

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



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Mission Statement

Terrace Hills Middle School is to provide opportunities for students to achieve their personal best and embrace lifelong learning in a safe and positive environment. Students will be encouraged to be responsible and committed to their academic success while developing into productive valuable citizens who work to their fullest potential with the cooperation of school administration, parents, community, faculty, and staff.

Vision

Terrace Hills stakeholders (faculty, staff, students, and parents) will collaborate to ensure mastery of learning through systems of continuous improvement resulting in responsible and productive citizens.

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2020

Needs Assessment Overview

During the month of May our staff met to review the needs assessment by dept. As a Targeted Improvement School the Targeted Improvement plan is aligned to meet Levers 1.1, 3.1 and 5.3. The Needs Assessment is reviewed with the RPA, TIP regularly on a 4 cycles. The CIT and dept.s meet regularly to update needs based on student achievement for Levers 1.1 for Leadership, 3.1 Positive School culture and 5.3 Data Driven Instruction. Our campus has cycles in which campus regularly uploads evidence. This window does not allow the attachment of the Targeted Improvement Plan. Therefore, upon request I can submit the TIP.

Demographics

Demographics Summary

Student Demographics	Count	Percent
Gender		
Female	<u>2</u> ++	47.42%
Male	<u>2</u> ++	52.58%
Ethnicity		
Hispanic-Latino	<u>4</u> ++	88.10%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	<u>1</u>	0.20%
Black - African American	<u>26</u>	5.16%
Native Hawaiian - Pacific Islander	<u>1</u>	0.20%
White	<u>30</u>	5.95%
Two-or-More	<u>2</u>	0.40%

Student Demographics are as follows: Currently we have 405 students enrolled. 126 have chosen f2f instructional setting and 279 have chosen virtual setting. 89% of students are hispanic. Our mobility rate is 25%. Enrollment has decreased by 50 students every year.

Demographics Strengths

Students come from a variety of diverse cultures helping to provide a rich variety in experiences.

- Enrollment is a consistent demographic comprising of more than 400+ student over the last 3 years.
- Multiple generations of students have attended this North East middle school since 1962.
- Students are coming with DL strengths from the elementary
- School will be a PK-8th grade in 2021.
- Community of parents are involved through parent, teacher conferences, monthly campus and athletic events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment has decreased in the past 3 years. **Root Cause:** School has 28% mobility and enrollment has decreased by 50 students yearly

Student Learning

Student Learning Summary

Domain I: Student Achievement		70	C
STAAR Performance	38	70	
Domain II: School Progress		81	B
Part A: Academic Growth	65	69	D
Part B: Relative Performance (Eco Dis: 91.8%)	38	81	B
Domain III: Closing the Gaps	25	68	D

Based on 2019 STAAR results. Due to Covid 19 80% of students continued with online learning, the BOY assessments will results in greater gaps as compared to the previous years. We will identify students who will need intensively intervention and provide the interventions during intersession breaks as well as after school.

Telpas 2019 (based on 142 students)	Advanced High	Advanced	Intermediate	Beginner
Terrace Hills	15%	54%	29%	2%
Listening	58%	24%	15%	3%
Speaking	3%	29%	54%	14%
Reading	20%	37%	32%	10%
Writing	39%	37%	20%	4%

Student Learning Strengths

Teachers continue to work on student gaps through RTI reading and Math, Spartan Time, after school tutoring and advisory time to close the achievement gaps. Teachers plan

every 6 weeks to include a bell ringer, activity and exit ticket for high leverage tested readiness skills. Teachers meet in PLCs to analyze unit assessments, interim assessments align resources and online programs to identify and address the instructional targets.

Academic gaps will be addressed with academic packets and online programs. Tutors will support the classroom teachers as well as during advisory time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not at 90% approaches, 60% meets and 30% master in all tested subjects **Root Cause:** Students have academic gaps based on tested student expectations

School Processes & Programs

School Processes & Programs Summary

Terrace Hills will coordinate school programs, objectives and funding to support parental engagement, school culture, and support the academic achievement for our campus. The goals of our campus will be concise and clearly stated to all stakeholders. Advisory periods will support SEL and RTI. Tutoring will be addressed after school and through Symposiums. Weekly PLCs will analyze student work, unit and intermin assessments.

Committees meet monthly to address LPAC, CIT, PBIS/SEL, Research, Assessment and GT, Culture and Celebrations.

SPED meetings are held weekly through after school PLCs.

Leadership meet on a weekly bases to address Lever 1.1, Leadership, Lever 3.1 Postive School Culture, and 5.3 Effective Instruction/DDI.

Data Meetings are held weekly with Principal and Active Learning Leaders.

District Content Facilitators support PLCs on a weekly basis and during TEKS Academies.

School Processes & Programs Strengths

Two Active Leaders will support the PLCs, TTESS Dimension and learning walks. PLCS will address curriculum overview, intermin assessments and data. Administration will focus on Data Driven Instruction, building student and staff culture, and leadership capacity. Region 19 will support through Co-Op sessions, and Data Driven Instruction for DDI team and administration. One Parent Engagement Leader provides parent classes for both elementary and middle school. Athletics and clubs are available after school as well as after school meal plan.

TEKS academies are provided to departments to plan for 6 weeks lesson plans along with Data Planning for Black Out Readiness Skills calendar the last 6 weeks of instruction.

Intermin assessments help campus track academic growth administered in the fall and spring.

Principal has quarterly meetings with TEA coordinator and District Supervisor for the Targeted Improvement Plan. The Targeted Improvement Plan is a one of a kind Lever Wall recognized by Region 19.

Online programs purchased this year include: IXL, Freedom Flixs, Lowman Social Studies, Mentoring Minds for all subjects, and Edusmart-Science. Distuiirict purchased Edgenuity, Stemsopes and Achieve 3000.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School process and programs were not consistent for all 5 Levers. **Root Cause:** Turnover of staff and administration have caused inconsistency implementation of the 5 Levers the past 5 years.

Perceptions

Perceptions Summary

Terrace Hills administration will continue to involve the faculty and staff in identifying a core set of beliefs that will help prepare students for success in post secondary study and careers. Administrators will continue to create and foster a campus climate where teachers use data as a basis for our continued improvement. The belief that Professional Learning Communities (PLC's) are the medium towards achieving increased academic success at Terrace Hills is alive and well. Common planning, active learning modelo, frequent walk-throughs, and data driven decision making have become the corner stones of our campus. During the past school year, the performance rates in core subjects continue to improve as a result of the heightened campus culture and climate. Creation of a PBIS team and creating a PBIS campus has effectively improved the discipline and morale of our campus culture. Students receive 2nd step SEL lessons on a weekly basis. Counselors provide counseling sessions for students through Project Vida and Families Comes First counseling program. Terrace Hills is completing a Targeted Improvement plan for lever 1.1, 3.1 and 5.3.

Perceptions Strengths

For the past several years the campus has implemented dramatic and continual improvements for developing a strong campus culture and climate. With the continued utilization of the common planning time, faculty are provided the opportunity to address the academic and social needs of our students. A strong and active PBIS team has addressed discipline needs that have showed continual improvement making for a safer and conducive learning environment for students, teachers, and staff. Committees will be added for additional help to establish a climate of learning and success for our students. 2nd Step SEL lesson will be monitored for fidelity. Less than 15 students were sent to on campus DAEP. 3 Students were sent to off-campus DAEP. Discipline referrals decreased as compared to last year's numbers.

Students have the opportunity to participate in programs and clubs such as Dance, Athletics, Student Council, Fine Arts, Science Fair, Young Achievers, Media Morning Announcements, and Special Olympics.

Students have the opportunity to wear color coded uniforms: 6th white, 7th gold and 8th black.

Our 6 x 6 schedule reflects 59 minutes for periods and two lunch periods. Students are recognized every 9 weeks for perfect attendance, Caught Being Good and A/B Honor Roll. End of year Field trips will be provided to students 6th-8th grade for achievements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students demonstrate a lack of social and emotional values and beliefs. **Root Cause:** Culture, climate, values and beliefs are not valued and emphasis at home. Inconsistency of 2nd STEP SEL skills are not used during conflicts.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 14, 2020

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 1: By May 2021, Terrace Hills will increase overall reading scores from 62% to 75% and writing scores from 47% to 60%, math scores from 81% to 85%, Social Studies scores from 46% to 75%, Science scores from 71% to 75% on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results, TIP-Lever 5.3. Sub populations will show an increase from 10% to 30%.

Summative Evaluation: None

<p>Strategy 1: Data Driven Instruction Lever 5.3 During PLCs, teachers will analyze lesson plans, student work and assessment data (3 weeks, 6 weeks, 9 weeks) to identify and group students based on need to address academic gaps and growth.</p> <p>Strategy's Expected Result/Impact: Increased student learning outcomes by using research based programs</p> <p>Staff Responsible for Monitoring: Administration, Teachers, ALL..</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Lever 1.1</p> <p>Leadership Development: Administration will support instructional practices by conducting targeted walk throughs and provide teacher feedback based on TTESS Dimensions from local funds.</p> <p>Strategy's Expected Result/Impact: Students success as documented by walk through documentation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Tutoring and extra duty will be provided by teachers and subs for at-risk and struggling students.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase on Domain 1 to a B, Domain 3 to a C.</p> <p>Staff Responsible for Monitoring: administration, ALLs</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: roll over funds 211 for subs - 211 ESEA Title I (Campus) - 211.11.6112.048.24.019.048 - \$0, Fringes - 185 SCE (Campus) - 185.11.6141.048.30.362.048 - \$8, Other Payroll Payments (Certified Tutors) - 211 Title I, 1003 School Improvement Grant - 211.11.6117.048.24.899.048 - \$1,800, Fringes SS/Medicare - 211 Title I, 1003 School Improvement Grant - 211.11.6141.048.24.899.048 - \$289.30, Fringes TRS - 211 Title I, 1003 School Improvement Grant - 211.11.6146.048.24.899.048 - \$1,500, Fringes TRS Surcharge - 211 Title I, 1003 School Improvement Grant - 211.11.6148.048.24.899.048 - \$220, Fringes TRS Non - 211 Title I, 1003 School Improvement Grant - 211.11.6149.048.24.899.048 - \$340, Tutoring (Certified Tutors) Title I part A - 211 ESEA Title I (Campus) - 211.11.6117.048.24.100.048 - \$9,020, part-time tutors - 211 Title I, 1003 School Improvement Grant - 211.11.6126.048.24.899.048, fringes for part-time tutors - 211 Title I, 1003 School Improvement Grant - 211.11.6141.048.24.899.048</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: purchase materials, online subscription-Peg Writing, and supplies for instruction to include Mentoring Minds, Freedom Flix, IXL, Forde-Ferrier workbooks in reading, math, science and social studies.</p> <p>Purchase supplies and materials, MacBooks, Pro-Owls, chargers printers, and ink to print out lesson plans, data, resources and digital cameras for virtual learning.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase 2 pts. in all Domains</p> <p>Staff Responsible for Monitoring: administration, ALLS</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: roll over funds for supplies - 211 ESEA Title I (Campus) - 211.11.6399.048.24.019 - \$1,399, roll over funds 211 for purchase of OWL Pro's - 211 ESEA Title I (Campus) - 211.11.6395.048.24.019.048 - \$28,236, Technology - 211 ESEA Title I (Campus) - 211.11.6395.048.24.801.048 - \$1,000, Workbooks, materials, supplies - 211 ESEA Title I (Campus) - 211.11.6399.048.24.801.048 - \$4,542.93, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.048.24.801.048 - \$8,000, Testing materials - 185 SCE (Campus) - 185.11.6339.048.30.000.048 - \$0, general supplies (roll over) - 185 SCE (Campus) - 185.11.6399.048.30.000.048 - \$6,567.38, IXL - 211 ESEA Title I (Campus) - 211.11.6299.048.24.801.048 - \$15,770, Technology (printers) and macbooks (student loaners) - 211 Title I, 1003 School Improvement Grant - 211.11.6395.048.24.899.048, Instructional supplies - SIG (workbooks) - 211 Title I, 1003 School Improvement Grant - 211.11.6399.048.24.899.048</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 5: provide Social Studies training, STAAR Blitz by Lowman Consulting and pay for materials such as Focus Package, STAAR Blitz, Unit Focus/Assessments and Activities/Kits.</p> <p>Strategy's Expected Result/Impact: Increase Social Studies STAAR results.</p> <p>Staff Responsible for Monitoring: Social Studies ALL, Admin, Social Studies Chair</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Consultation and training - 211 Title I, 1003 School Improvement Grant - 211.13.6299.048.24899.048 - \$1,400, To purchase Social Studies Kits (Lowman Consulting) - 211 Title I, 1003 School Improvement Grant - 211.13.6399.048.24.899.048 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase Attendance from 94.38% to 95.38% by the end of the school year.

Evaluation Data Sources: Daily Attendance Reports

Summative Evaluation: None

<p>Strategy 1: Provide materials needed for students such as</p> <p>1. student recognition for the honor roll, student of the month, attendance (VIP card), student incentives,</p> <p>2. TEKS appropriate field trips, and end of the year activities.</p> <p>Strategy's Expected Result/Impact: Increase of student attendance, grades, and pride.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Misc.Oper Costs - 211 ESEA Title I (Campus), Misc Oper Costs - 199 General Fund - 199.11.6499</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: purchase materials and books for the library for students to enjoy reading during lunch and after school</p> <p>Strategy's Expected Result/Impact: circulation report will show an increase in checkouts</p> <p>Staff Responsible for Monitoring: librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Books, and materials - 211 ESEA Title I (Campus) - 211.12.6329.048.24.801.048 - \$5,000, supplies for library - 211 ESEA Title I (Campus) - 211.12.6399.048.24.801.048 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education Co Teach classes with English, Math, Science, and Social Studies.

Evaluation Data Sources: Master Schedule

Summative Evaluation: None

<p>Strategy 1: schedule will reflect SPED teachers are Co-Teaching and participating in dept. PLCs and dept. meetings by monitoring student grades and progress reports.</p> <p>Strategy's Expected Result/Impact: Increased student learning outcomes by using research based programs.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Administration will support instructional practices by conducting targeted walk throughs and provide teacher feedback.</p> <p>Strategy's Expected Result/Impact: Students success as documented by walk through documentation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 4: During the school year, we will continue to offer Pre AP classes in the core subjects for our GT students to participate in.

Evaluation Data Sources: master schedule

Summative Evaluation: None

<p>Strategy 1: walk-throughs will demonstrate GT differentiation through interactive programs such as IXL, Edusmart, and Freedom Flix.</p> <p>Strategy's Expected Result/Impact: increase results from approaches to meets</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Great Community Schools





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

Performance Objective 1: During the 2020-21 school year, Terrace Hills will increase social media presence and after school activities to promote the school, retain and attract teachers and students, and emphasize the mission and vision through our campus website.

Targeted or ESF High Priority

Evaluation Data Sources: Tweets, website, mission and vision posted

Summative Evaluation: None

<p>Strategy 1: Counselors to hold HB5 Workshops, Career Day in the spring semester for parents to fill out Endorsement Letter that makes student choice on PGP. This affects higher learning and ultimate career education</p> <p>Strategy's Expected Result/Impact: Students will become aware of what they want to focus on in high school and possible after high school.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Terrace Hills will provide nursing supplies at a level that will ensure the safety for all students.</p> <p>Strategy's Expected Result/Impact: Create a safe and healthy learning environment.</p> <p>Staff Responsible for Monitoring: Nurse, Administration</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p> <p>Funding Sources: Supplies - 199 General Fund - 199.33.6399</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Teachers will tweet regarding positive interactions and activities on a regular basis.</p> <p>Strategy's Expected Result/Impact: Community will become aware of positive accomplishments and programs and we will continue to promote a positive culture.</p> <p>Staff Responsible for Monitoring: administration, teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Culture Lever 3.1 mission and vision will be posted throughout the campus, in classrooms, newsletters and website.</p> <p>Strategy's Expected Result/Impact: TIP evidence will show mission and vision is emphasized.</p> <p>Staff Responsible for Monitoring: administration, PEL</p> <p>Title I Schoolwide Elements: 3.1, 3.1 - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Great Community Schools

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

Performance Objective 2: Teachers and Staff will attend Professional Development training and obtain professional materials for on going learning.

Evaluation Data Sources: agenda, sign in sheets, PO

Summative Evaluation: None

<p>Strategy 1: Provide Professional development opportunities for teachers and staff through District Data Planning, DDI-Region 19, Lead4ward and TEA capacity builders. Pay for training, registration, and substitutes. Science dept. will be provided professional development and coaching through Stemsscopes, ELAR/SS dept. will receive PD through ELLs Made Simple and Math will receive coaching/training through Horizontal Lazer Team. E2L will provide coaching sessions for electives and Sped.</p> <p>Strategy's Expected Result/Impact: Teachers to learn new skills and implement in their classrooms to achieve higher results.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: extra duty pay to attend summer training and RPA - 211 Title I, 1003 School Improvement Grant - 211.13.6117.048.24.899.048 - \$2,200, professional development and coaching for ELAR & Social studies teachers - 211 Title I, 1003 School Improvement Grant - 211.13.6299.048.899 - \$23,000, professional development for Stemsscopes for Science dept. - 211 Title I, 1003 School Improvement Grant - 211.13.6299.048.899 - \$4,166.67, Pay for subs to attend DDI at Region 19 (includes FICA fringe) - 185 SCE (Campus) - 185.11.6112.048.30.362.048 - \$0, Pay for subs to attend DDI at Region 19 (includes FICA fringe) - 211 Title I, 1003 School Improvement Grant - 211.11.6112.048.24.899.048 - \$3,436, Region 19 Services/ Misc. - 211 Title I, 1003 School Improvement Grant - 211.13.6239.048.24.899.048 - \$5,000, Regional ESC Services - 211 Title I, 1003 School Improvement Grant - 211.23.6239.048.24.899.048 - \$1,000, Misc. Contracted Serv. Capacity Builders - 211 Title I, 1003 School Improvement Grant - 211.13.6299.048.24.899.048, Consulting Svcs./web based/on-line programs for teachers - 211 ESEA Title I (Campus) - 211.13.6299.048.24.801.048 - \$1,200, In-town staff development for teachers - 211 ESEA Title I (Campus) - 211.13.6499.048.24.801.048, In-town staff development for admin. - 211 ESEA Title I (Campus) - 211.23.6499.048.24.801.048, Substitutes- In-service Teachers (need to allocate w/sub object 362) & corresponding fringe 6141) - 211 ESEA Title I (Campus) - 211.11.6112.048.24.801.048 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Great Community Schools

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





Performance Objective 3: During the 2020 school year, Terrace Hills will implement PBIS and SEL strategies to promote a safe, healthy, drug and bully free campus with 100% of students receiving SEL instruction by May 2021. Core Values will be taught through monthly Guidance lessons by the counselors.

Targeted or ESF High Priority

Evaluation Data Sources: Advisory rosters, SecondStep SEL program progress logs, discipline referrals, committee agenda and minutes.

Summative Evaluation: None

<p>Strategy 1: Counselors will obtain materials used to present interactive programs to all students concerning the elimination of bullying, healthy choices, and promotion of safe and drug free school.</p> <p>Strategy's Expected Result/Impact: Students will get a better understanding of their self and what is appropriate behavior in order to have a safe, learning environment.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p> <p>Funding Sources: Supplies - 199 General Fund - 199.31.6399</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: THMS will ensure a safe campus environment by having additional campus security available at all campus athletic events.</p> <p>Strategy's Expected Result/Impact: Students and the community will feel safe at extracurricular activities.</p> <p>Staff Responsible for Monitoring: Administrative Team Security Team</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: TIP Culture 3.1 PBIS & SEL Team will conduct fidelity checks using PBIS benchmarks four times a year, to identify areas of success, patterns and develop plans to address immediate needs to include physical and well being for students and faculty.</p> <p>Strategy's Expected Result/Impact: Increase positive interactions for adults and students to establish a climate in which appropriate behavior is a norm</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 4: Increase positive interactions for adults and students to establish a climate in which appropriate behavior is a norm. Staff will assist in providing student safety during transition by demonstrating visibility outside halls and rooms.</p> <p>Strategy's Expected Result/Impact: Student of the month, student incentives, campus events throughout the year. Quarterly student vs. teacher games will promote friendly competition between staff and teachers.</p> <p>Staff Responsible for Monitoring: Administration, SEL, and PBIS team.</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Misc. Oper. Costs - 199 General Fund - 199.11.6499</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Weekly implementation of the SecondStep SEL curriculum during scheduled advisory classes.</p> <p>Strategy's Expected Result/Impact: Understanding and utilization of the five SEL competencies resulting in a 20% decrease in disciplinary referrals when compared to the 2018-2019 school year discipline data.</p> <p>Staff Responsible for Monitoring: Administration, PBIS/SEL Team, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  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: Terrace Hills will be 100% compliant with district, state, and federal procedures and guidelines by the end of the school year.

Evaluation Data Sources: PEIMS audits

Summative Evaluation: None

<p>Strategy 1: Campus administrator monitor discipline, PEIMS, budget, SPED and LEP audits to be in compliance. Strategy's Expected Result/Impact: Students will have access to a guaranteed and viable curriculum. Staff Responsible for Monitoring: Administration, Title I Schoolwide Elements: 2.4, 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Terrace Hills will provide additional teacher support for ELAR and Math with classroom reduction teachers. Strategy's Expected Result/Impact: Smaller class sizes will impact instruction to better facilitate learning to our students. Staff Responsible for Monitoring: Administration Funding Sources: Salary for Title I campus funded positions (Professionals) - 211 ESEA Title I (Campus) - 211.11.6119.048.24.801.048 - \$88,129, Salary for SCE campus funded position - 185 SCE (Campus) - 185.11.6119.048.30.000.048 - \$52,438.86, Fringes-SCE campus funded position - 185 SCE (Campus) - 185.11.614X.048.30.000.048 - \$8,450.76, Stipend SCE campus funded position - 185 SCE (Campus) - 185.11.6118.048.30.000.048 - \$2,500, Fringes for Title I campus funded positions (Professionals) - 211 ESEA Title I (Campus) - 211.11.614X.048.24.801.048 - \$20,089.07, Stipends for Title I campus funded Positions) need to allocate for total stipends - 211 ESEA Title I (Campus) - 211.11.6118.048.24.801.048 - \$249</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Terrace Hills will procure LEA Facilitators to assist with PLC's and administrative leadership development. Strategy's Expected Result/Impact: PLC's will run more effectively and efficiently in order to better understand data and how to use that data to focus on the needs of the students. Staff Responsible for Monitoring: Principal ALL Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  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: Terrace Hills will increase parental involvement by 20% by the end of the school year through various events and classes to include Benefits of Parental Involvement, Title 1 Fall and Spring meeting.

Evaluation Data Sources: sign in sheets, calendar of events

Summative Evaluation: None

<p>Strategy 1: Provide reading materials, general supplies, & snacks to be used for parental involvement activities. Provide opportunities for parental involvement for campus-based committees (CIT, LPAC, ARDS, GPCs, HB5, Accreditation, survey meetings, Parent-Teacher Nights, Orientations, Community Service, etc.) and parent events.</p> <p>Strategy's Expected Result/Impact: Our community will learn from the parent classes and 2nd Step SEL classes . Parent survey.</p> <p>Staff Responsible for Monitoring: Parent Involvement Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p> <p>Funding Sources: Reading Materials for parental engagement activitis - 211 ESEA Title I (Campus) - 211.61.6329.048.24.801.048, Instructional Supplies for parental engagement activities - 211 ESEA Title I (Campus) - 211.61.6399.048.24.801.048 - \$665, Misc. Oper Costs (snack for parental engagement activities) - 211 ESEA Title I (Campus) - 211.61.6499.048.24.801.048</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Terrace Hills Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ginger Mcnicol	paraprofessional	literacy monitor	.25
Maria Flores	paraprofessional	computer lab monitor	100
Sarah Cooper	MS Math	Math	100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Terrace Hills Middle School Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly our sub populations (Special Education and English Language Learners).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, Region 19 personnel, to the extent feasible, and, if appropriate, specialized instructional support personnel.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

2.4: Opportunities for all children to meet State standards

We will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

We will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

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

We will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

3.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jarrett Bolton	MS Math	Math	100%
Sylvia Guzman	Teacher	Middle School Math	.50
vacant	PEL	parent engagement	.50

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Esther Carroll-Walp	Assistant Principal
Administrator	Zachary Lyons	Assistant Principal
Classroom Teacher	Naomi Ruthardt	SPED Coach
Classroom Teacher	Sylvia Chase	CIT Facilitator
Administrator	Leticia Ewing	Principal
Parent Liason	Norma Evans	Parent Engagement Liaison
District-level Professional	Monica Chavez	Title 1 Instructional Coordinator
Classroom Teacher	Javier Gomez	Math Teacher
Classroom Teacher	Laura Mowad	Science Teacher
Classroom Teacher	Bethany Portillo	ELAR Teacher
Classroom Teacher	Kevin Moussavi	Alternative Teacher
Non-classroom Professional	Rebeca Avelar	Librarian
Classroom Teacher	Daniel Vasquez	Social Studies Teacher
Community Representative	LTC Kathleen Chung	LTC William Beaumont Army Medical Center
Parent	Ms. Lawyer	Parent
Parent	Melinda CUILTY	Parent
Community Representative	Robert Rocha	District
Non-classroom Professional	Margie Lowenberg	nurse

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Fringes	185.11.6141.048.30.362.048	\$8.00
1	1	4	Testing materials	185.11.6339.048.30.000.048	\$0.00
1	1	4	general supplies (roll over)	185.11.6399.048.30.000.048	\$6,567.38
2	2	1	Pay for subs to attend DDI at Region 19 (includes FICA fringe)	185.11.6112.048.30.362.048	\$0.00
3	1	2	Salary for SCE campus funded position	185.11.6119.048.30.000.048	\$52,438.86
3	1	2	Fringes-SCE campus funded position	185.11.614X.048.30.000.048	\$8,450.76
3	1	2	Stipend SCE campus funded position	185.11.6118.048.30.000.048	\$2,500.00
Sub-Total					\$69,965.00
Budgeted Fund Source Amount					\$69,965.00
+/- Difference					\$0.00
211 Title I, 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Other Payroll Payments (Certified Tutors)	211.11.6117.048.24.899.048	\$1,800.00
1	1	3	Fringes SS/Medicare	211.11.6141.048.24.899.048	\$289.30
1	1	3	Fringes TRS	211.11.6146.048.24.899.048	\$1,500.00
1	1	3	Fringes TRS Surcharge	211.11.6148.048.24.899.048	\$220.00
1	1	3	Fringes TRS Non	211.11.6149.048.24.899.048	\$340.00
1	1	3	part-time tutors	211.11.6126.048.24.899.048	\$0.00
1	1	3	fringes for part-time tutors	211.11.6141.048.24.899.048	\$0.00
1	1	4	Technology (printers) and macbooks (student loaners)	211.11.6395.048.24.899.048	\$0.00
1	1	4	Instructional supplies - SIG (workbooks)	211.11.6399.048.24.899.048	\$0.00
1	1	5	Consultation and training	211.13.6299.048.24899.048	\$1,400.00
1	1	5	To purchase Social Studies Kits (Lowman Consulting)	211.13.6399.048.24.899.048	\$500.00
2	2	1	extra duty pay to attend summer training and RPA	211.13.6117.048.24.899.048	\$2,200.00
2	2	1	professional development and coaching for ELAR & Social studies teachers	211.13.6299.048.899	\$23,000.00
2	2	1	professional development for Stemscores for Science dept.	211.13.6299.048.899	\$4,166.67

211 Title I, 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Pay for subs to attend DDI at Region 19 (includes FICA fringe)	211.11.6112.048.24.899.048	\$3,436.00
2	2	1	Region 19 Services/ Misc.	211.13.6239.048.24.899.048	\$5,000.00
2	2	1	Regional ESC Services	211.23.6239.048.24.899.048	\$1,000.00
2	2	1	Misc. Contracted Serv. Capacity Builders	211.13.6299.048.24.899.048	\$0.00
Sub-Total					\$44,851.97
Budgeted Fund Source Amount					\$44,851.97
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	roll over funds 211 for subs	211.11.6112.048.24.019.048	\$0.00
1	1	3	Tutoring (Certified Tutors) Title I part A	211.11.6117.048.24.100.048	\$9,020.00
1	1	4	roll over funds for supplies	211.11.6399.048.24.019	\$1,399.00
1	1	4	roll over funds 211 for purchase of OWL Pro's	211.11.6395.048.24.019.048	\$28,236.00
1	1	4	Technology	211.11.6395.048.24.801.048	\$1,000.00
1	1	4	Workbooks, materials, supplies	211.11.6399.048.24.801.048	\$4,542.93
1	1	4	Reading Materials	211.11.6329.048.24.801.048	\$8,000.00
1	1	4	IXL	211.11.6299.048.24.801.048	\$15,770.00
1	2	1	Misc. Oper Costs		\$0.00
1	2	2	Books, and materials	211.12.6329.048.24.801.048	\$5,000.00
1	2	2	supplies for library	211.12.6399.048.24.801.048	\$500.00
2	2	1	Consulting Svcs./web based/on-line programs for teachers	211.13.6299.048.24.801.048	\$1,200.00
2	2	1	In-town staff development for teachers	211.13.6499.048.24.801.048	\$0.00
2	2	1	In-town staff development for admin.	211.23.6499.048.24.801.048	\$0.00
2	2	1	Substitutes- In-service Teachers (need to allocate w/sub object 362) & corresponding fringe 6141)	211.11.6112.048.24.801.048	\$500.00
3	1	2	Salary for Title I campus funded positions (Professionals)	211.11.6119.048.24.801.048	\$88,129.00
3	1	2	Fringes for Title I campus funded positions (Professionals)	211.11.614X.048.24.801.048	\$20,089.07
3	1	2	Stipends for Title I campus funded Positions) need to allocate for total stipends	211.11.6118.048.24.801.048	\$249.00
4	1	1	Reading Materials for parental engagement activitis	211.61.6329.048.24.801.048	\$0.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional Supplies for parental engagement activities	211.61.6399.048.24.801.048	\$665.00
4	1	1	Misc. Oper Costs (snack for parental engagement activities)	211.61.6499.048.24.801.048	\$0.00
Sub-Total					\$184,300.00
Budgeted Fund Source Amount					\$184,300.00
+/- Difference					\$0.00
Grand Total					\$299,116.97