

**El Paso Independent School District**  
**Canyon Hills Middle School**  
**2022-2023 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 activities and collaboration, students will be given opportunities to grow social-emotionally and academically while gaining the skills needed for the 21st century.

## 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

## Demographics

### Demographics Summary

Canyon Hill Middle School currently has 587 students enrolled for the 2021-2022 school year. Our current student population includes 48% female students and 52% male students with 92% of our population identifying as Hispanic/Latino. Our special populations are as follows: 82% economically disadvantages, 13% gifted, 36% Emergent Bilingual and 13% special education.

Our staff currently includes 37 full time teachers, 2 paraprofessionals, 3 campus teaching coaches and 1 librarian. The campus has 4 campus administrators and 2 full time counselors. For HB 4545, Canyon Hills currently staffs two full time highly qualified impact tutors and 7 part time tutors.

Canyon Hills has Partners in Education with Boss Chicken, AppleBees and Peter Piper. The relationship will continue in the foreseeable future.

Canyon Hills does not currently have a parent teacher association. However, we do employ a part time parent liaison to try to engage the public in our school.

Canyon Hills has been identified as a low rated TEA campus and as such we receive special help from the districts' Accelerated School Division and Region 19. They provide guidance and professional services for our staff and community. Canyon Hills also has close ties with our middle school facilitators who are often on campus to help with academics.

### Demographics Strengths

#### Demographics Strengths

Community population is consistent and most of our students are neighborhood students that are not transitory.

One fifth of our students are transfer students that elected to come to Canyon.

Minimal retention for Special Education students.

Ability to retain highly qualified teacher. Teachers are not requesting transfers.

All student meals are free including breakfast, lunch and afterschool snacks.

Area of challenges:

Finding qualified teacher to replace staff. There is shortage of teachers in the area and substitutes.

Continuing decline of enrollment has led to a cut of staff that has made it difficult to staff special programs. It has also lead to scheduling difficulties and large class numbers.

Due to the decline in allowable staff members, it has been a challenge to offer staff lead after curricular activities and sports programs.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Canyon hills has declining enrollment. **Root Cause:** Canyon Hills has been effected by an aging community population , open enrollment by the district and a negative perception.

**Problem Statement 2:** Canyon Hills does not have the ability to implement a variety of academic programs during, before and after school. **Root Cause:** Canyon Hills has a lack of certified staff to implement district programs due to cuts in staffing.

# 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 and the State Interim. The CHMS campus utilizes 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. Students that did not attend 2020 - 2021 state assessments were required to take STAAR BOY tests. This assessment tool was used as a diagnostic tool (giving us a exit and entry points) at the beginning of the year to gauge the amount of academic slide and correctly place the students in RTI as determined by HB4545. The Texas state accountability system this year will be based on letter grades for each school. HB 4545 bill was introduced in Texas for all students that failed a STAAR assessment and therefore will be required to have 30 hours of tutoring for each subject.

## Student Learning Strengths

### Student Academic Achievement Strengths

Canyon Hills made significant gains in Social Studies and Reading within 2021 - 2022 at the approaches levels for most academic subjects based on the 2021 tests.

Project based learning has improved student scores and academics.

Strong inclusive 8<sup>th</sup> grade Algebra class.

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

### Student Academic Areas of Challenges:

Students are making progress in Reading but have not achieved the standards for meets on STAAR and it is hindering their academic language acquisition.

Attendance has been low this year due to COVID restrictions and attending school, District of Innovation not following the 90% attendance rule have all affected the learning environment

Student passing rates (grades) are low and 12% of the student body is projected to fail the year.

Student sub populations have shown little to no growth and/or meeting federal and state standards.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Due to the Corona Virus, students missed school for parts of the year which led to inconsistent teaching experiences due to several issues and inconsistent

benchmarking. **Root Cause:** Due to continued intermittent absences there is no consistent structure to capture student learning when they have extended absences.

**Problem Statement 2:** Canyon Hills is 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 RLA and math. **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.

Canyon Hills has two Campus Teaching Coaches that share responsibilities given by administration to assist teachers with best practices. Assist with the DDI process, PLC, HB 4545 implementation and coaching teachers. Teacher leaders also will be encouraged to lead other teachers through professional development. Grade level leaders and department chairs are placed in roles to further develop leadership on campus and help develop culture.

All teachers are coached by the Campus Teaching Coaches and Special Ed Coach as needed to assist with behavior, academic, and IEPs as needed. Both content and language objectives are expected to be posted in classrooms and on Schoology and is monitored during Administrative walkthroughs and observed through learning walks with faculty.

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 Diagnostic on areas of improvement resulted in assisting with the development of the 2022 - 2023 TIP. Utilizing data from STAAR BOY and STAAR 2021 - 2022, 2022 - 2023 testing. With assistance from ASD the campus ILT will continue utilizing testing data available to focus on those recommendations and decisions from the ILT team for the upcoming school year with the TIP.

The ILT and ASD review and evaluate the 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), a plan for any additional professional development for our teachers can be made 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 along with grade level teams have collaborated and established 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. Canyon Hills has also incorporated weekly student recognition through reward point system based on student leadership, and academic achievements. Students are expected to follow District code of conduct, campus core principles and our PBIS matrix. Additionally, students receive SEL lessons to help develop self-awareness and self-control, along with strategies to manage everyday challenges. Moreover, teacher SLC meetings utilize the time to discuss students and bring them in to have meaningful conversations on academics, culture and behavior to include parents.

During the beginning of the year orientation meetings, parents and students are notified of the campus safety plan, dress code, all electronic device protocols, 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.
- Safety drills conducted, the frequency, and who conducts the drills (ILT & Police Services). To curtail parent calls when a situation does arise, parents will receive clarification on the difference between fire drills, lockouts, and lockdowns. Evacuation procedures and maps are posted throughout the campus.
- Signing acknowledgement forms located in the Parent/Student Handbook.

In order to provide all students a well-rounded experience in a safe environment, Canyon Hills offers the following electives, extra-curricular activities and clubs: Band, Basketball, Football, Cheerleaders, Baseball, Softball, Student council, Track, Choir, Cross Country, Health Wellness, Orchestra, Soccer, Volleyball, Wrestling, UIL, Chess Club and Cobra Beats.



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 and/or HB 4545 requirements:

- Reading, Math and Science Intervention Classes
- Migrant Education Program
- ESPED IEP accommodations
- SLC meetings
- Saturday school

Our campus also has a high enrollment of Emergent bilingual students in all various classes. Students in level 1, 2, and 3 will receive Reading intervention/enrichment class, while our level 4 students receive instruction in a regular English class setting with a certified supplemental ESL teacher.

Our GT population are offered Pre- AP courses in English, Math, Science and Social Studies along with college and career readiness.

Our campus offers programs for special education students such as: resource, AIM, and CoTeach based on student need in order to help them become successful with their academics.

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. Students will also be given the opportunity to visit a campus physically or virtually. 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, 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.

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 MyOn, DBQs, IXL, Scholastic Scopes, Stemscopes and other online programs accessible through Plaza. The math and reading teachers also have special education teachers embedded in classes for students receiving services during the instructional day.

Instruction is aligned to 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 ILT and teachers.

ILT 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 a trained DDI team member. 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.

The ILT discusses objectives and strategies with teachers through PLC and DDI meetings. All core teachers are expected to give formative assessments daily (ie. exit ticket, or other forms to check for understanding), as well as district provided assessments. The summative reviews of student academic success include the STAAR interim exams, and the STAAR assessments available from the state.

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 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 CBA and Interim assessments. This process allows teachers to target instruction and focus on RTI (Tier 1,2 & 3 instruction). 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 ILT 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 PD 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 within the classroom environment. Currently, all teachers will meet 3 times a week for PLCs by subject and core teachers will meet with SLC teams twice weekly. DDIs will occur on a weekly basis. The expectations for planning include unit planning and/or projects using the TEKS Resource System.

Incoming and outgoing students are given the opportunity to attend different activities to provide support 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 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 school counseling or external counseling services, mediation 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 ILT 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 middle school to high school.

Teachers continuously monitor student data to provide students the additional support needed though enrichment/intervention classes, after school tutoring, Saturday school, Intercession tutoring and Summer School.

ILT and teachers have been trained on DDI. The DDI process is specific to content and grade level teams, each meeting is led by a trained DDI team member. TEKs are 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 concepts.

The campus counseling team provides students ample opportunities to plan and explore various post-secondary/career pathways through virtual/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. Grade level teams are required to establish specific routines and procedures as well as clear expectations in the classrooms 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 across all grade levels. PBIS was mentioned, posters of the PBIS matix were made and distributed to teachers, 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, differentiation, and academic rigor. These best instructional practices will benefit all students to acquire deeper learning with an emphasis on solving real-world challenges. Teachers will work collaboratively as a grade-level, content areas, and attend PDs to achieve this goal.

### **Problem Statements Identifying School Processes & Programs Needs**

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

**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

# Perceptions

## Perceptions Summary

Canyon Hills offered a variety of after school activities i.e. tutoring, sports, UIL (University Interscholastic League) and clubs. These activities were inclusive to all groups of students. There is a low student participation in the various after school activities.

Students are made aware of the core values of Trust, Respect and Responsibility through SEL (Social and Emotional Learning) during intervention, enrichment, and all classes throughout the day. There are standard disciplinary procedures that are proactive and reactive. According to the most recent data, Canyon Hills has a high referral rate. To date, there have been 448 referrals compared to the 195 last year but taking into account that the campus is currently changing culture by increasing trust, respect, responsibility, and safety and taking an active role in student behavior and discipline. Canyon Hills is ensuring discipline is consistent with all students. We are recognizing students and teachers weekly and monthly, respectively, by illustrating their dedication to living our values and principles of carrying the banner, expecting excellence, being a champion for Canyon, and being a merchant of hope. Students and teachers are recognized on our outdoor signs, on our social media platforms, and on our lobby television. Additionally, teachers of the month and our teacher of the year receive special parking.

According to the attendance reports in April 2022, attendance is currently 96.4% which is lower than the district goal of 98%, however, we are making improvements as the year progresses.

## Perceptions Strengths

Strengths:

Improved discipline

The parent liason organizes parent centered events.

Students are made aware of the core values of Trust, Respect, Responsibility, and Safety through SEL, grade level meetings and continued practice in all classrooms.

Culturize vaules of carrying the banner, expecting excellence, being a champion for Canyon, and being a merchant of hope are also being implemented by stakeholders.

The variety of clubs and after school activities has improved to allow for a diverse after school program.

Challenges:

Low turnout of parents involved in school activities and parent events.

Promoting PTA on campus

Improving attendance

Discipline issues

Negative perception by the community

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Attendance is lower than district average. **Root Cause:** Covid still plays a part in absences due to students/family members illnesses. District does not follow 90% rule for attendance.

**Problem Statement 2:** Behavior problems and referrals continue to rise. **Root Cause:** Students' lack of a clear understanding of appropriate behaviors on campus and in the classroom towards teachers, themselves, and others. Lack of guidance and positive role models, based on campus population.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## 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
- 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 Emergent Bilingual (EB) 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
- 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

- 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

## **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) .





### **High Priority**

**Evaluation Data Sources:** State Accountability Reports

Strategy 1 Details		Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Teachers will be encouraged to attend Summer instructional planning sessions to be better prepared for the upcoming school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instructional effectiveness Increase student objective mastery</p> <p><b>Staff Responsible for Monitoring:</b> Active Learning Leader Administration Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Teacher Planning-Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.13.6117.043.24.899.043, Teacher Planning Fringes-Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.13.614X.043.24.899.043, Teacher Planning - 211 ESEA Title I (Campus) - 211.13.6117.043.24.100.043, Teacher Planning - Fringes - 211 ESEA Title I (Campus) - 211.13.614x.043.24.100.043</p>		Formative			Summative
		Sept	Dec	Mar	June
Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance in at-risk populations</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Active Learning Leader</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>		Formative			Summative
		Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration Active Learning Leaders  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Testing Materials 2021 - 211 ESEA Title I (Campus) - 211.11.6339.043.24.801.043 - \$1,000 , Reading Materials SIG 20-21 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6329.043.24.899.043	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase content knowledge of students <b>Staff Responsible for Monitoring:</b> Active Learning Leaders  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Tutoring (Certified Tutors) 2021 - 185 SCE (Campus) - 185.11.6117.043.30.100.043 - \$16,500, Tutoring - Fringes (Non-certified Tutors) 2021 - 185 SCE (Campus) - 185.11.614X.043.30.100.043, Other payroll payments--Carryover SIG 2020 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6117.043.24.899.043, Fringes - 211 Title I, 1003 School Improvement Grant (SIG) - 211.13.614X.043.24.899.043, Tutors - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6126.043.24.899.043, Substitues SIG 20-21 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6112.043.24.899.043, Tutors (Certified, Saturday School) SIG 20-21 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6117.043.24.899.043, Tutors (Non-Certified) SIG 20-21 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6126.043.24.899.043, Fringes SIG 20-21 - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.614x.043.24.899.043, Fringes/High Impact Campus Tutors - ESSER 2021-2022 - 282 ESSER III ARP Funds - 282.11.614X.043.24.100.043, Tutoring/High Impact Campus Tutors - ESSER 2021-2022 - 282 ESSER III ARP Funds - 282.11.6117.043.24.100.043, Tutoring (non-certified tutors) - ESSER 2021-2022 - 282 ESSER III ARP Funds - 282.11.6126.043.24.100.043, Fringes /Temp. High Impact Instructors- ESSER 2021-2022 - 282 ESSER III ARP Funds - 282.11.614X.043.24.180.043, Payroll for Temp. High Impact Instructors - 282 ESSER III ARP Funds - 282.11.6117.043.24.180.043, Payroll for Temp. High Impact Instructors / Non-certified ESSER FUNDS 2022 - 282 ESSER III ARP Funds - 282.11.6126.043.24.180.043	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Professional Salaries for Canyon Hills M. S. teacher pay. <b>Strategy's Expected Result/Impact:</b> Student success as evidence by walkthrough documentation. Increase student learning outcomes through continuous improvement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Salary - Professional 2021 - 211 ESEA Title I (Campus) - 211.11.6119.043.24.801.043 - \$119,446, Fringes 2021 - 211 ESEA Title I (Campus) - 211.11.614x.043.24.801.043 - \$30,225, Extra Duty Pay Stipends 2021 - 211 ESEA Title I (Campus) - 211.11.6118.043.24.801.043 - \$2,015	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student success as evidence by walkthrough documentation. Increase student learning outcomes through continuous improvement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal District Facilitator  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased ELL student success Increase capacity of teacher understanding and implementation of language acquisition strategies for ELLs <b>Staff Responsible for Monitoring:</b> Assistant Principals Active Learning Leader Principal  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Benchmarks, Formative Assessments Increased STAAR Scores, <b>Staff Responsible for Monitoring:</b> Principal, A.P.'s, ALL's, District Facilitators, Instructional Coordinator  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Instructional small group workshops will be held on a regular basis to further provide RtI Tier I support for struggling students. <b>Strategy's Expected Result/Impact:</b> Increased student scores over time. <b>Staff Responsible for Monitoring:</b> Principal, A.P.'s, ALL's, District Facilitators, PSP, Instructional Coordinator  - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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 <b>Strategy's Expected Result/Impact:</b> Better prepared students <b>Staff Responsible for Monitoring:</b> Administration, ALL's  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Teacher Training SIG 20-21 - 211 ESEA Title I (Campus) - 211.13.6299.043.24.801.043 - \$27,455	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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, DDI, rigor and project-based learning**

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Curriculum. Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Technology and Equipment - 185 SCE (Campus) - 185.11.6395.043.30.000.043 - \$30,000, General Supplies-2022-2023 - 211 ESEA Title I (Campus) - 211.11.6399.043.24.801.043 - \$2,000, Technology and Equipment-Library - 211 ESEA Title I (Campus) - 211.12.6395.043.24.801.043, Miscellaneous Operating Costs 2022-2023 - 185 SCE (Campus) - 185.11.6499.043.30.000.043, Reading Materials-Library 2022-2023 - 211 ESEA Title I (Campus) - 211.12.6329.043.24.801.043, Technology - 211 ESEA Title I (Campus) - 211.31.6395.043.24.801.043, Reading Materials 2022-2023 - 185 SCE (Campus) - 185.11.6329.043.30.000.043, Instructional Supplies 2022-2023 - 185 SCE (Campus) - 185.11.6399.043.30.000.043 - \$13,800, General Supplies Counselor 2022-2023 - 211 ESEA Title I (Campus) - 211.31.6399.043.24.801.043 - \$1,000		Formative			Summative
		Sept	Dec	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Effective Lesson Planning <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Campus Teaching Coach (CTC)  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Mar	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.

**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			
<b>Strategy 1:</b> The daily bell schedule has been developed to provide targeted intervention during the school day within the enrichment classes. <b>Strategy's Expected Result/Impact:</b> Improvement in targeted intervention for students. <b>Staff Responsible for Monitoring:</b> Principal, A. P.'s, Campus Teaching Coach (CTC)  - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improvement of targeted intervention for students. Deeper understanding of the TEKS by teachers. <b>Staff Responsible for Monitoring:</b> Principal, A.P.'s, Campus Teaching Coaches (CTC)  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Data Driven instruction - 211 ESEA Title I (Campus) - 211.13.6239.043.24.801.043	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers and students will be given a data chart to review data as a class for every 9 weeks test and Interim test and students will maintain and monitor their own goal sheets by tested content area. <b>Strategy's Expected Result/Impact:</b> Knowledge of progress by both the teachers and students over time. <b>Staff Responsible for Monitoring:</b> Teachers and Students  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



**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 2023.

**Evaluation Data Sources:** Attendance Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Pull-Out Artifacts Office 365 Folders Attendance Contracts Increase Student Daily Attendance <b>Staff Responsible for Monitoring:</b> Administration Care Team Attendance Clerk  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish attendance intervention processes to include the regular assistance from the Alpha Team and Anti-Truancy team for scheduled outreach activities. <b>Strategy's Expected Result/Impact:</b> Increase daily student attendance rate <b>Staff Responsible for Monitoring:</b> Administration Attendance intervention team Attendance clerk Alpha Team - Anti-Truancy  - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide incentives for student attendance improvement based on 3-week attendance monitoring. Recognitions , incentives, and graduation materials will be purchased. <b>Strategy's Expected Result/Impact:</b> Increase daily student attendance rate <b>Staff Responsible for Monitoring:</b> Assistant Principal Attendance Care Team Attendance Clerk  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**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 40%, target goal is 200 or less, as reported on Tableau by June 2023.

**Evaluation Data Sources:** Tableau  
Teacher Referral Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Handbooks Office 365 Documentation of Efforts Improvement in Student Behavior  <b>Staff Responsible for Monitoring:</b> Administration Counselors Teachers  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide resources to support, establish and model research-based strategies in the area of Positive Behavior Intervention and Support for year 6 implementation campus-wide.  <b>Strategy's Expected Result/Impact:</b> Campus Discipline Plan Self-Audits x 3 weeks (Campus Initiative) District Discipline Audits (x 6 weeks)  <b>Staff Responsible for Monitoring:</b> Administration Teachers Counselors PBIS Committee  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student Group Attendance <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> Reading Materials-Counselor 2021 - 185 SCE (Campus) - 185.31.6329.043.30.000.043	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Field Trip Requests Lesson Plans Surveys <b>Staff Responsible for Monitoring:</b> Counselors Teachers and Staff Administration  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Build collaborative relationships with High Schools to reinforce positive behavior among students at Canyon Hill M.S. Reinforce PBIS, Campus core values, Student code of conduct 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. <b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals/fewer serious discipline referrals <b>Staff Responsible for Monitoring:</b> Administration, counselors  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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, 2023.

**Evaluation Data Sources:** Climate Survey

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Building of a positive culture Look into the possibility of having hospitality meeting for teacher and staff/promote positive campus culture/teacher rapport <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Establish Cobra Communication Committee Better Communication <b>Staff Responsible for Monitoring:</b> Administration, administrative personnel Counselors Faculty and Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Promote wellness and safety protocols <b>Staff Responsible for Monitoring:</b> Site Coordinator  <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**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 ESL, SPED, and Economically Disadvantaged students.

**Evaluation Data Sources:** Improved Instruction For All Students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide substitutes for professional development for teachers and Paraprofessionals. <b>Strategy's Expected Result/Impact:</b> Improvement in instruction to all students. <b>Staff Responsible for Monitoring:</b> Principal, A.P.'s, PEIMS Clerk  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes - Title I - 211 ESEA Title I (Campus) - 211.11.6112.043.24.362.043, Substitutes - Fringe - Title I - 211 ESEA Title I (Campus) - 211.11.6141.043.24.362.043	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide for out of town/in-town travel expenses for Administration, teachers and staff for professional development to include registration fees. 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 Leadership support - focused on professional growth plan and District Goals. <b>Strategy's Expected Result/Impact:</b> Teachers and staff applying new strategies in the classroom. Teachers presenting at PLC's. Leadership Coaching - focus on professional growth plan. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Travel - 185 SCE (Campus) - 185.13.6411.043.30.000.043, General Supplies/2022-2023 - 282 ESSER III ARP Funds - 282.23.6399.043.24.100.043, Misc. Operating Costs/2022-2023 - 282 ESSER III ARP Funds - 282.23.6499.043.24.100.043, Regional ESC Services - 211 ESEA Title I (Campus) - 211.23.6239.043.24.801.043 - \$2,000, Misc. Contracted Srv - 211 ESEA Title I (Campus) - 211.23.6299.043.24.801.043 - \$20,500	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to provide Consulting Services for Canyon Hills faculty and staff in order to continue to build a positive campus culture utilize culturize PD and strategies. <b>Strategy's Expected Result/Impact:</b> Professional Development Administrator/Teacher growth towards meeting goals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal's, Campus Teaching Coaches and ILT  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**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 2022-2023 school year.

**Evaluation Data Sources:** Master Schedule

PLC artifacts

Classroom Walkthrough data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Canyon Hills will offer professional development for PBIS and implement with fidelity. <b>Strategy's Expected Result/Impact:</b> Improve students' behavior campus wide. <b>Staff Responsible for Monitoring:</b> Assistant Principals and PBIS team  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Canyon Hills M.S. will schedule an Enrichment period for students to take part in Social Emotional Learning activities. <b>Strategy's Expected Result/Impact:</b> Well rounded students and teachers. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership team.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Canyon Hills will provide instructional supplies to the Fine Arts programs. <b>Strategy's Expected Result/Impact:</b> Increase participation in extracurricular activities. <b>Staff Responsible for Monitoring:</b> Assistant Principals and Mr. Eby - Fine Arts Chair  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Goal 4: Community Partnerships

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

**Performance Objective 1:** 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			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement and participation in campus decision making</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison Parent Teacher Association Members</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Misc. Operating Costs-Parents (snacks for parent engagement activities)Carryover 2020 - 211 ESEA Title I (Campus) - 211.61.6499.043.24.019.043 - \$300, General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.043.24.801.043</p>				





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide informational materials, reading materials, supplies, equipment and snacks to support all parental engagement activities. <b>Strategy's Expected Result/Impact:</b> Out-Reach Artifacts Parent Surveys Increased communication with parents of major campus initiatives and opportunities <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> On-going communication with teachers and staff on the parent meetings being conducted for the campus. <b>Staff Responsible for Monitoring:</b> Teachers/Staff Admin Parent Liaison  <b>- TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: Community Partnerships**

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

**Performance Objective 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			
<b>Strategy 1:</b> Provide technology resources such as a poster-maker, IPADs, and audio equipment to support after school clubs and activities to include Chess Club, Cobra Beats, Athletics, Intramurals, etc. <b>Strategy's Expected Result/Impact:</b> Create a positive campus culture. Increase social opportunities. <b>Staff Responsible for Monitoring:</b> Club Sponsors Administration  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplies and resources to support after school clubs and activities to include Chess Club, Cobra Beats, Athletics, Intramural, Dance Club, Art Club, etc. <b>Strategy's Expected Result/Impact:</b> Create a positive campus culture. Increase social opportunities. <b>Staff Responsible for Monitoring:</b> Club Sponsors Administration  - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adela Cedillo	LPAC Clerk	SCE	1
Aida Martinez	Middle School ESOL	SCE	1
Christina Aguilar	Campus Teaching Coach	SCE	1
Claudia Sanchez	Middle School New Tech	SCE	.35
Elva Rueda	Campus Engagement Liaison	Title 1, Part A	.5
Joseph Edmondson	Campus Teaching Coach	SCE	1
Lecroy Rhyanes	Middle School ESOL	SCE	.35
Mario Lopez	Middle School Social Studies	ESSA Title 1	1
Michelle Cervantes	Middle School ESOL	SCE	.35
Robin Figueroa	Teacher	SCE	1