food Pantry, Health Fair, and Community Festivals are currently held.

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Testing Materials	185.11.6339.044.30.000.044	\$5,000.00
2	1	3	Fringe	185.11.6143.044.30.000.044	\$216.00
2	1	3	Fringe	185.11.6148.044.30.000.044	\$195.71
2	1	3	Fringe	185.11.6149.044.30.000.044	\$391.42
2	1	3	Fringe	185.11.6142.044.30.000.044	\$2,661.50
2	1	3	FCF Intervention Specialist Salary	185.32.6119.044.30.000.044	\$26,094.00
2	1	3	Fringe	185.32.6141.044.30.000.044	\$378.37
3	1	3	Nearpod Subscription (If Needed, allocate the \$5,000 with a bdg transfer)	185.11.6299.044.30.000.044	\$4,000.00
3	1	4	Technology	185.11.6395.044.30.000.044	\$0.00
3	1	5	Instructional supplies	185.11.6399.044.30.019.044	\$687.00
3	1	5	Instructional Supplies	185.11.6399.044.30.000.044	\$7,447.32
Sub-Total					\$47,071.32
Budgeted Fund Source Amount					\$113,487.00
+/- Difference					\$66,415.68
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211.11.6339.044.30.000.044	\$0.00
1	1	3	Fringe Pay for teacher extra pay	211.13.6141.044.24.100.044	\$44.00
1	1	3	Substitute pay for planning days	211.11.6112.044.24.362.044	\$15,000.00
1	1	3	Fringe pay for substitutes	211.11.6141.044.24.362.044	\$218.00
1	1	3	Fringe pay for teacher extra pay	211.13.6149.044.24.100.044	\$112.00
1	1	3	Teacher extra pay for Saturday	211.13.6117.044.24.100.044	\$3,000.00
1	1	3	Fringe Pay for teacher extra pay	211.13.6146.044.24.100.044	\$23.00
1	1	3	Fringe pay for teacher extra pay	211.13.6148.044.24.100.044	\$45.00
1	2	1	Fringe pay for teacher and part-time tutor pay	211.11.6141.044.24.100.044	\$378.00
1	2	1	Fringe pay for certified teacher tutor pay	211.11.6148.044.24.100.044	\$104.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Fringe pay for certified teacher tutor pay	211.11.6149.044.24.100.044	\$207.00
1	2	1	Part-time tutor pay	211.11.6126.044.24.100.044	\$11,000.00
1	2	1	Certified teacher tutor pay	211.11.6117.044.24.100.044	\$13,819.00
1	2	1	Fringe pay for certified teacher tutor pay	211.11.6146.044.24.100.044	\$1,208.00
1	3	1	Instructional supplies	211.11.6399.044.24.801.044	\$13,728.00
2	1	1	Math & Science Teachers	211.11.6119.044.24.801.044	\$108,618.00
2	1	1	Fringes for Math & Science Salaries	211.11-6141.044.24.801.044	\$9,775.00
2	1	1	Campus Teaching Coach (.5 FTE)	211.13.6119.044.24.801.044	\$29,298.00
2	1	1	Fringes for Campus Teaching Coach (.5 FTE)	211.13.6141.24.801.044	\$1,085.00
2	1	2	Teacher Travel	211.13.6411.044.24.801.044	\$0.00
2	1	2	Teacher In-Town Registration	211.13.6499.044.24.801.044	\$0.00
2	1	2	Admin Travel	211.23.6411.044.24.801.044	\$0.00
2	1	2	Admin In-Town Registration	211.23.6499.044.24.801.044	\$0.00
2	2	2	Students Field Trips	211.11.6499.044.24.801.044	\$800.00
3	1	2	Professional Development	211.13.6299.044.24.019.044	\$26,000.00
3	1	2	Professional development	211.13.6299.044.24.801.044	\$5,000.00
3	1	2	Travel	211..13.6411.044.24.801.044	\$5,000.00
3	1	2	Misc. Operating Costs	211.13.6499.044.24.801.044	\$1,500.00
3	1	2	Travel	211.23.6411.044.24.801.044	\$2,000.00
3	1	2	Misc. Operating Costs	211.23.6499.044.24.801.044	\$250.00
3	1	2	Student Travel	211.11.6411.044.24.362.044	\$0.00
3	1	2	Substitutes	211.11.6112.044.24.362.044	\$0.00
3	1	2	Substitutes (Fringe)	211.11.6141.044.24.362.044	\$0.00
3	1	4	Technology	211.11.6395.044.24.801.044	\$0.00
3	1	4	Technology for classrooms	211.11.6395.044.24.019.044	\$30,000.00
3	1	5	Instructional supplies	211.11.6399.044.24.019.044	\$14,043.00
3	1	5	Library Books	211.12.6329.044.24.801.044	\$1,200.00
3	1	5	Reading Materials	211.11.6329.044.24.801.044	\$1,500.00
4	1	1	Parent Meeting Snacks	211.61.6499.044.24.801.044	\$800.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$295,755.00
				Budgeted Fund Source Amount	\$290,443.00
				+/- Difference	-\$5,312.00
				Grand Total	\$342,826.32