

El Paso Independent School District

Hornedo Middle School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 17, 2023

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2023

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Hornedo has transitioned into a Title I campus, and this academic year has witnessed substantial growth in our staff. These changes are poised to exert a noteworthy influence on the overall campus environment and dynamics. Notably, referrals have reached an all-time high, with last year seeing a notable increase in In-School Suspension (ISS) and Disciplinary Alternative Education Program (DAEP) instances.

L1 Whole Child (Culture & Climate) Strengths

- Teachers are committed to our students and are working to maintain high expectations despite growing pains.
- Teachers have also committed to the new district curriculum.
- Teachers are working to expand certifications.
- Students and parents still see Hornedo as desirable.
- Our Fine Arts students are performing at the top in the district.
- Enrollment of about 1400
- The Dual Language program is growing.
- Top attendance in the district

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

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

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

Prioritized Need 3: Problem Statement: Increased number of referrals **Root Cause:** Root Cause: Students are adjusting social/academic setting of expectations

Prioritized Need 4: Problem Statement: Addition of new staff **Root Cause:** Root Cause: Proper funding for size of campus

Prioritized Need 5: Problem Statement: Changing of Schedule - This year, our RLA department is on a block schedule and learning the new district curriculum and resource Amplify. **Root Cause:** Root Cause: Low RLA performance across the district and new curriculum and new resources.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

The introduction of an upgraded district-wide curriculum focused on high-quality instructional materials has been assigned to the subjects of Reading, Language Arts, and Math. Teachers require adequate time to familiarize themselves with these programs during the school year, as the launch began in 2023. Furthermore, teachers must adjust to our new bell schedules featuring six 46-minute classes and a double-blocked Reading Language Arts (RLA) session.

We have recently adopted NWEA-MAP Growth as a tool to assess students' present Lexile and Math levels, based on the RIT score. This program will be employed three times during this academic year to evaluate students' academic requirements. SSI is not relevant at this time. ARD, LPAC, and 504 decisions concerning state assessments and interventions are made collaboratively by the appropriate stakeholders, including teachers, parents, administrators, and special ed personnel (for ARD). These decisions are made initially upon identification and then annually. They are also subject to change if the need is present. Interventions are discussed and decided upon during the ARD, LPAC, and 504 process and then implemented by the teacher. Interventions are re-evaluated on a case-by-case basis to determine effectiveness for the student and revised when necessary.

Student identification to place a student in RtI is established by the classroom teacher using a variety of measurements. These include classroom observations, formative and summative assessments, STAAR test results, and interim results. There are a variety of methods RtI is provided at Hornedo. Once the need is identified, the level of necessary support is established by the teacher (and other relevant parties, such as parents, special education teacher if applicable, administrator, CTC, Interventionist, etc.). Based on the end-of-year performance on STAAR, students may be assigned to a reading or math interventionist—and class. In addition, students may be subject to House Bill 1416 in the State of Texas, which requires all students who do not achieve the level of "Did Not Meet Low" on the STAAR test to perform 30 hours of intervention and "Did Not Meet High" must complete 15 hours of intervention. This occurs in a one-on-one or small group setting, depending on the parent's selection of services. Students also may receive additional RtI during intersession periods (one week in fall and one week in spring) if it is determined the student will benefit.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Overall, Hornedo is academically successful. The level of expectations for success the administration sets is high for students and teachers. Testing results prove academic goals are reached.

Hornedo's strengths are prevalent. Based on the 2022-23 STAAR data, it is evident that the four core content areas provide high-quality instruction with support from electives incorporating cross-curricular lessons. This team effort results in Hornedo having above-average STAAR results compared to EPISD and state averages. When reaching 2022-23 data with 2021-22, Hornedo significantly increased testing scores. This is partly due to cross-curricular instruction and interventions such as tutoring.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Teachers necessitate specialized training focused on enhancing their proficiency with high-quality instructional materials. **Root Cause:** Integrating new materials effectively within the confines of 46-minute classes demands a dedicated timeframe. Moreover, teachers need to be well-versed in all aspects of the exceptional instructional resources.

Prioritized Need 2: Given our sizable campus with nearly 1400 students, Hornedo requires extra interventionists to adequately address our student population's needs. **Root Cause:** Our initial results from the Beginning-of-Year (BOY) MAP Growth assessment highlight a substantial number of students requiring assistance from our interventionists. This suggests that we might need to consider restricting the frequency of small group instructional sessions with interventionists for each student.

Prioritized Need 3: In all core content classrooms, it is essential to give priority to Tier 2 instruction. **Root Cause:** Teachers must possess the knowledge of effectively incorporating Tier 2 instruction within their classrooms.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

STAAR 2022-23 *(Approaches-Meets-Masters)*

<u>Reading (6th)</u> 91-70-32	EcDis 84-58-17	SPED 61-30-4	EB/EL 82-57-21
<u>Reading (7th)</u> 92-77-46	EcDis 88-65-32	SPED 63-41-19	EB/EL 88-61-26
<u>Reading (8th)</u> 98-87-49	EcDis 96-76-29	SPED 82-47-18	EB/EL 96-80-30
<u>Math (6th)</u> 85-51-20	EcDis 76-37-10	SPED 57-22-19	EB/EL 77-41-12
<u>Math (7th)</u> 80-59-21	EcDis 74-44-10	SPED 50-22-9	EB/EL 70-44-10
<u>Math (8th)</u> 94-69-22	EcDis 91-60-18	SPED 81-31-25	EB/EL 94-68-18
<u>Social Studies (8th)</u> 83-46-25	EcDis 71-28-14	SPED 59-18-18	EB/EL 73-28-11
<u>Science (8th)</u> 87-63-23	EcDis 80-41-12	SPED 53-41-18	EB/EL 86-52-18

Overall scores went down, but they still performed satisfactory performance. Special Education, Economically Disadvantaged, and EB/EL did not meet satisfactory performance in all grades except for 8th Reading EB's, partly because gaps still exist; however, scores increased in all subjects and student groups compared to the previous year.

Most students performed satisfactorily because of additional interventions, including small group tutoring with core content teachers and HB4545 tutoring. When compared with non-special education students, the achievement rates of special education students are lower. Special education students receive support through a co-teaching model for Math and Reading. Additional support is given by general education teachers and special education instructor(s) for that grade level in other content areas. Small group tutoring is also available for these students in targeted areas.

Teachers receive support in working with inclusion teachers, special education teachers, administrators, intervention teachers, and campus teaching coaches.

Based on the data given (2023-2024), student performance has decreased in most content areas. Noticeable differences were slight increases in the 9th grade Math and Reading SPED population and 6th grade reading ECO DIS.

Individual student needs can be identified through various methods, such as:

- **Formal Assessments:** Formal assessments, such as standardized tests, can provide insights into a student's academic performance and help identify areas of strengths and weaknesses.
- **Informal Assessments:** Informal assessments, such as classroom observations and teacher-made tests, can also provide valuable information about a student's progress and understanding of a subject.
- **Individualized Education Plans (IEPs):** Students with disabilities or learning difficulties may have an IEP that outlines their specific needs and accommodations.
- **Teacher observations:** Teachers can observe and document a student's behavior, attitude, and interactions with others to identify any social or emotional

needs.

- Parent and student input: Parents and students can provide valuable information about a student's interests, strengths, and challenges, which can inform teaching and learning strategies.

Overall, identifying individual student needs requires a collaborative approach that involves teachers, parents, and students working together to ensure that each student receives the support and resources they need to succeed.

Student-specific services and interventions are determined, implemented, monitored, adjusted, and evaluated by involving a collaborative effort among various stakeholders, including teachers, school administrators, parents, and other relevant professionals by using the same indicators mentioned above. Response to Intervention (RtI) is a multi-tiered approach used by many schools to identify and support students who are struggling academically or behaviorally.

- Individualized Education Programs (IEPs): For students with disabilities, an IEP is a legal document that outlines the student's strengths, needs, and goals. The IEP team, which includes parents, teachers, and other professionals, works together to develop a plan for providing the student with the support and accommodations they need to succeed.
- 504 Plans: Similar to an IEP, a 504 plan is a legal document that outlines accommodations and supports for students with disabilities. This team establishes the 504 plan: the grade level assistant, teachers, parents, and possibly the student.
- Positive Behavior Interventions and Supports (PBIS): PBIS is a framework that focuses on teaching and reinforcing positive behaviors rather than punishing negative ones. PBIS has been in place for the past several years.

L2 Academic Excellence (Student Achievement) Strengths

Hornedo's strengths are prevalent. Based on the 2022-23 STAAR data, it is evident that the four core content areas provide high quality instruction with support from electives incorporating cross-curricular lessons. This team effort results in Hornedo having above average STAAR results when compared to EPISD results as well as state averages. This is, in part, due to cross-curricular instruction and interventions such as HB4545 tutoring.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

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

Prioritized Need 2: Hornedo requires additional laptops to cater to its students' needs. There are instances where students have to manage for months with functional laptop shortages, which is concerning given that the updated district curriculum places a significant emphasis on technology usage. **Root Cause:** A deficit of technology resources and

specialists is prevalent throughout the district.

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

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

Hornedo has a high teacher retention rate as most teachers stay until they retire or leave the profession. In addition, teachers request transfers to our campus. Some of our recruited teachers have come from the large number of displaced teachers our district has. There has been a high volume of applicants for office staff.

Strengths of our teachers include high engagement activities in classrooms and project based learning. There is high collaboration between teachers and staff.

Teachers are provided with several professional development opportunities and opportunities to collaborate with their colleagues. Hornedo implements a variety of opportunities to recognize teachers and build positive faculty culture.

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

High engagement activities in classrooms- Teachers collaborate with one another during PLCs to create student centered activities where teachers act as facilitators. Students participate in project based learning where they are able to express/share their interests with the class.

Collaboration between teachers- Teachers are provided PLC time with their department to plan lessons and collaborate with their colleagues. Teachers are also given time to collaborate during staff development days.

Project based learning- Hornedo PLCs include professional learning on how to incorporate the practical elements of project based learning into the development of lessons. These best practices result in a stronger first teach and greater student engagement.

Staff PD by campus (weekly) and district- Hornedo Campus Teaching Coaches create engaging lessons for PLCs that not only model what teaching practices are expected in the general classroom, but also incorporate the latest strategies and techniques being touted in the field of education. Our CTCs stay abreast by researching techniques and reading material shared by experts. Our teachers attend all required professional development sessions at the district level. Administrators and CTCs also search for additional PD that would be beneficial towards meeting specific teacher's needs and sending those teachers to the professional development session delivered by El Paso ISD.

Work vertically by department- During PLCs, teachers are provided with the opportunity to meet with 6th, 7th, and 8th grade teachers in their content area.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): The addition of new staff due to increase in enrollment of students **Root Cause:** The district determines the number of employees based on the number of students.

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

Prioritized Need 3: Teachers expressed (via survey) feeling that since the pandemic, and due to changes in personnel, they were less culturally connected to other faculty and staff members. **Root Cause:** Lingering effects of and patterns created by the pandemic, including restrictions on gathering have changed the regularity with which faculty members have engaged in events meant to boost morale.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Overall, Hornedo is a high functioning campus that serves the largest middle school population in the city of El Paso. We are committed to providing quality education for all of our students. Community perceptions include understanding our campus is high-performing and is a highly-desired school.

We construct our processes and programs by prioritizing student academic growth, along with socio-emotional well-being and success. Staff members support each other and collaborate to ensure that contemporary forms of learning are utilized to help facilitate our education programs.

Technology has become a major part of our lives and has become essential for continuing education. While challenges continue to arise, our staff works together to brainstorm and execute alternative ways for students to continue to fully access our curriculum.

Our campus is kept in safe, aesthetically pleasing, running condition with the cooperation of our hard-working custodial staff as well as communication to address issues from all employees on campus.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Hornedo cultivates a culture of understanding and connection through prompt response and constant communication. Most teachers are quick to recognize and address when behavior needs to be corrected through student interaction and parent contact, and when students need to be celebrated for positive behavior, and extra-curricular activities. Parent perceptions are collected through feedback in a variety of ways: online surveys, face-to-face interactions, etc. Parents are invited to actively participate in their student's education from the beginning with an open house before school even starts.

Based on a survey given in late Spring 2023, overall, the majority of parents feel HMS is effectively addressing their child's needs for academics, SEL, and extracurricular activities. Parents feel welcome to visit the campus and communicate directly with teachers, staff, and administration.

Information is communicated in a multitude of ways to include all calls, email, text messages, the official Hornedo Middle school website, social media (Facebook and Instagram), and printed information for students to take home. Most information is translated into Spanish.

Parents/community leaders can always visit the campus and district to discuss any topic. Surveys and questionnaires are frequently sent home to obtain feedback, and social media inquiries are responded to in a timely and positive manner.

There are a wide variety of ways for students to participate in campus activities which include weekly clubs, sports (girls/boys, 7th/8th-grade, A Team/B Team, 6th grade intramurals). 2022-2023 is the first year where student are designing and creating the school yearbook, and 8th-graders are leading the school pep rallies.

Technology is used daily to communicate the lesson plan to students in Schoology and to increase student engagement through videos that support content, interactive technology based assignments through platforms such as keynote, and iMovie, Pages, Podcasts, etc.

Instructional Technology Specialists typically help with the rollout of new technology and any issues we have. PLC time is also utilized to ensure all staff members are aware and on board with the plan. Technology is integrated daily for instructional purposes in most classrooms. The value and emphasis on using Schoology has increased in the past few years which allows for students to be assigned personalized quizzes based on their individual needs and more direct lines of communication with the ability to complete certain tasks at their own pace. Brain pop is assigned for blended learning. Quizlet, Kahoot

and interactive Google documents are examples used for blended learning.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Our plan is for every student to have a technology device. Students are expected to be a 21st century learner doing assignments individually and in groups. Data showing how blended learning experiences are supported by technology is tracked through Schoology. However, it is difficult to track a student's technology experience if a student does not get laptop issues fixed in a timely manner. **Root Cause:** Barriers that reduce the use of technology include broken/malfunctioning devices, turnaround time for replacement devices for students, lack of chargers, and issues with wifi connection.

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

Prioritized Need 3: According to the feedback from teachers, major concerns tied to behavior (tardies, backpacks, eating in classrooms, gum, etc.) need to be addressed from the beginning of the year. **Root Cause:** Student handbook needs to be reviewed/taught at the beginning of the year, most students never read it. *Solution - deep dive into handbook at BOY in SEL.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Hornedo has an established culture of high parent and community engagement. Our campus hosts an array of events throughout the year and summer that invite students, parents, and guardians to tour the building, meet teachers, and interact with administrative staff.

Throughout the school year, our teachers plan for and conduct fine arts performances that are open to the public and are at times held on larger campuses such as high schools.

Our athletic programs allow for the community to visit our campus and join as spectators to a variety of sporting events.

Our Parent Teacher Association meets multiple times a month for meetings, fundraising, hosting events for students, and cooperating with administration to deliver tokens of appreciation to teachers as well as other support staff. PTA members also participate on our Campus Improvement Team, who meet monthly as well. Committee participation is open to all parents/guardians.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Parents/community leaders can always visit the campus and district to discuss any topic. Surveys and questionnaires are frequently sent home to obtain feedback, and social media inquiries are responded to in a timely and positive manner.

Information is communicated in a multitude of ways to include all calls, email, text messages, the official Hornedo Middle school website, social media (Facebook and Instagram), and printed information for students to take home. Most information is translated into Spanish.

There are a wide variety of ways for students to participate in campus activities which include weekly clubs, sports (girls/boys, 7th/8th-grade, A Team/B Team, 6th grade intramurals). 2022-2023 is the first year where student are designing and creating the school yearbook, and 8th-graders are leading the school pep rallies.

Campus Improvement Team meets monthly to discuss highs and lows of the campus. Lows within scope of control are addressed first.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1: Parents need to follow traffic patterns and established policies when they visit our campus. We have parents that enter through staff-only entrances and practice unsafe driving. In addition, a number of parents will complain when we enforce campus policies and protocols established for safety (i.e. IDs to enter building, no sharing of food, etc.) **Root Cause:** Parents want to alleviate the wait by taking prohibited routes. Parents may not have reviewed district and campus handbooks.

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

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Hornedo's enrollment continues to increase. This year we have 1,397 students as compared to last year's enrollment of 1334. This year we are now a Title 1 Targeted Assistance school. This year we have added 30 new staff members to our faculty/teaching staff. Our student population is diverse and our student demographics are as follows:

660 Female
737 Male
76.31% Hispanic
14.17% White
4.87% Asian
2.29% Two or more races
2.08% Black or African American
0.14% American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander
589 Economically Disadvantaged
31 Immigrant students
1 Migrant students
87 SPED students
121 504
379 Gifted and Talented
357 Emergent Bilingual/English Language Learners
475 Transfers (Both out and in district)

L5 Equity by Design (Demographics) Strengths

Teachers are committed to our students and are working to maintain high expectations despite growing pains.
Teachers are working to expand certifications.
Students and parents still see Hornedo as desirable.
Our Fine Arts students are performing at top in district - above high schools
Maintain enrollment about 1300
DL program is growing
Top attendance in district

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

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

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

Prioritized Need 3: Deter Hornedo students from leaving to other alternative educational settings. **Root Cause:** Maintain higher enrollment. Parents have expressed interest in other districts.

Prioritized Needs

Prioritized Need 1: Teachers necessitate specialized training focused on enhancing their proficiency with high-quality instructional materials.

Root Cause 1: Integrating new materials effectively within the confines of 46-minute classes demands a dedicated timeframe. Moreover, teachers need to be well-versed in all aspects of the exceptional instructional resources.

Prioritized Need 1 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 2: Our plan is for every student to have a technology device. Students are expected to be a 21st century learner doing assignments individually and in groups. Data showing how blended learning experiences are supported by technology is tracked through Schoology. However, it is difficult to track a student's technology experience if a student does not get laptop issues fixed in a timely manner.

Root Cause 2: Barriers that reduce the use of technology include broken/malfunctioning devices, turnaround time for replacement devices for students, lack of chargers, and issues with wifi connection.

Prioritized Need 2 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 3: Problem Statement: Assessing new students' academic needs

Root Cause 3: Root Cause: Constant new students from other campuses, states, and districts with varying pacing calendars

Prioritized Need 3 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 4: Teachers express they need more time to plan.

Root Cause 4: Currently, teachers have approximately 245 minutes a week that are to be utilized for planning, grading, conferencing in 504/ARD meetings as well as with individual parents. 45 of these 245 minutes are assigned to meeting with the CTCs for professional development. However, the campus has scheduled rotating PLCs to both during and after school to alleviate.

Prioritized Need 4 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 5: The addition of new staff due to increase in enrollment of students

Root Cause 5: The district determines the number of employees based on the number of students.

Prioritized Need 5 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 6: According to the parent survey, "bullying" is one of the top concerns parents have.

Root Cause 6: Parents do not understand the proper definition of "bullying" and use it cavalierly. There have been 10 bullying referrals written for the 2022-23 school year. There have been a total of 376 referrals processed by administration this year.

Prioritized Need 6 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 7: All content areas must collaboratively endeavor to address the existing gaps within the timeframe of 2023-2024.

Root Cause 7: The insufficient availability of instructional materials of high quality restricts teachers' opportunities for collaborative engagement.

Prioritized Need 7 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 8: Students need to participate in SEL lessons that focus on diversity among our population. There have been instances where students are offended by others due to inappropriate statements.

Root Cause 8: Students may not be aware of statements that would be considered culturally insensitive or the impact of their words. Pop culture (i.e. music, social media) plays a large role in the normalization of inappropriate language.

Prioritized Need 8 Areas: L5 Equity by Design (Demographics)

Prioritized Need 9: We would like to attract more out of district students in line with the district goals.

Root Cause 9: District goals

Prioritized Need 9 Areas: L5 Equity by Design (Demographics)

Prioritized Need 10: Problem Statement: Middle School Transition

Root Cause 10: Root Cause: Moving up from elementary with more accountability for choices, increased class sizes, larger campus, changing classes/multiple teachers

Prioritized Need 10 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 11: Increased participation in PTA and parent engagement activities.

Root Cause 11: PTA meetings are held during the school day, preventing some working parents from joining. However, there are additional opportunities to volunteer that include different working hours.

Prioritized Need 11 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- 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
- Accountability Distinction Designations
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals



Revised/Approved: August 30, 2023






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

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

High Priority

Evaluation Data Sources: Survey results, CIT meetings/feedback

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

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







Performance Objective 1 Prioritized Needs:

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

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

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

Evaluation Data Sources: athlete rosters, UIL rosters

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






Performance Objective 2 Prioritized Needs:

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

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

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

Evaluation Data Sources: RLA walkthroughs/ Discussions in PLC

Strategy 1 Details		Reviews			
Strategy 1: Creation of daily SEL curriculum for teachers Strategy's Expected Result/Impact: Higher levels of implementation of SEL by teachers Staff Responsible for Monitoring: Counselors, Admin Prioritized Needs: L5 Equity by Design (Demographics) 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Prioritized Needs:






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

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

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

High Priority

Evaluation Data Sources: PEIMS data

Strategy 1 Details		Reviews			
Strategy 1: Key Target 1.4.1. Learning SEL teaching strategies during PLC to address current behavior issues Strategy's Expected Result/Impact: Addressing current and relevant behaviors in the classroom and providing teachers with opportunity to gain peer support Staff Responsible for Monitoring: CTCs and Admin Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2		Formative			Summative
		Oct	Jan	Mar	June
		 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue					



Performance Objective 4 Prioritized Needs:






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

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

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

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

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

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







Performance Objective 1 Prioritized Needs:

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

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

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

Evaluation Data Sources: District-issued fidelity resource

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

Performance Objective 2 Prioritized Needs:

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

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


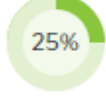




Performance Objective 3: By June 2024, Hornedo MS will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 61 to 64%.

High Priority

Evaluation Data Sources: STAAR Meets results

Interim scores

Data tracking sheets

Strategy 1 Details	Reviews			
Strategy 1: Students who did not meet Approaches on STAAR Math or Reading will be enrolled in a Math or Reading Intervention course to target student needs Strategy's Expected Result/Impact: Students will receive additional support for targeted areas Staff Responsible for Monitoring: Intervention teacher, Administration, CTCs, Dept. Chair Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of summative and formatives assessments with fidelity to all students for data analysis Strategy's Expected Result/Impact: Students will be identified for areas of improvement and academic deficit Staff Responsible for Monitoring: All teachers, Administration, CTCs Title I: 2.4, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Problem Statement: Assessing new students' academic needs **Root Cause:** Root Cause: Constant new students from other campuses, states, and districts with varying pacing calendars

L2 Academic Excellence (Student Achievement)

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

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


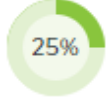
Performance Objective 4: By June 2024, Hornedo MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 grade at the Meets or Masters level (SPED from 38% to 42% & EL from 66% to 70%)

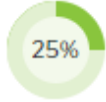




High Priority

Evaluation Data Sources: STAAR results

Interim scores

Data tracking sheets

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

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

Performance Objective 4 Prioritized Needs:

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

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








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

High Priority

Evaluation Data Sources: STAAR results

Interim scores

Data tracking sheets

Strategy 1 Details	Reviews			
Strategy 1: Using assessment data, teachers will provide data driven high quality tier 1 instruction while incorporating differentiation strategies Strategy's Expected Result/Impact: Provide a high quality first teach utilizing high-quality instructional materials Staff Responsible for Monitoring: All teachers, Administration, CTC Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilizing assessment data, classroom observations and grades, teachers will identify and provide high quality tier 2 and/or tier 3 instruction for identified students Strategy's Expected Result/Impact: Provide instructional support to students to fill academic gaps Staff Responsible for Monitoring: All teachers, Administration, CTC	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide educational strategies to target SpED and EL students Strategy's Expected Result/Impact: Increase the percentage of SpEd and EL students achieving Meets and Masters on STAAR Staff Responsible for Monitoring: All teachers, Administration, CTC	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:











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

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

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

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

Evaluation Data Sources: enrollment data, transfer data







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

Performance Objective 1 Prioritized Needs:

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

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

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







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

Performance Objective 2 Prioritized Needs:

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Key Target 3.4.1 Develop and implement an instructional technology campus support plan. Strategy's Expected Result/Impact: Increase number of students enrolled in technology elective classes Staff Responsible for Monitoring: CTE department, CTE teachers, administration, CTCs Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hornedo will utilize a part-time instructional technology campus support person to reduce technology-related issues. Strategy's Expected Result/Impact: Reduce time for students to be without a device and decrease open ticket time for both student and teacher needs. Staff Responsible for Monitoring: IT, media/bookroom clerk, administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 3 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Our plan is for every student to have a technology device. Students are expected to be a 21st century learner doing assignments individually and in groups. Data showing how blended learning experiences are supported by technology is tracked through Schoology. However, it is difficult to track a student's technology experience if a student does not get laptop issues fixed in a timely manner. Root Cause: Barriers that reduce the use of technology include broken/malfunctioning devices, turnaround time for replacement devices for students, lack of chargers, and issues with wifi connection.

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

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






High Priority
Evaluation Data Sources: Attendance reports

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

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









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

Evaluation Data Sources: Surveys

Strategy 1 Details		Reviews			
Strategy 1: Hornedo will offer a minimum of two community events every month, increasing the level of parent participation in school activities and meetings by 20% as compared to the previous year. Strategy's Expected Result/Impact: Increased community involvement Staff Responsible for Monitoring: Administration		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Performance Objective 3: By June 2024, Hornedo Middle School will implement a two-way communication plan designated to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on surveys and stakeholder feedback.

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



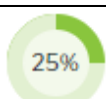




Performance Objective 3 Prioritized Needs:

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

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

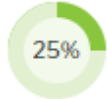






Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Using CBA & formative data, teachers will provide data-driven tier 1 instruction while incorporating differentiation strategies.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Multi-semester school planning for vertical alignment to plan for at-risk students, SPED students, ELL students, and LEP students.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Key Target 5.1.4 Reduce the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilinguals Achieving Beg/Int on TELPAS reading from 14% to 7% {RDA}	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Hornedo Middle School

Total SCE Funds: \$27,900.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Provide support services to our at-risk population through intervention and supplies.

Personnel for Hornedo Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Robert Portillo	Intervention Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Please see TitleICrate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleICrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleICrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleICrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleICrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleICrate for the following documentation.

5.1: Determine which students will be served by following local policy

Students identified as economically disadvantaged will be served.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Selena Sifuentes	Math Interventionist	Title 1	1
Vacancy	Math Interventionist	Title 1	1
Vanessa Gomez	Reading Inteventionist	Title 1	1

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,900.00
+/- Difference					\$27,900.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	tutoring supplies	211.11.6399.053.24.801.053	\$9,313.00
2	4	2	tutors	211.11.6117.053.24.100.053	\$16,914.00
4	3	2	Provide supplies for parent engagement activities.	211.61.6499.053.24.801.053	\$4,000.00
4	3	2	Provide supplies for parent engagement activities.	211.61.6399.053.24.801.053	\$4,000.00
Sub-Total					\$34,227.00
Budgeted Fund Source Amount					\$47,300.00
+/- Difference					\$13,073.00
Grand Total Budgeted					\$75,200.00
Grand Total Spent					\$34,227.00
+/- Difference					\$40,973.00