

# **El Paso Independent School District**

## **Guillen Middle School**

### **2023-2024 Goals/Performance Objectives/Strategies**



# Mission Statement

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

## Vision

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

## Value Statement

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

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# Goals

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

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

**Evaluation Data Sources:** CK-12 Survey, campus surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will participate in a book study on "Essential Truths for Teachers" by Daniel Steele and Todd Whitaker. They will focus on the principles of teaching that significantly influence student achievement, emphasizing student relationships, classroom management, and classroom culture. <b>Strategy's Expected Result/Impact:</b> Positive impact on school culture <b>Staff Responsible for Monitoring:</b> Instructional leadership team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Guillen MS will implement quarterly surveys for all stakeholders including students, teachers, staff, and parents. The feedback obtained will be carefully analyzed to identify areas for improvement in the school's climate and culture. <b>Strategy's Expected Result/Impact:</b> Collect data to make adjustments as needed. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Parent Liaison  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 3		Formative			Summative
		Oct	Jan	Mar	June
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### Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 2:</b> There is a need to emphasize behaviors that lead to student learning, therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. There is also a need to increase opportunities for students outside of the academic realm. <b>Root Cause:</b> There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.
<b>Prioritized Need 3:</b> Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a valuable tool in order to drive campus-wide improvements. <b>Root Cause:</b> Decision-makers lack awareness of the significant impact that incorporating student feedback can have on driving positive changes.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> There is a need to enhance the overall customer service experience so that all students, parents, faculty, and staff feel welcome and part of the team. <b>Root Cause:</b> There is a deficiency in effectively fostering an inclusive and welcoming environment that prioritizes the satisfaction and engagement of all stakeholders.

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

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

**Evaluation Data Sources:** Survey results, enrollment numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guillen MS will increase the number of clubs available for students to a minimum of 10, providing diverse opportunities for students to engage in activities aligned with student interests. <b>Strategy's Expected Result/Impact:</b> Students will have options to join clubs to meet their interests. <b>Staff Responsible for Monitoring:</b> Faculty  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guillen MS will increase participation in extra-curricular, co-curricular activities, and UIL activities ensuring there is a balance of participation in all programs. <b>Strategy's Expected Result/Impact:</b> Increase student participation <b>Staff Responsible for Monitoring:</b> Faculty  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 2 Prioritized Needs:**

## L1 Whole Child (Culture & Climate)

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





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

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

**Performance Objective 3:** By June 2024, Guillen MS will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing the number of learning opportunities offered after school, during intersession, and Saturdays.

**Evaluation Data Sources:** District tracking tool

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Guillen MS will implement a campus-wide tutoring schedule for all subjects and a Saturday school program that offers academic assistance to students both during the school day and after hours, to provide additional support to meet their learning needs. Guillen MS will purchase tutoring snacks for students attending tutoring. <b>Strategy's Expected Result/Impact:</b> Academic assistance available to students after hours <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2 <b>Funding Sources:</b> Tutoring snacks for after school and Saturday - 211 ESEA Title I Part A (Campus) - 211.11.6499 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June

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**Performance Objective 3 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. <b>Root Cause:</b> Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.
L5 Equity by Design (Demographics)
<b>Prioritized Need 2:</b> A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. <b>Root Cause:</b> Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.



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

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

**Evaluation Data Sources:** District Developed Tracking Rubric

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

**Performance Objective 4 Prioritized Needs:**

### L1 Whole Child (Culture & Climate)

**Prioritized Need 1:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

### L5 Equity by Design (Demographics)





**Prioritized Need 2:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

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

**Performance Objective 5:** By June 2024, Guillen MS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 35% to 12% and reduce the overall number of disciplinary referrals from 277 to 135.

**Evaluation Data Sources:** OnPoint Discipline Action Summary Report, Teams data reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will implement a comprehensive school counseling program to address behavior issues through a multi-faceted approach that focuses on prevention, crisis response, and intervention strategies and as outlined in the program monthly calendar. Counselors will collaborate with teachers, students, and families to provide appropriate support and promote a positive school culture by implementing weekly lesson, meetings, small group interventions and conducting individual meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Comprehensive school counseling program to address behavior</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - L5 Equity by Design (Demographics) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Guillen MS will leverage the expertise of a social worker to address complex behaviors and emotional issues that have the potential to cause self-harm or harm to others.</p> <p><b>Strategy's Expected Result/Impact:</b> Support students with complex behaviors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - L5 Equity by Design (Demographics) 2</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> School administrators will ensure a safe environment through consistent evaluation of systems such as safety drills and replacements of resources such as cameras, radios, Izona entry access, etc. <b>Strategy's Expected Result/Impact:</b> Safe environment <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 100% of teachers will implement consistent campus-wide classroom management practices, including using campus issued hall passes, and sign-in/sign out sheets with accurate records of student movement within the school premises. <b>Strategy's Expected Result/Impact:</b> Reduce classroom incidents that remove students from the classroom <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p><b>Prioritized Need 1:</b> A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. <b>Root Cause:</b> Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p> <p><b>Prioritized Need 2:</b> There is a need to emphasize behaviors that lead to student learning, therefore, improving classroom management, building positive relationships with students, leading our students by example by modeling the behaviors we want to see in our students. There is also a need to increase opportunities for students outside of the academic realm.</p> <p><b>Root Cause:</b> There are outdated teaching methodologies, a disconnect between student and adult school culture, adults are missing the opportunity to model appropriate behaviors since there is a lack of understanding on how all actions impact the whole child.</p>





### L5 Equity by Design (Demographics)

**Prioritized Need 2:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

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

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% Guillen MS teachers will implement a clear and aligned scope and sequence for each grade-level and subject to ensure a cohesive and progressive curriculum that aligns to district and state academic standards using the newly assigned curriculum and internalization process. <b>Strategy's Expected Result/Impact:</b> Clear and Aligned scope and Sequence that leads to improved learner outcomes. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Guillen MS will implement a PLC structure to facilitate a collaborative environment for effective implementation of curriculum internalization, planning, sharing of best practices, and data analysis. <b>Strategy's Expected Result/Impact:</b> Effective PLC <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of teachers will utilize district provided high quality instructional materials that are research-based and aligned with the curriculum, utilizing engaging and effective teaching strategies. <b>Strategy's Expected Result/Impact:</b> Use of HQIM to improve learner outcomes <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2		Formative			Summative
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#### Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 1:</b> The campus requires a coherent curriculum and high quality instructional materials that are accessible to all teachers and aligns with the specific needs of the campus. <b>Root Cause:</b> Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and were using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.</p> <p><b>Prioritized Need 2:</b> The campus often utilized assessments that lacked alignment with the required standard rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. <b>Root Cause:</b> Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.</p>





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will ensure all lessons are aligned to the state standards and district curriculum. Content taught is directly related to what students are expected to learn and aligned to grade level state assessments. Additional planning day will be provided every 9 weeks through staff development days or campus assigned days. <b>Strategy's Expected Result/Impact:</b> Quality lesson planning <b>Staff Responsible for Monitoring:</b> Instructional leadership team  <b>Title I:</b> 2.4, 2.5, 2.6 <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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of teachers will implement high quality instruction by utilizing instructional strategies that ensure student engagement and meeting the diverse learning needs of students such as emergent bilingual, special education, GT, etc. Additional instructional materials will be purchased as needed and plan field trips to enrich student learning experiences as appropriate. <b>Strategy's Expected Result/Impact:</b> High quality Instruction to improve learner outcomes. <b>Staff Responsible for Monitoring:</b> Instructional leadership team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399 - \$10,115, Field Trips - 211 ESEA Title I Part A (Campus) - 211.11.6499 - \$500, Instructional supplies - 185 SCE (Campus) - 185.11.6399 - \$9,450	Formative			Summative
	Oct	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of teachers will regularly assess students during lessons using assessments aligned to the state level test to measure progress and identify students in need of additional support and areas where additional instruction is needed. Teachers will provide students timely feedback on their assignments and assessments helping them understand their strengths and areas of improvement. <b>Strategy's Expected Result/Impact:</b> Monitor and Adjust instruction <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Guillen MS will employ additional staff to reduce class sizes and/or to provide individual one on one support. <b>Strategy's Expected Result/Impact:</b> Additional staff such as teacher, tutors, interventionists etc. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> Certified tutor pay with fringes - 211 ESEA Title I Part A (Campus) - 211.11.6117 - \$30,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

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

**Evaluation Data Sources:** Assessment data

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

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





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

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

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

**Evaluation Data Sources:** Assessment data

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





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

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

**Performance Objective 1:** By June 2024, Guillen MS will stabilize enrollment by increasing the number of new students enrolling or transferring back to Guillen MS by 5%.

**Evaluation Data Sources:** Enrollment numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guillen faculty and staff will enhance the overall customer service experience for students, parents, and visitors to the school through welcoming and informative interactions. <b>Strategy's Expected Result/Impact:</b> Increased customer satisfaction <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 <b>Funding Sources:</b> Technology for campus - 185 SCE (Campus) - 185.11.6395 - \$13,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guillen MS will utilize the campus website and actively use social media platforms to promote the school's strengths, achievements, and unique offerings in both English and Spanish. Campus will also implement a digital newsletter to increase communication with parents. <b>Strategy's Expected Result/Impact:</b> Increased awareness about campus strengths, achievements, and unique offerings <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Guillen MS will develop and ensure all stakeholders can communicate a clear Mission, Vision, and Value statement that demonstrates the school's commitment to excellence, equity, and whole child development when communicating with parents. All actions and communication by the campus should reflect the mission, vision, and value statement. Professional development activities will include opportunities for faculty and staff to demonstrate understanding of campus mission, vision, and value statement. <b>Strategy's Expected Result/Impact:</b> Increased awareness about campus commitment to excellence, equity, and whole child development. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 <b>Funding Sources:</b> Substitutes for planning pay with fringes - 211 ESEA Title I Part A (Campus) - 211.11.6112 - \$3,985		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> There is a need to enhance the overall customer service experience so that all students, parents, faculty, and staff feel welcome and part of the team. <b>Root Cause:</b> There is a deficiency in effectively fostering an inclusive and welcoming environment that prioritizes the satisfaction and engagement of all stakeholders.
<b>Prioritized Need 2:</b> There is inconsistent involvement of all stakeholders in showcasing Guillen Middle School's accomplishments and strengths across various social media platforms. Also, information should be provided in both English and Spanish. <b>Root Cause:</b> Lack of participation of all stakeholders in the development of the campus mission, vision, or value statement designed to demonstrate commitment to the success of our students.
L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 2:</b> Attendance of parents is low in key meetings such as workshops, coffee sessions with the principal, and other academic events that hold the potential for parents to actively participate in their student's education. <b>Root Cause:</b> The root cause of low parent attendance at these meetings may be attributed to a lack of effective communication and awareness, limited understanding of the value of these events, conflicting schedules, and potential barriers that hinder parents ability to attend and engage in these activities.







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

**Performance Objective 2:** By June 2024, Guillen MS will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions to 100%.

**Evaluation Data Sources:** Vacancy Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of the instructional leadership team will engage in a book study "The Impact Cycle" by Jim Knight to provide teachers regular and aligned feedback.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guillen MS will utilize campus committees such as Care Bear/PBIS and fundraising opportunities to recognize and celebrate students, teachers, staff, and parent achievements through various platforms and events, fostering a sense of pride and community. Campus will schedule events such as award assemblies, pep rallies, athletic events, etc. <b>Strategy's Expected Result/Impact:</b> Increase in recognition and appreciation of all stakeholders efforts. <b>Staff Responsible for Monitoring:</b> Administration, Care bear/ PBIS committees  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Guillen MS will implement an onboarding process for all new students, teachers, and staff and an effective mentoring program to provide support for new teachers. <b>Strategy's Expected Result/Impact:</b> Effective onboarding of all new students, teachers, and staff.	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

**Evaluation Data Sources:** Purchase orders, inventory data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers possessing Promethean boards will actively integrate them to enhance the quality of teaching and learning experiences for students. <b>Strategy's Expected Result/Impact:</b> Increase technology integration for student engagement <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guillen MS ensure every student is provided with their own personal device to facilitate digital learning and establish a streamlined process to quickly resolve IT related issues to minimize disruptions. <b>Strategy's Expected Result/Impact:</b> Increased technology and decrease IT related disruptions. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Prioritized Needs:**

### L3 Destination School (Perceptions, Facilities, Programs, Technology)





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

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

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

**Evaluation Data Sources:** Attendance data on Tableau

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guillen MS will establish an attendance team composed of staff members from various departments (teachers, counselors administrators, and support staff) to review attendance data, identify trends, and develop targeted interventions for students with chronic absenteeism.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Attendance Committee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - Student Achievement 1, 3 - L2 Academic Excellence (Student Achievement) 2 - L4 Culture of Accountability (Parent & Community Engagement) 1 - L5 Equity by Design (Demographics) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guillen MS will develop a comprehensive truancy prevention flow chart outlining the steps to be taken when a student exhibits signs of chronic absenteeism such as phone call to parents, parent meetings, etc. Flowchart will include teacher and administration responsibilities to ensure all stakeholders are involved in the process.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Attendance Committee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> Student Achievement 1, 3 - L2 Academic Excellence (Student Achievement) 2 - L5 Equity by Design (Demographics) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Guillen MS will collaborate with feeder schools to share attendance data, best practices, and intervention strategies to promote consistent attendance expectations and conduct parent meetings and home-visit to address families with student who have chronic absenteeism. <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Attendance Committee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> Student Achievement 1 - L2 Academic Excellence (Student Achievement) 2 - L4 Culture of Accountability (Parent & Community Engagement) 2 - L5 Equity by Design (Demographics) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Guillen MS will implement an incentive program which will clearly outline the student rewards when individual students, grade-levels, and the campus make progress. The campus will provide meaningful rewards by fundraising and in partnership with outside organizations such as Aliviane, Bowie Legacy, Bowie Alumni, etc. Progress will be shared on social media platforms and campus newsletters to ensure all stakeholders are aware of campus attendance progress.  <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L5 Equity by Design (Demographics) 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p><b>Prioritized Need 1:</b> A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. <b>Root Cause:</b> Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p> <p><b>Prioritized Need 3:</b> Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a valuable tool in order to drive campus-wide improvements. <b>Root Cause:</b> Decision-makers lack awareness of the significant impact that incorporating student feedback can have on driving positive changes.</p>

## L2 Academic Excellence (Student Achievement)

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

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

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

## L4 Culture of Accountability (Parent & Community Engagement)

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

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

## L5 Equity by Design (Demographics)

**Prioritized Need 2:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

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





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

**Performance Objective 2:** By June 2024, Guillen MS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% required community events.

**Evaluation Data Sources:** Monthly calendar of events

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



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

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

**Performance Objective 3:** By June 2024, Guillen MS will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders.

**Evaluation Data Sources:** Calendar of events and survey data

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





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

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

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

**Evaluation Data Sources:** Enrollment numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guillen MS will analyze student data by identifying underrepresented groups within SPED/EB populations who are not enrolling in high school courses and implement targeted outreach efforts to encourage more students to enroll in these courses. The campus will provide the opportunity for all students to enroll in high school courses. <b>Strategy's Expected Result/Impact:</b> Increase in the percent of underrepresented students completing HS courses <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - Student Achievement 3 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 3 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers offering HS courses will monitor progress of SPED and EB students and adjust support strategies as needed to ensure success in these courses. <b>Strategy's Expected Result/Impact:</b> Increase in the percent of underrepresented students completing HS courses	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - Student Achievement 2, 3 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1, 2</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p><b>Prioritized Need 1:</b> A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. <b>Root Cause:</b> Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p>
L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 1:</b> The campus requires a coherent curriculum and high quality instructional materials that are accessible to all teachers and aligns with the specific needs of the campus. <b>Root Cause:</b> Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and were using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.</p>
L2 Academic Excellence (Student Achievement)
<p><b>Prioritized Need 1:</b> There is a lack of consistent language supports across the campus hindering communication and learning for students, particularly students who are emergent bilingual. This misalignment in language resources and strategies results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion. <b>Root Cause:</b> Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices such as strategies and ways to align curriculum materials and assessments to the proficiency levels of EB students.</p> <p><b>Prioritized Need 3:</b> Despite the various efforts, such as implementing fall/spring intersession, tutoring plan, Saturday school, symposiums, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups. <b>Root Cause:</b> There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.</p>

### L5 Equity by Design (Demographics)

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





**Prioritized Need 2:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

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

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

**Evaluation Data Sources:** TELPAS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will design language-rich classrooms ensuring all walls include visual aids, labels, word walls with cognates, anchor charts, sentence stems and other language focused displays that support language comprehension. Administration will provide feedback in coaching session and walkthrough ensuring fidelity of implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - Student Achievement 2, 3 - L2 Academic Excellence (Student Achievement) 1, 3 - L5 Equity by Design (Demographics) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers across subjects will integrate language development strategies and activities into their instruction using English as the medium to promote language proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1 - Student Achievement 2, 3 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers will implement cooperative learning strategies such as think-pair-share, and group discussion to promote the use of English language. <b>Strategy's Expected Result/Impact:</b> Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2 - Student Achievement 2, 3 - L2 Academic Excellence (Student Achievement) 1, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L5 Equity by Design (Demographics) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All teachers will utilize graphic organizers to aid understanding of content, post clear language objectives to guide students in comprehending learning goals and provide bilingual dictionaries and reference materials to assist English Language learners during reading activities. <b>Strategy's Expected Result/Impact:</b> Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite and educe the number of Emergent Bilingual Achieving Beginning on TELPAS reading <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2 - Student Achievement 2, 3 - L2 Academic Excellence (Student Achievement) 1, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L5 Equity by Design (Demographics) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 2 Prioritized Needs:



### L1 Whole Child (Culture & Climate)

**Prioritized Need 1:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

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

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

### L2 Academic Excellence (Student Achievement)

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

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

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

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

### L5 Equity by Design (Demographics)

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

**Prioritized Need 2:** A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.