El Paso Independent School District

Armendariz Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Armendariz Middle School will educate all students to be independent learners, problem solvers, and productive citizens.

Vision

Armendariz M.S. will create and sustain a collaborative environment that will promote a culture that allows students at all learning levels to make meaningful connections to become empowered in and outside the classroom.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Armendariz Middle School serves students in grades 6th. - 8th. The populataion has declined over the past five years. The school is schedued to close and join a new school during the 2022-2023 school year. The new school has been name Gabriel Navarrete Middle School.

Student Demographics (2020 - 2021 Summer PEIMS file loaded 07/15/2021)	**Count**	**Percent**
Gender		
Female	200	45.98%
Male	235	54.02%
Ethnicity		
Hispanic-Latino	432	99.31%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	2	0.46%
Two-or-More	1	0.23%

Student by Program (2020 - 2021 Summer PEIMS file loaded 07/15/2021)	**Count**	**Percent**
Limited English Proficient (LEP)	228	52.41%
Gifted and Talented	15	3.45%
Special Education (SPED)	60	13.79%
Title I Participation	435	100.00%
Pregnancy Related Services	0	0.00%
Career and Technical		

Student by Program (2020 - 2021 Summer PEIMS file loaded 07/15/2021)	Count	Percent
CTE V Code	0	0.00%
CTE Service ID	160	36.78%
CTE Auto Calculation	165	37.93%
Economic Disadvantage		
Economic Disadvantage Total	400	91.95%
Free Meals	299	68.74%
Reduced-Price Meals	5	1.15%
Other Economic Disadvantage	96	22.07%
Homeless Statuses		
Homeless Status Total	5	1.15%
Shelter	4	0.92%
Doubled Up	1	0.23%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Special Services (2020 - 2021 Summer PEIMS file loaded 07/15/2021)	Count	Percent
Instructional Settings		
Speech Therapy	20	4.43%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	28	6.21%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	12	2.66%
Full-Time Early Childhood	0	0.00%
Mainstream	20	4.43%

Other Student Information (2020 - 2021 Summer PEIMS file loaded 07/15/2021)	Count	Percent
Title I Homeless	0	0.00%
Migrant	0	0.00%
Military Connected	2	0.46%
Foster Care	4	0.92%
Section 504	24	5.52%
Intervention Indicator	313	71.95%
Unaccompanied Youth	0	0.00%
IGC Reviewed	0	0.00%
Transfer In Students	6	1.3793%

Demographics Strengths

The Armendariz Community to include students, teachers, and family are focused on ensuring students are provided the best learnnig opportunties. Students are mostly involved in our athletic proograms and take pride in their school. Parents enjoy seeing their students actively involved in campus activities. A big push this year will focus on getting parents involved in the daily instructional program. Teachers take pride in this year is the last year that Armendariz MS will exist and plans are in place to join Bassett Middle School in collaborative events to unify the stakeholders. Teachers are looking forward to finishing the year strong to have a jump start next school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Supporting at-risk or struggling students was difficult/challenging based on gaps in academics and language needs. **Root Cause:** Hybrid teaching due to Covid-19 environment/restrictions made it difficult to support at-risk and struggling students.

Problem Statement 2: The enrollment of the campus has slightly decreased for the 2020-2021 school year. **Root Cause:** Hybrid teaching due to the Covid-19 environment, charter schools, open enrollment, and uncertainty of school closure has led to decreased enrollment.

Student Learning

Student Learning Summary

• What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)

Notable Progress from the 2019 STAAR to the 2021 STAAR interim has been made in **7th grade:**

In reading: Economically disadvantaged went from 28% to 30%, Hispanic went from 30% to 32%, LEP from 9% to 22%, SPED in reading and math had an increase from 0% in 2019 to 7% in interim.

In 8th grade reading we had a 2% increase in LEP and a 1% increase in social studies SPED.

 • How are Pre-K - 3rd students (including all student groups) performing on reading and math assessments?   N/A

• How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement? Armendariz is scoring significantly lower in math and reading than other campuses similar in type and student demographics.

• Are our students on track to graduate? What is our longitudinal graduation and dropout rate? N/A

• What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing? N/A

• What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

    N/A

• How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards? Students perform better on some local assessments than they do on state interim assessments.

• How does the campus systemically address re-teaching for students who are absent, particularly for students who are at-risk of failing?

Re-teaching through DDI has been built into the school week, usually occurring on Workshop Wednesdays. Saturday school is in place to help students who is at-risk of failing the school year.

Teachers are keeping work open to allow students to make-up missed assignments.

Student Learning Strengths

Teachers have made a great progress in their PLCs when planning lessons and analyzing data. This past year with covid 19 remote learning, many students did not come to class either physically or virtually and as a result, the data for Armendariz came out lower than the previous year. Although the campus did show great participation in testing, the students results indicate that there are gaps in their learning.

Armendariz teachers have progressed in their planning and understanding of state standards. Moving forward for the 2021-2022 school year, Armendariz has several systems in place to support teacher planning, student learning gaps, and reteaching of missed concepts. Teachers understand the urgency to support aligned lessons and provide intervention/re-teach opportunities as soon as students begin to show signs that they are not meeting the concepts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lesson Differentiation has been limited by hybrid learning. **Root Cause:** Varied activities to include hands-on, manipulative, and collaborative group settings were limited due to Covid 19 safety protocols.

Problem Statement 2 (Prioritized): Student attendance or daily participation in classroom instruction, support, and intervention has not been consistent this year, resulting in low student academic performance. **Root Cause:** Several factors have influenced non-participation in daily school activities due to motivation to attend school, poor internet connectivity, access to device, or caring for siblings.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?

Yes, instruction is aligned to state standards. It is evidenced by lesson plan instructional objectives, PEEK at the Week, Schoology lessons, Zoom visits, and district assessments.

2. Are teachers implementing the district's curriculum with fidelity? How do you know?

Yes, teachers are implementing the district's curriculum with fidelity as evidenced through lesson plans, PLC Planning time, Schoology Pages/ PEEK at the Week, classroom visits, and district assessments.

3. How are the instructional initiatives of the campus or district aligned with this improvement plan?

Instructional initiatives and improvement plan is focused on student achievement and growth.

4. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

Professional development in differentiation has been provided. Social studies and ELAR departments have been trained by ELL's Made Simple. Some strategies are: Student Questions for Purposeful Learning (SQPL), Stop and Jot, Higher-Order Thinking, Engaged Learning, Authentic Connections, and Technology Use (H.E.A.T Strategy), to name a few.

5. How are professional development strategies implemented and monitored?

Strategies have been implemented through PLCs with admin present for all ELL's Made Simple Trainings. They have been monitored by administrative team through classroom visits.

6. How are content and language objectives communicated with ELL students?

PEEK of the WEEK's posted in all Schoology pages with learning targets, content objectives, and agenda listed.

7. How are ELL sheltered instruction strategies provided and monitored?

ELL strategies have been provided through Ellevation trainings and monitored through lesson plans and classroom visits. This year teachers are also implementing strategies learned from ELL's Made Simple.

SCHOOL CONTEXT AND ORGANIZATION

1. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews? Goals, performance objectives and

strategies are communicated through professional learning communities built into the school day. The expectations for formative and summative assessments are inform department of strengths and weaknesses to build interventions and scaffolding into lessons. In PLC's, Faculty members complete a weekly Data Driven Instruction (DDI) on a low standard that includes student exemplars and a reteach plan.

 2. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized? Admin

 3. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

Campus is focused on student academic achievement with a sense of urgency and a strong commitment through aggressive   monitoring, common assessments and admin visits. Weekly DDI's are being completed in all content and grade levels with a reteach plan.

4. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

Teachers have a scheduled daily PLC by content level.

Monday- Review low standards and create a DDI for the week.

Tuesday- Teachers review the DDI from the previous week, examen student exemplar's, examen procedural and conceptual gaps, and plan a reteach.

Wednesday- Admin updates, complete reteach plan

Thursday- Lesson Planning or Grows and Glows

Friday- Lesson Planning or Grows and Glows

5. Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?

    Master schedule did maximize the amount of time spent on instruction with limited interruptions.

TECHNOLOGY

1. What are district and/or campus expectations for the integrated use of technology? The expectation is for technology to be used on a daily basis because we are a 1:1 campus and hybrid.

2. How is technology used to support instruction and learning? All core content areas have district and state required instructional materials which allows at online access and blended learning. All instructional materials are online through EPISD Plaza such as Springboard, NoRedInk, StudySync, etc.

3. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

All students have a laptop with instructional resources needed. All instruction was delivered through Zoom.

4. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

A plan for integration of technology for our campus is limited to district provided resources and learning management systems. (Schoology). However, this year all Faculty members are teaching hybrid with the majority of the school year being done virtually.

5. How are instructional materials available online evaluated for appropriateness and accuracy? These materials are evaluated for appropriateness by our district technology and curriculum and instruction departments.

6. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

Technology is available for all students and staff; every student has been provided with a Hotspot and Laptop to be able to access their virtual classes.

Community

1. How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school? Parents trust the school personnel. Due to restrictions limited parent attendance was allowed on campus.

Teachers

2.How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness? Do they love to teach and see the results of their work with students?

Processes and programs are helping teachers find success with their students. Teachers are using instructional material and professional development feedback to improve lessons.

School Processes & Programs Strengths

Armendariz Middle School has experienced many changes during the 2020-2021 School Year. We had to be fully virtual during the first semester, with PODS in place for students in need. Schoology became the virtual classroom this year and teachers delivered instruction through Zoom or Microsoft Teams. Our Professional Learning Community time frame was increased to daily allowing collaboration among teachers. Admin and Department Chairs were trained on Data Driven Instruction which has been implemented in all content areas. Because we were designated a "D" campus, we were required to implement and follow a Targeted Improvement Plan that we reported to TEA. This also required mandatory district common assessments every 3 weeks. Several of these programs and instructional materials allowed for an ease into online distance learning for all our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus does not have a clear expectation for daily technology integration. **Root Cause:** The campus has not yet created a technology plan for teachers and students.

Problem Statement 2: The pandemic 20-21 has created new challenges for our teachers. **Root Cause:** Student accountability has decreased due to a vast number of circumstances. Teacher challenges next school year will be to build up student accountability, academic performance, and morale.

Perceptions

Perceptions Summary

- How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years

Overall, the attendance rate for Armendariz Middle School has decreased in percentage over the past three years. This last year with covid remote learning, it was challenging for some students to join class either virtually or physically due to a lack of urgency to attend, students taking care of siblings, students left at home with no supervision. The Care Team called parents to support them in understanding the importance of attending school. Some parents report being worred about sending their students during the pandemic. The following is the attendance date for 2020-2021 school year:

- What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

Overall the discipline referrals for Armendariz Middle School significantly decreased for the 2021-2022 schooy year. Our students and parents understood how important it was for students to follow all rules and regulations regarding student conduct. Students behaved responsibily and followed rules as specified for maintain social distancing and behaving in class. In the event that students misbehaved, their parents were contacted immediately and reminded of the expected behaviors.

- How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

Although Armendariz encountered few referrals or student discipline events, the staff and administration worked with students during advisory and implemented SEL lessons. Armendariz MS has also created single gender advisory groups to help students feel confortable sharing with peers. PBIS is in place to support restorative practices and students' self reflection.

- What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

The 2021-2022 wil be the last year for Armendariz Middle School. The campus will be joining another campus Bassett Middle School, creating a new middle school. With this closure several staff members have sought employment as they are unsure of the certainty of their current job. The teachers will follow their students, but in cases were there are two staff members for one role, it is unclear which staff member will be given priority. The district has hoever, ensured that everyone staff member will have employment in the district. The location of the their employment may change if they are not selected for the new campus. As a result, several staff members and teachers have opted to seek other empolyment opportunities.

• How are parent/guardian/community participation rates measured?

The participation of Armendariz parents during the 2020-2021 school year showed an increase compared to previous years- as based on events sign ins. The increase this year was due to the accessibility that zoom or other virtual platforms provided.

• How does the school consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?

This is an area that the school would like to grow. Armendariz has very few community partners. This has hindered the community outreach and participation of community partners.

• How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

The district did not implement a climate culture survey this year.

• Are there any barriers that prevent participation by parents/guardians/community?

Some barriers include working families, single families, or families where siblings or grandparents are raising the students. Armendariz will implement various strategies during the 2021-2022 school year to engage families. The campus will keep virtual options available for families who need to virtual as a preference.

Perceptions Strengths

Overall, parents and students feel that the school does support their student and is preparing them for their future. While the participation of parents/community members in Armendariz school functions has decreased over the past few years, families were able to join events using virtual platforms. The campus does have high participation rates when it comes to participating in high stakes events- such as STAAR testing or TELPAS parent overview night. Armendariz MS parents respond well when contacted personally by teachers and administrators. Parents have commented that they appreciate all that the teachers and school have done for their student. Armendariz will use this connection by gaining their parents trust and encouraging them to partipcate in their child's education. Administration will also provide multiple opportunities for parents to join the campus in events that support their studnets' education.

This year is the last year for the school Armendariz MS. Teachers feel an affinity and sense of pride for their school. They understand that they need to finish the next school year strong and will have a new school to look forward to next school year. The teachers have come together to improve their teaching and planning practices and the school expects to see improvement in student learning outcomes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for more community and parent engagement opportunities. **Root Cause:** Losing our family engagement liaison and Covid-19 made it difficult to take part in any activities at Armendariz Middle School- The school was limited on the type of activities offered, aside virtual.

Problem Statement 2 (Prioritized): Motivating students to participate in extra-curricular or outside organization events was challenging. **Root Cause:** Covid-19 environment has limited the participation of students in out of school events.

Priority Problem Statements

Problem Statement 1: Lesson Differentiation has been limited by hybrid learning.

Root Cause 1: Varied activities to include hands-on, manipulative, and collaborative group settings were limited due to Covid 19 safety protocols.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Student attendance or daily participation in classroom instruction, support, and intervention has not been consistent this year, resulting in low student academic performance.

Root Cause 3: Several factors have influenced non-participation in daily school activities due to motivation to attend school, poor internet connectivity, access to device, or caring for siblings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Motivating students to participate in extra-curricular or outside organization events was challenging.

Root Cause 4: Covid-19 environment has limited the participation of students in out of school events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Supporting at-risk or struggling students was difficult/challenging based on gaps in academics and language needs.

Root Cause 5: Hybrid teaching due to Covid-19 environment/restrictions made it difficult to support at-risk and struggling students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The campus does not have a clear expectation for daily technology integration.

Root Cause 6: The campus has not yet created a technology plan for teachers and students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need for more community and parent engagement opportunities.

Root Cause 7: Losing our family engagement liaison and Covid-19 made it difficult to take part in any activities at Armendariz Middle School- The school was limited on the type of activities offered, aside virtual.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 24, 2021

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction - Armendariz Middle School will increase the percentage of students who meet STAAR in Math , Reading, Writing , Science and Social Studies reaching the goal of 80%/ 50%/ 20% in all areas for 2021-2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results
Interim Assessments
Campus District Benchmark/Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Armendariz MS will provide targeted tutorial services to address areas of need (student progress) in all core subjects to narrow the achievement gap between all students. Transportation services will be provided for students who attend intervention.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Narrow the achievement gap. Improvement in the area of growth as measured on District Benchmarks and Common Assessments. **Staff Responsible for Monitoring:** Teachers Administration Active Learning Leader Campus Teaching Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** Tutoring-185 -2022 - 185 SCE (Campus) - 185.11.6117.054.30.100.054 - $8,000, Fringe-185 _2021 - 185 SCE (Campus) - 185.11.614*.054.30.100.054 - $1,510, 185 Part-time Temp Support - 185 SCE (Campus) - 185.11.6126.054.30.100.054 - $10,000, Fringes for Non-Payroll - 185 SCE (Campus) - 211.11.614X.054.24.899.054 - $286.02				

Strategy 2 Details	Reviews			
Strategy 2: Armendariz Teachers will implement EPISD's curriculum and instruction plan and provide a targeted RtI process through Data Driven Instruction (DDI) that addresses the needs of ELL, SPED, At-Risk, & GT students in support of all core subjects/electives to include college career readiness. Armendariz will use funds to purchase supplemental material such as reading materials, copies/printed material, printshop, general supplies, technology (3D-Printer, Owls, Prometheans), workbooks, e-books, etc...	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Provide supplies/materials for elective courses for economically disadvantaged students for use in the classroom. **Strategy's Expected Result/Impact:** Increase student learning outcomes by using research based curriculum. Improvement in the area of growth as measured on District Benchmarks and Common Assessments. **Staff Responsible for Monitoring:** Administration Teachers Active Learning Leader Campus Teaching Coach **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 **Funding Sources:** TIP General Supplies_Carry Over - 211 Title I, 1003 School Improvement Grant - 211.11.6399.054.24.899.054, 185 Testing Materials CarryOver - 185 SCE (Campus) - 185.11.6339.054.30.019.054 - $6,500, 211 General Supplies Carry Over - 211 ESEA Title I (Campus) - 211.11.6399.054.24.801.054 - $4,820.53, Reading Material - 185 SCE (Campus) - 185.11.6329.054.30.000.054 - $3,500, General Supplies - 185 SCE (Campus) - 185.12.6329.054.30.019.054 - $3,030.98, Reading Material Library - 185 SCE (Campus) - 185.11.6399.054.30.000.054 - $3,500, 211 General Supplies_2021 - 211 ESEA Title I (Campus) - 211.11.6399.054.24.801.054				

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: Armendariz MS will provide release time (substitutes) and staff development during weekly PLC time, campus, district, regional or out of town opportunities for teachers, counselors, and/or administrators. Staff development will support building capacity of teachers based on their' needs to include: lesson planning, assessment, data analysis, best practices, differentiation, technology, intervention, culture, etc.. (Some vendors include StemScopes, ELL Made Simple, Region 19).		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase collaboration and Closing student academic instructional gaps. (Domain3)					
Staff Responsible for Monitoring: Administration Teachers Active Learning Leader Campus Teaching Coach					
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**					
Problem Statements: Student Learning 1					
Funding Sources: 185 Substitutes - 185 SCE (Campus) - 185.11.6112.054.30.362.054 - $5,000, 185 Substitute Fringes - 185 SCE (Campus) - 185.11.6141.054.30.362.054 - $73, 185 Contracted Services - 185 SCE (Campus) - 185.11..6299.054.30.000.054 - $3,000, 211 Misc Operating Costs_ - 211 ESEA Title I (Campus) - 211.13.6499.054.24.019.054 - $1,200, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.054.24.362.054 - $3,500, Substitutes Fringe - 211 ESEA Title I (Campus) - 211.13.614*.054.24.100.054 - $615, Fringe - Substitutes-TIP_Carry Over - 211 Title I, 1003 School Improvement Grant - 211.11.6141.054.24.899.054, 211 Substitute Fringe 2021 - 211 ESEA Title I (Campus) - 211.11.6141*.054.24.362.54, SCE (185) Misc. Contracted Services_Carry Over - 185 SCE (Campus) - 185.11.6299.054.30.019.054, TIP Other Payroll Payments FRINGE Carry Over - 211 Title I, 1003 School Improvement Grant - 211.13.614*.054.24.899.054, 211 Other Payroll Payments FRINGE_ Carry Over - 211 ESEA Title I (Campus) - 211.13.614*.054.24.019.054, 211 Misc Operating Costs_Carry Over - 211 ESEA Title I (Campus) - 211.23.6499.054.24.019.054, 211 Substitutes 2021 - 211 ESEA Title I (Campus) - 211.11.6112.054.24.362.054, Substitutes-TIP_Carry Over - 211 Title I, 1003 School Improvement Grant - 211.11.6112.054.24.899.054					

Strategy 4 Details	Reviews			
Strategy 4: Armendariz MS teachers will develop and implement the campus Technology plan for teachers and students, to include a plan for parent awareness and training.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Increase in STAAR and Benchmark Achievement
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 ALL
 Campus Teaching Coach
     Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
     Problem Statements: School Processes & Programs 1
     Funding Sources: 211 Technology Equipment_Carry Over - 211 ESEA Title I (Campus) - 211.11.6395.054.24.019.054, TIP Technology Equipment_Carry Over - 211 Title I, 1003 School Improvement Grant - 211.11.6395.054.24.899.054				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Supporting at-risk or struggling students was difficult/challenging based on gaps in academics and language needs. **Root Cause**: Hybrid teaching due to Covid-19 environment/restrictions made it difficult to support at-risk and struggling students.

Student Learning
Problem Statement 1: Lesson Differentiation has been limited by hybrid learning. **Root Cause**: Varied activities to include hands-on, manipulative, and collaborative group settings were limited due to Covid 19 safety protocols.

School Processes & Programs
Problem Statement 1: The campus does not have a clear expectation for daily technology integration. **Root Cause**: The campus has not yet created a technology plan for teachers and students.

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Armendariz MS will meet the attendance rate of 96% for the 2021-2022 school year.

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Armendariz MS will implement attendance incentives for maintaining good attendance. Armendariz will provide opportunities through clubs or extra-curricular activities to engage students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve attendance rating. Increase in Student Engagement **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** 211 Misc. Operating Costs_2021 - 211 ESEA Title I (Campus) - 211.31.6499.054.24.801.054				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Student attendance or daily participation in classroom instruction, support, and intervention has not been consistent this year, resulting in low student academic performance. **Root Cause**: Several factors have influenced non-participation in daily school activities due to motivation to attend school, poor internet connectivity, access to device, or caring for siblings.

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education - Increase the percentage of students who meet STAAR grade level federal accountability in the areas of Math, Reading, Writing, Science and Social Studies for 2020-2021 school year.

  Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: AMS will implement co-teaching opportunities and provide time for collaborating to ensure SPED students needs are met in core courses Math, Science, Social Studies, English, & Fine Arts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased differentiated resources/differentiated instruction for all learners.
 	
Improve Co-teaching experience in classrooms
 	
Improvement in the area of growth as measured on District Benchmarks and Common Assessments.
    Staff Responsible for Monitoring: Department Heads
Administration
Active Learning Leader
Campus Teaching Coach
    Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 4: Armendariz will increase the percentage of EL students who meet STAAR grade level federal accountability in Math, Reading, Writing, Science and Social Studies for 2020-2021 school year.

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Implement an English Language Learner (EL) Family Night to provide TELPAS overview and test-taking strategies & practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in the area of growth as measured on District Benchmarks and Common Assessments. **Staff Responsible for Monitoring:** Teachers Administration **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Armendariz teachers will implement Ellevation strategies/tools to differentiate instruction and build teacher capacity to support EL students in meeting their needs in Listening, Reading, Writing, and Speaking in preparation for TELPAS, STAAR and overall achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in the area of growth as measured on District Benchmarks and Common Assessments. **Staff Responsible for Monitoring:** Teachers Administration	**Nov**	**Feb**	**Apr**	**June**

    0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Great Community Schools

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

Performance Objective 1: Employee Retention and Recruitment - Continue to recruit and retain highly effective employees and maintain 95% of faculty for 2021-2022.

    Evaluation Data Sources: Position inventory list

| Strategy 1 Details	Reviews			
Strategy 1: Hire highly qualified teachers to reduce class size and to assistance in enhancing instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student outcomes.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**				
Funding Sources: 185 Salary Fringe_2021 - 185 SCE (Campus) - 185.11.614*.054.30.000.054, Salary_Professional_ 2021 - 185 SCE (Campus) - 185.11.6119.054.30.000.054, 211 Extra Duty Pay Stipends_2021 - 211 ESEA Title I (Campus) - 211.11.6118.054.24.801.054 - $3,500, Salary-Professional - 211 ESEA Title I (Campus) - 211.11.6119.054.24.801.054 - $113,275.04, 211 Salary Fringe_2021 - 211 ESEA Title I (Campus) - 211.11.614*.054.24.801.054 - $26,889.43				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Great Community Schools

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

Performance Objective 2: AMS will implement a Discipline/PBIS/SEL/School Culture - AMS will strengthen PBIS and SEL programs to improve campus culture and school pride as measured on the district campus climate survey will increase in parent, student, and teacher satisfaction with school/admin/systems in place.

    Evaluation Data Sources: Discipline reports and climate surveys.

| Strategy 1 Details				Reviews			
Strategy 1: Armendariz will continue to implement the PBIS and SEL models to include developing a campus-wide classroom management plan that addresses the emergency/crisis management and EPISD's anti-bullying program.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Create a safe and conducive learning environment.
    Staff Responsible for Monitoring: Teachers
Counselors
Administration
    Title I Schoolwide Elements: 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**
    Funding Sources: Miscellaneous Student-TIP_Carry Over - 211 Title I, 1003 School Improvement Grant - 211.13.6499.054.24.899.054							

0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: Budget Management - Ensure all expenses are distributed in a timely and equitable manner.

Evaluation Data Sources: CIP

Strategy 1 Details	Reviews			
Strategy 1: Armendariz faculty and administration will participate in all required/mandatory trainings to ensure fiscal responsibility.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student outcomes. **Staff Responsible for Monitoring:** Teachers Administration **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Community Partnerships

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

Performance Objective 1: Family Engagement- Increase parent engagement by 35%.

HB3 Goal

Evaluation Data Sources: Sign in sheets. School climate survey.

Strategy 1 Details	Reviews			
Strategy 1: Continue to coordinate and integrate parental involvement programs that encourage and support parents to participate in and support the education of their children such as coffee with the Principal and other family engagement opportunities. Funds will be provided to purchase materials, instructional supplies, technology needs for parents, and hire presenters to support parent involvement to meet the needs of students and to provide light snacks for parental engagement activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parent engagement. **Staff Responsible for Monitoring:** Parent Involvement Assistant **Title I Schoolwide Elements:** 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Funding Sources:** 211 General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.054.24.801.054 - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Personnel for Armendariz Middle School

Name	Position	Program	FTE
Andrea Perez	MS Math	SCE	1.0

Title I Personnel

Name	Position	Program	FTE
Martha A. Lopez	Campus Teaching Coach	Title I	1.0
Melissa Gutierrez	MS Math	Title I	1.0

Campus Funding Summary

			185 SCE (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring-185 -2022	185.11.6117.054.30.100.054	$8,000.00
1	1	1	Fringe-185 _2021	185.11.614*.054.30.100.054	$1,510.00
1	1	1	185 Part-time Temp Support	185.11.6126.054.30.100.054	$10,000.00
1	1	1	Fringes for Non-Payroll	211.11.614X.054.24.899.054	$286.02
1	1	2	185 Testing Materials CarryOver	185.11.6339.054.30.019.054	$6,500.00
1	1	2	Reading Material	185.11.6329.054.30.000.054	$3,500.00
1	1	2	General Supplies	185.12.6329.054.30.019.054	$3,030.98
1	1	2	Reading Material Library	185.11.6399.054.30.000.054	$3,500.00
1	1	3	185 Substitutes	185.11.6112.054.30.362.054	$5,000.00
1	1	3	185 Substitute Fringes	185.11.6141.054.30.362.054	$73.00
1	1	3	185 Contracted Services	185.11..6299.054.30.000.054	$3,000.00
1	1	3	SCE (185) Misc. Contracted Services_Carry Over	185.11.6299.054.30.019.054	$0.00
2	1	1	185 Salary Fringe_2021	185.11.614*.054.30.000.054	$0.00
2	1	1	Salary_Professional_ 2021	185.11.6119.054.30.000.054	$0.00
				Sub-Total	$44,400.00
				Budgeted Fund Source Amount	$44,400.00
				+/- Difference	$0.00
			211 Title I, 1003 School Improvement Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	TIP General Supplies_Carry Over	211.11.6399.054.24.899.054	$0.00
1	1	3	Fringe - Substitutes-TIP_Carry Over	211.11.6141.054.24.899.054	$0.00
1	1	3	TIP Other Payroll Payments FRINGE Carry Over	211.13.614*.054.24.899.054	$0.00
1	1	3	Substitutes-TIP_Carry Over	211.11.6112.054.24.899.054	$0.00
1	1	4	TIP Technology Equipment_Carry Over	211.11.6395.054.24.899.054	$0.00
2	2	1	Miscellaneous Student-TIP_Carry Over	211.13.6499.054.24.899.054	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$39,635.89

211 Title I, 1003 School Improvement Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$39,635.89
211 ESEA Title I (Campus)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	211 General Supplies Carry Over	211.11.6399.054.24.801.054	$4,820.53
1	1	2	211 General Supplies_2021	211.11.6399.054.24.801.054	$0.00
1	1	3	211 Misc Operating Costs_	211.13.6499.054.24.019.054	$1,200.00
1	1	3	Substitutes	211.11.6112.054.24.362.054	$3,500.00
1	1	3	Substitutes Fringe	211.13.614*.054.24.100.054	$615.00
1	1	3	211 Substitute Fringe 2021	211.11.6141*.054.24.362.54	$0.00
1	1	3	211 Other Payroll Payments FRINGE_ Carry Over	211.13.614*.054.24.019.054	$0.00
1	1	3	211 Misc Operating Costs_Carry Over	211.23.6499.054.24.019.054	$0.00
1	1	3	211 Substitutes 2021	211.11.6112.054.24.362.054	$0.00
1	1	4	211 Technology Equipment_Carry Over	211.11.6395.054.24.019.054	$0.00
1	2	1	211 Misc. Operating Costs_2021	211.31.6499.054.24.801.054	$0.00
2	1	1	211 Extra Duty Pay Stipends_2021	211.11.6118.054.24.801.054	$3,500.00
2	1	1	Salary-Professional	211.11.6119.054.24.801.054	$113,275.04
2	1	1	211 Salary Fringe_2021	211.11.614*.054.24.801.054	$26,889.43
4	1	1	211 General Supplies	211.61.6399.054.24.801.054	$1,000.00
				Sub-Total	$154,800.00
				Budgeted Fund Source Amount	$154,800.00
				+/- Difference	$0.00
				Grand Total	$199,200.00

Addendums