

El Paso Independent School District

Hornedo Middle School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

We will instill in our students a sense of self-responsibility, compassion toward others, and invaluable character traits. We will strive to provide a rigorous academic program our students will need to succeed in school and in the community, and we will empower them with the tools needed to compete in our informed world. We are committed to sustaining an environment in which individuals representing diverse cultures and experiences instruct our students in the meaning of a global community, in the value of integrity and leadership, and in the importance of lifelong learning.

Vision

Dr. Hornedo Middle School's students will create a future of certain educational success that is grounded in academic confidence, college preparedness, and moral integrity.

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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, Hornedo will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: Survey results, CIT meetings/feedback

Strategy 1 Details	Reviews			
Strategy 1: Key Target 1.2.2 Continue to encourage participation in 6th-grade intramurals, UIL, and other activities. Strategy's Expected Result/Impact: Increased involvement in school and overall health and wellness of students. Provide parents opportunities to see their children at activities/events. Staff Responsible for Monitoring: CAC, Admin, Intramural coordinator Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Key Target 1.3.3 SEL survey & sharing results with teachers Strategy's Expected Result/Impact: Understanding the emotional status of our students and areas of need Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Key Target 1.1.1 Encourage participation in district survey for parents Strategy's Expected Result/Impact: Feedback on parent perceptions and desires Staff Responsible for Monitoring: Admin Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Problem Statement: Middle School Transition Root Cause: Root Cause: Moving up from elementary with more accountability for choices, increased class sizes, larger campus, changing classes/multiple teachers

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

Performance Objective 2: By June 2024, Hornedo will increase the 6-8th grade student population in UIL, extracurricular, and co-curricular activities by 10% going from 75% of student participants to 85%.

Evaluation Data Sources: athlete rosters, UIL rosters

Strategy 1 Details	Reviews			
Strategy 1: Continue to encourage participation in 6th-grade intramurals, UIL, extracurricular, and co-curricular activities. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple methods of communication with descriptions of UIL groups and/or clubs created by each sponsor Strategy's Expected Result/Impact: Increase student understanding of which events are best for them Staff Responsible for Monitoring: Club sponsors/UIL & athletic coordinators Title I: 2.5 Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Problem Statement: Middle School Transition Root Cause: Root Cause: Moving up from elementary with more accountability for choices, increased class sizes, larger campus, changing classes/multiple teachers
L5 Equity by Design (Demographics)
Prioritized Need 1: We would like to attract more out of district students in line with the district goals. Root Cause: District goals

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

Performance Objective 3: By June 2024, Hornedo will build mindsets, healthy habits, and skills to strengthen students' social, emotional, and academic competence using SEL fidelity walkthrough data during RLA classes. Ensuring it meets school-wide expectations, classroom procedures and instruction, and student and staff awareness.

Evaluation Data Sources: RLA walkthroughs/ Discussions in PLC

Strategy 1 Details	Reviews			
Strategy 1: Creation of daily SEL curriculum for teachers Strategy's Expected Result/Impact: Higher levels of implementation of SEL by teachers Staff Responsible for Monitoring: Counselors, Admin Prioritized Needs: L5 Equity by Design (Demographics) 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 3 Prioritized Needs:

L5 Equity by Design (Demographics)
Prioritized Need 2: Students need to participate in SEL lessons that focus on diversity among our population. There have been instances where students are offended by others due to inappropriate statements. Root Cause: Students may not be aware of statements that would be considered culturally insensitive or the impact of their words. Pop culture (i.e. music, social media) plays a large role in the normalization of inappropriate language.

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

Performance Objective 4: By June 2024, Hornedo will implement meaningful, engaging practices that develop students' ability to manage their own behaviors as measured by the reduction of all ISS, OSS, and disciplinary removal for all student groups from 329 incidents to 250 incidents and reduce the overall number of disciplinary removals from 35 to 25.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Key Target 1.4.1. Learning SEL teaching strategies during PLC to address current behavior issues Strategy's Expected Result/Impact: Addressing current and relevant behaviors in the classroom and providing teachers with opportunity to gain peer support Staff Responsible for Monitoring: CTCs and Admin Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:





L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: According to the parent survey, "bullying" is one of the top concerns parents have. Root Cause: Parents do not understand the proper definition of "bullying" and use it cavalierly. There have been 10 bullying referrals written for the 2022-23 school year. There have been a total of 376 referrals processed by administration this year.

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

Performance Objective 1: By June 2024, Hornedo MS will develop and implement EPISD's student-centered curriculum to be measured by the Principal, Assistant Principals, and academic support team walkthrough data and meet all established percentages for rigor, instructional models, and scope and sequence for reading language arts, math, science, and social studies instruction in 100% of all classrooms.

Evaluation Data Sources: T-TESS Dimension data on walkthroughs
Lesson plan check system data

Strategy 1 Details	Reviews			
Strategy 1: Bell to bell instruction to include warm-ups and exit tickets Strategy's Expected Result/Impact: Increased content mastery Staff Responsible for Monitoring: Administration and CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively monitor and facilitate instruction while maximizing classroom time and space Strategy's Expected Result/Impact: Increased engagement and learning Staff Responsible for Monitoring: Administration CTCs Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Student-centered learning in classrooms and library will utilize high quality instructional materials incorporating cooperative learning Strategy's Expected Result/Impact: Increased student engagement and learning Staff Responsible for Monitoring: Administration and CTCs Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers necessitate specialized training focused on enhancing their proficiency with high-quality instructional materials. Root Cause: Integrating new materials effectively within the confines of 46-minute classes demands a dedicated timeframe. Moreover, teachers need to be well-versed in all aspects of the exceptional instructional resources.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: All content areas must collaboratively endeavor to address the existing gaps within the timeframe of 2023-2024. Root Cause: The insufficient availability of instructional materials of high quality restricts teachers' opportunities for collaborative engagement.

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

Performance Objective 2: By June 2024, Hornedo MS will develop and implement EPISD's student-centered dual language curriculum to be measured by the Principal, Assistant Principals, and academic support team walkthrough data and meet all established percentages for rigor, instructional model, classroom environment and instruction, and language acquisition in 90% of all classrooms.

Evaluation Data Sources: District-issued fidelity resource

Strategy 1 Details	Reviews			
Strategy 1: Bell to bell dual language instruction to include warm-ups and exit tickets Strategy's Expected Result/Impact: Increased fluency in both languages Staff Responsible for Monitoring: Administration and CTCs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively monitor and facilitate dual language instruction while maximizing classroom space Strategy's Expected Result/Impact: Increased engagement and learning Staff Responsible for Monitoring: Administration and CTCs	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
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Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: All content areas must collaboratively endeavor to address the existing gaps within the timeframe of 2023-2024. Root Cause: The insufficient availability of instructional materials of high quality restricts teachers' opportunities for collaborative engagement.





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

Performance Objective 3: By June 2024, Hornedo MS will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 61 to 64%.

Evaluation Data Sources: STAAR Meets results

Interim scores

Data tracking sheets

Strategy 1 Details	Reviews			
Strategy 1: Students who did not meet Approaches on STAAR Math or Reading will be enrolled in a Math or Reading Intervention course to target student needs Strategy's Expected Result/Impact: Students will receive additional support for targeted areas Staff Responsible for Monitoring: Intervention teacher, Administration, CTCs, Dept. Chair Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of summative and formative assessments with fidelity to all students for data analysis Strategy's Expected Result/Impact: Students will be identified for areas of improvement and academic deficit Staff Responsible for Monitoring: All teachers, Administration, CTCs Title I: 2.4, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 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 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Problem Statement: Assessing new students' academic needs Root Cause: Root Cause: Constant new students from other campuses, states, and districts with varying pacing calendars

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: All content areas must collaboratively endeavor to address the existing gaps within the timeframe of 2023-2024. **Root Cause:** The insufficient availability of instructional materials of high quality restricts teachers' opportunities for collaborative engagement.

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





Performance Objective 4: By June 2024, Hornedo MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 grade at the Meets or Masters level (SPED from 38% to 42% & EL from 66% to 70%)

Evaluation Data Sources: STAAR results

Interim scores

Data tracking sheets

Strategy 1 Details	Reviews			
Strategy 1: Using assessment data, teachers will provide data driven high quality tier 1 instruction while incorporating differentiation strategies Strategy's Expected Result/Impact: Provide a high quality first teach Staff Responsible for Monitoring: All teachers, Administration, CTC Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilizing assessment data, classroom observations and grades, teachers will identify and provide high quality tier 2 and/or tier 3 instruction for identified students through in class, pull out, and after school interventions. Strategy's Expected Result/Impact: Provide instructional support to students to fill academic gaps Staff Responsible for Monitoring: All teachers, Administration, CTCs, interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: tutors - 211 ESEA Title I Part A (Campus) - 211.11.6117.053.24.100.053 - \$16,914, tutoring supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.053.24.801.053 - \$9,313	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will provide high-quality educational learning opportunities and strategies to target SpED and EL students Strategy's Expected Result/Impact: Increase the percentage of SpEd and EL students achieving Meets and Masters on STAAR Staff Responsible for Monitoring: All teachers, Administration, CTC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Problem Statement: Assessing new students' academic needs Root Cause: Root Cause: Constant new students from other campuses, states, and districts with varying pacing calendars
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers necessitate specialized training focused on enhancing their proficiency with high-quality instructional materials. Root Cause: Integrating new materials effectively within the confines of 46-minute classes demands a dedicated timeframe. Moreover, teachers need to be well-versed in all aspects of the exceptional instructional resources.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: All content areas must collaboratively endeavor to address the existing gaps within the timeframe of 2023-2024. Root Cause: The insufficient availability of instructional materials of high quality restricts teachers' opportunities for collaborative engagement.

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

Performance Objective 5: By June 2024, Hornedo MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 grade at the Meets or Masters level (SPED from 14% to 25% & EL from 54% to 60%)

Evaluation Data Sources: STAAR results

Interim scores

Data tracking sheets

Strategy 1 Details	Reviews			
Strategy 1: Using assessment data, teachers will provide data driven high quality tier 1 instruction while incorporating differentiation strategies Strategy's Expected Result/Impact: Provide a high quality first teach utilizing high-quality instructional materials Staff Responsible for Monitoring: All teachers, Administration, CTC Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilizing assessment data, classroom observations and grades, teachers will identify and provide high quality tier 2 and/or tier 3 instruction for identified students Strategy's Expected Result/Impact: Provide instructional support to students to fill academic gaps Staff Responsible for Monitoring: All teachers, Administration, CTC	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide educational strategies to target SpED and EL students Strategy's Expected Result/Impact: Increase the percentage of SpEd and EL students achieving Meets and Masters on STAAR Staff Responsible for Monitoring: All teachers, Administration, CTC	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 5 Prioritized Needs:





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

Prioritized Need 2: Teachers express they need more time to plan. **Root Cause:** Currently, teachers have approximately 245 minutes a week that are to be utilized for planning, grading, conferencing in 504/ARD meetings as well as with individual parents. 45 of these 245 minutes are assigned to meeting with the CTCs for professional development. However, the campus has scheduled rotating PLCs to both during and after school to alleviate.

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

Performance Objective 1: By June 2024, Hornedo will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD accepting all transfers, and willing to have full capacity.

Evaluation Data Sources: enrollment data, transfer data





Strategy 1 Details	Reviews			
Strategy 1: Key Target 3.1.1 Stabilizing enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1%, over a three-year period. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increasing student enrollment and participation of PAP courses. Students will remain in the course during the semester.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: The addition of new staff due to increase in enrollment of students Root Cause: The district determines the number of employees based on the number of students.
L5 Equity by Design (Demographics)
Prioritized Need 1: We would like to attract more out of district students in line with the district goals. Root Cause: District goals

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

Performance Objective 2: By June 2024, Hornedo will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 90% to 95%.





Strategy 1 Details	Reviews			
Strategy 1: Key Target 3.2.1 Implement an employee recruiting and retention plan designed to increase % filled positions on the first day of school from 91% to 95% by 2025 TEA Priorities: Recruit, support, retain teachers and principals Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hornedo will hire 100% certified personnel.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: The addition of new staff due to increase in enrollment of students Root Cause: The district determines the number of employees based on the number of students.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Key Target 3.4.1 Develop and implement an instructional technology campus support plan. Strategy's Expected Result/Impact: Increase number of students enrolled in technology elective classes Staff Responsible for Monitoring: CTE department, CTE teachers, administration, CTCs Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hornedo will utilize a part-time instructional technology campus support person to reduce technology-related issues. Strategy's Expected Result/Impact: Reduce time for students to be without a device and decrease open ticket time for both student and teacher needs. Staff Responsible for Monitoring: IT, media/bookroom clerk, administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	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: Our plan is for every student to have a technology device. Students are expected to be a 21st century learner doing assignments individually and in groups. Data showing how blended learning experiences are supported by technology is tracked through Schoology. However, it is difficult to track a student's technology experience if a student does not get laptop issues fixed in a timely manner. Root Cause: Barriers that reduce the use of technology include broken/malfunctioning devices, turnaround time for replacement devices for students, lack of chargers, and issues with wifi connection.

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

Performance Objective 1: By June 2024, Hornedo Middle School will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 94% to 96%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Recognize students each semester with less than four absences through a recognition program. Strategy's Expected Result/Impact: Students will be motivated to be at school. Staff Responsible for Monitoring: Administration and attendance	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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





Performance Objective 2: By June 2024, Hornedo Middle School will foster a positive, welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring Hornedo Middle school offers all required community events. (OTE-Equity and Stakeholders Engagement)

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Hornedo will offer a minimum of two community events every month, increasing the level of parent participation in school activities and meetings by 20% as compared to the previous year. Strategy's Expected Result/Impact: Increased community involvement Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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, Hornedo Middle School will implement a two-way communication plan designated to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on surveys and stakeholder feedback.

Strategy 1 Details	Reviews			
Strategy 1: Hornedo will encourage community participation and engagement by partnering with a Parent Engagement Liaison on campus. Strategy's Expected Result/Impact: Build capacity in parent active participation in the education of their children such as, workshops and SEL awareness. Staff Responsible for Monitoring: Administration and Parent Engagement Liaison. Title I: 2.4, 4.1, 4.2 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hornedo will enhance the parent involvement in campus activities, developing and offering a comprehensive range of parent involvement activities to cater to various interests and schedules. Strategy's Expected Result/Impact: Fostering a collaborative and supportive school community that contributes to student success. Staff Responsible for Monitoring: PEL, administration, counselors Title I: 4.1, 4.2 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2 Funding Sources: Provide supplies for parent engagement activities. - 211 ESEA Title I Part A (Campus) - 211.61.6399.053.24.801.053 - \$4,000, Provide supplies for parent engagement activities. - 211 ESEA Title I Part A (Campus) - 211.61.6499.053.24.801.053 - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Increased participation in PTA and parent engagement activities. Root Cause: PTA meetings are held during the school day, preventing some working parents from joining. However, there are additional opportunities to volunteer that include different working hours.

L5 Equity by Design (Demographics)
Prioritized Need 1: We would like to attract more out of district students in line with the district goals. Root Cause: District goals

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

Performance Objective 1: By June 2024, Hornedo 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.

Strategy 1 Details	Reviews			
Strategy 1: All district-created CBAs & formative assessments will be given with fidelity to all students for data analysis. Staff Responsible for Monitoring: Monitor throughout the year - unit based.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students who did not meet Approaches on STAAR Math or Reading will be enrolled in an Intervention course to target student needs.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Key Target 5.1.2 Increase the percentage of underrepresented (i.e, special education and emergent bilingual) middle school students who complete high school credits by 5% within a three-year period. TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: By June 2024, Hornedo will foster equitable access to opportunities and eliminate 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 the TELPAS reading from 14% to 7% [RDA]

Strategy 1 Details	Reviews			
Strategy 1: Using CBA & formative data, teachers will provide data-driven tier 1 instruction while incorporating differentiation strategies.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Multi-semester school planning for vertical alignment to plan for at-risk students, SPED students, ELL students, and LEP students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Key Target 5.1.4 Reduce 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 Bilinguals Achieving Beg/Int on TELPAS reading form 14% to 7% {RDA}	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				