El Paso Independent School District

Hornedo Middle School

2022-2023 Campus Improvement Plan

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 technology
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: April 28, 2022

Demographics

Demographics Summary

HMS performs above average in most areas, and in fact excels over all EPISD middle schools. Discipline issues are slight. HMS has strong PLC's that help guide curriculum and create support for students and staff. HMS is fortunate to have a strong parental volunteer group. Overall Hornedo is an excellent educational institution.

Demographics Strengths

Our discipline rates are a fraction of what other schools report. Our G/T numbers are more than other schools. HMS has strong PLC's that help guide curriculum and create support for students and staff. HMS is fortunate to have a strong parental volunteer group.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Regarding discipline, it seems that HMS has several repeat offenders based on 120 students v. 261 infractions. **Root Cause:** Due to COVID, students are lacking in social-emotional skills and maturity or experience to deal with peers and/or adults. Additionally, social media influence has been detrimental to students' development causing poor decision making.

Problem Statement 2: Excessive tardies 1st period (on average 293 per week) **Root Cause:** Traffic pattern is problemsome (one way in and one way out) and transfer students and parent drop-offs coming late, too few students walking to school, No consequences

Student Learning

Student Learning Summary

Overall, Hornedo is academically very successful. There is an expected level of success that begins with the administrators and is exemplified in the teacher and student performance.

Regarding available data for 2020-2021, Hornedo is the highest performing school and has the greatest number of students who completed each of the assessments.

Student Learning Strengths

The academic strengths at Hornedo are abundant. From the most recent STAAR data and campus report card, it is evidenced that the four core content areas continue to provide high-quality instruction, with results above district average. The previous year's situation with virtual and face-to-face students tends to slightly skew the data but with continued preparation and intervention, data will show that students and teachers will continue to be successful, in spite of the challenges they have faced during the 2021-2022 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All areas showed a decrease in overall test scores. **Root Cause:** Due to the Covid-19 pandemic, attendance was diminished. Student scores were consistently lower when the student was not present in the classroom.

Problem Statement 2: Low scores for Sped populations in Meets and Masters (all contents and levels) **Root Cause:** Lack of face-to-face instruction, limited opportunity to implement the necessary accommodations while at home was a real struggle for these subpopulations.

School Processes & Programs

School Processes & Programs Summary

Overall, we believe our school does a good job with processes and programs. We do, strongly, believe that we can do better with technology. It is at no fault to anyone on our campus, but if we are asked to provide materials online, no students should ever go without a device.

School Processes & Programs Strengths

Hornedo Middle school does a great job maximizing academic success, by using data, collaborating with each other, maximizing instruction time, and using technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Integration of technology in the classroom is difficult when students break or don't bring a device. **Root Cause:** The underlying factor is that many students break or "forget" their devices and our campus does not have enough backup devices. We have noticed at times it may take months for a student to get their device fixed.

Problem Statement 2: 10% of students at our campus currently do not have access to a district-issued device for testing creating an additional need for a computer lab space for testing in May 2022. **Root Cause:** Technology turnaround time with IT is slow.

Problem Statement 3: Students' devices are often damaged and contain software that is impermissible by the campus and district which causes them to malfunction. **Root Cause:** Students have not been educated/trained on how to properly use and maintain their school-issued devices.

Perceptions

Perceptions Summary

Overall, Dr. Hornedo Middle School is a proactive campus that strives to model and reinforce compassion, responsibility and positive character traits while maintaining high academic expectations. Our administration, faculty and staff take time to support students mental and emotional needs while sustaining academic standards. Students are encouraged to participate in extracurricular activities. Parents are informed of updates and activities through various communication methods. They feel included and involved in events at Hornedo.

Perceptions Strengths

Hornedo is the same population size of a high school, yet still connect with students on an individual basis and meet their social, emotional and academic needs.
Students, faculty and staff are held to high standards of academics, compassion and character.
Students, faculty and staff have opportunities and various methods to communicate concerns and needs.
Communication between campus and parents is evident through the various methods utilized, on paper and paperless.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Schools' website, letters, newspaper articles, etc. are not effective forms of communication based on social media chat comments and number of views/hits. Relying on students to take home communication is becoming less effective and population size makes it difficult. **Root Cause:** This is due to Hornedo evolving and using more effective means like PTA social media accounts instead of HMS website and paper communication.

Problem Statement 2: Per panorama survey, 52% of the student population does not think they can remain calm when others are bothering them or saying bad things **Root Cause:** Post-Covid, students have forgotten social skills, problem-solving skills or they do not go to an adult for the help or support provided by HMS.

Priority Problem Statements

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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: Hornedo Middle School overall score for STAAR will be 90% Approaches Grade Level in grades 6,7, and 8th.

Strategy 1 Details		Reviews			
Strategy 1: Providing quality tier 1 instruction for a strong first teach of the readiness standards in all content.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a deeper knowledge and understanding of the readiness standards.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, CTC, Dept. Chairs					
Strategy 2 Details		**Reviews**			
Strategy 2: Maintain library collection to provide updated resources in alignment with the TEKS.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have access to grade appropriate reading materials to strengthen their reading ability and interest.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian.					
Strategy 3 Details		**Reviews**			
Strategy 3: Provide testing materials and resources for at-risk students and sub populations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have resources to support needs and strengthen content weaknesses.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, CTC, Dept. Chair					

Strategy 4 Details	Reviews			
Strategy 4: Hire one full time intervention teacher to support students in math and reading	Formative			Summative
Strategy's Expected Result/Impact: Students with identified needs will be supported. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Salary - 185 SCE (Campus) - 185.11.6119.053.24.000.053, fringe - 185 SCE (Campus) - 185.11.614X.053.24.000.053	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide in class Tier 2 interventions based on students on going data.	Formative			Summative
Strategy's Expected Result/Impact: Provide in-class Tier 2 instruction & provide additional support in Intervention class. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CTCs, and Dept. Chairs.	Sept	Dec	Mar	June

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

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase SPED student passing score on STAAR by 10% in all content areas in the Approaches category.

    Evaluation Data Sources: Annual Interim & STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Quarterly inclusion strategies toolbox training for all teachers in PLCs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will learn new techniques and trainings to support SPED students. Teachers will use these strategies in the classroom documented through lesson planning. **Staff Responsible for Monitoring:** Administration, CTC, Sped Coach, Dept. Chair	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create a list of monitoring of SPED students and monitor students based on CBA data and results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher awareness of student struggles to identify and target remediation early. Follow up and check in with students for student success. **Staff Responsible for Monitoring:** Administration, CTCs, SPED Coach, Dept. Chairs, Teachers.	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Integrate district provided intervention programs into classroom instruction on a consistent basis for SPED students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Help decrease instructional gaps with leveled differentiation based on student need. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CTCs, SPED Coach, and Dept. Chair.	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Explicit vocabulary instruction and word walls in all classrooms.	Formative			Summative
Strategy's Expected Result/Impact: Help struggling SPED students identify key academic vocabulary to guide instruction. **Staff Responsible for Monitoring:** CTCs and Department Chairs.	Sept	Dec	Mar	June

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

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 3: Increase Currently Emergent Bilingual student passing score on STAAR by 10% in all content areas in the Approaches category.

    Evaluation Data Sources: STAAR and Interim scores

Strategy 1 Details		Reviews			
Strategy 1: Provide Currently Emergent Bilingual instructional strategies to all teachers through PLCs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will provide newly acquired skills to students to benefit their language acquisition.	**Sept**	**Dec**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principals, CTCs					

Strategy 2 Details		Reviews			
Strategy 2: Use formative and summative assessments to monitor and track the progress of Currently Emergent Bilingual students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Early response to struggling students to prevent academic decline.	**Sept**	**Dec**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs, Dept. Chair, teachers.					

Strategy 3 Details		Reviews			
Strategy 3: CTCs will train teachers on and how to implement campus wide academic vocabulary word walls.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Help struggling Currently Emergent Bilingual students identify key academic vocabulary to guide instruction.	**Sept**	**Dec**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principals, and CTCs.					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will integrate Ellevation strategies into their content lesson plans consistently.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Help provide strong tier 1 instruction for all students.	**Sept**	**Dec**	**Mar**	**June**	
Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs.					

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

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Directly Supports:
Board Goals 1-3

Performance Objective 4: Increase PAP Students to an additional 5% in the masters criteria of STAAR.

    Evaluation Data Sources: Annual Interim & STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Increase student enrollment and participation of PAP courses. Students will remain in the course during the semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase project based curriculum to lead students to thinking creatively.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Dept. Chair				

Strategy 2 Details	Reviews			
Strategy 2: Conduct 9 week PLC meetings to discuss the progress and look at the data to show the strength and weaknesses of students needing to advance in the masters level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of the students.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTCs, Dept. Chair **Funding Sources:** - 185 SCE (Campus) - 185.11.6112.053.24.000.053				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will follow the SpringBoard scope and sequence for all RLA and Math PAP courses with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Help challenge all students academically.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs.				

Strategy 4 Details	Reviews			
Strategy 4: PAP Social Studies will complete a minimum of 1 DBQ per nine weeks and compete in NHD or Texas History Day	**Formative**			**Summative**
Strategy's Expected Result/Impact: Help challenge all students academically.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principals, CTCs, and Dept. Chairs.				

Strategy 5 Details		**Reviews**			
Strategy 5: PAP Science will complete one text based writing per nine weeks using CER strategy.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Help challenge all students academically.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, CTCs, and Dept. Chairs.					

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

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 5: Increase achievement for all Economically Disadvantage students by 10% on all STAAR subjects in grade 6, 7,and 8.

    Evaluation Data Sources: STAAR, Interim, and TAPR.

Strategy 1 Details	Reviews			
Strategy 1: All district created CBAs & formatives assessments will be given with fidelity to all students for data analysis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be identified and targeted for their weaknesses **Staff Responsible for Monitoring:** Administration, CTCs, Dept. Chair	**Sept**	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will receive additional support for targeted areas.
    Staff Responsible for Monitoring: Administration, CTCs, Dept. Chair
 	
    Funding Sources: Intervention Materials - 185 SCE (Campus) - 185.11.6399.053.24.000.053, Intervention Materials - test prep - 185 SCE (Campus) - 185.11.6339
	Sept	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Using CBA & formative data, teachers will provide data driven tier 1 instruction while incorporating differentiation strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a great first teach. **Staff Responsible for Monitoring:** Principal, Asst. Principal, CTCs, Dept. Chairs.	**Sept**	**Dec**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Using CBA data, classroom observations, and grades teachers will provide quality tier 2 and/or tier 3 instruction to struggling students. **Strategy's Expected Result/Impact:** Provide instructional needs to students to fill academic gaps. **Staff Responsible for Monitoring:** Principal, Asst. Principal, CTCs, Dept. Chairs.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will be provided educational strategies to target Economically Disadvantaged students in PLCs. **Strategy's Expected Result/Impact:** Increase in responsive teaching strategies to meet the needs of students. **Staff Responsible for Monitoring:** Administration, CTCs	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 6: Hornedo students will work to regain a 96% attendance rate.

Evaluation Data Sources: Attendance records

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

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 7: Hornedo will establish a vertically aligned writing strategy across all content areas to include electives.

    Evaluation Data Sources: Writing samples and writing scores

Strategy 1 Details			Reviews			
Strategy 1: Hornedo will continue a common writing instruction for all students and teachers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase writing scores **Staff Responsible for Monitoring:** CTCs and Dept. Chairs.			**Sept**	**Dec**	**Mar**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Hornedo will create a campus wide writing rubric for feedback and scoring aligning to TEKS and district guidelines.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase writing scores **Staff Responsible for Monitoring:** ALLs and Assistant Principal			**Sept**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 8: Hornedo will continue to support HB4545 where at least 50% of HB4545 students will achieve Approaches grade-level on their Math and RLA STAAR.

Evaluation Data Sources: Formative, CBAs, Interim

Strategy 1 Details				Reviews			
Strategy 1: Students who fail Math or Reading STAAR will be place into an Intervention and/or Summer School.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Tier 2 instruction **Staff Responsible for Monitoring:** Assistant Principals, Counselors, CTCs				**Sept**	**Dec**	**Mar**	**June**
Strategy 2 Details				Reviews			
Strategy 2: CTCs will create a documentation process to track student progress				**Formative**			**Summative**
Strategy's Expected Result/Impact: Track students progress **Staff Responsible for Monitoring:** Administration and CTCs				**Sept**	**Dec**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 9: Hornedo will complete 100% of HB 4545 requirements of providing 30 hours of intervention per subject area failed, hiring and training campus tutors, offering intervention materials, purchasing retention items, and offering tutoring opportunities for students.

Evaluation Data Sources: HB 4545 tutoring logs
STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Hornedo will complete 100% of HB 4545 requirements of providing 30 hours of intervention per subject area failed, hiring and training campus tutors, offering intervention materials, purchasing retention items, and offering tutoring opportunities for students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance **Staff Responsible for Monitoring:** Principals, APs, CTCs **Funding Sources:** Tutors (Certified & Degreed) - 282 ESSER III ARP Funds - 282.11.6117.053.24.100.053, Tutors (THIIS) - 282 ESSER III ARP Funds - 282.11.6117.053.24.180.053, Tutors (Non Degreed) - 282 ESSER III ARP Funds - 282.11.6126.053.24.100.053, Fringes - 282 ESSER III ARP Funds - 282.11.6141.053.24.180.053, Fringes - 282 ESSER III ARP Funds - 282.11.6141.053.24.180.053, Fringes - 282 ESSER III ARP Funds - 282.11.6146.053.24.100.053, Fringes - 282 ESSER III ARP Funds - 282.11.6146.053.24.180.053, Fringes - 282 ESSER III ARP Funds - 282.11.6148.053.24.100.053, Fringes - 282 ESSER III ARP Funds - 282.11.6148.053.24.100.053, Fringes - 282 ESSER III ARP Funds - 282.11.6149.053.24.100.053, Fringes - 282 ESSER III ARP Funds - 282.11.6149.053.24.180.053, General Supplies (Workbooks, supplies, materials) - 282 ESSER III ARP Funds - 282.23.6399.053.24.100.053, Miscellaneous Opp Supplies - 282 ESSER III ARP Funds - 282.23.6499.053. 24.100.053				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Active Learning

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

Directly Supports:
Board Goals 1-3

Performance Objective 10: Teachers will integrate daily active learning strategies

    Evaluation Data Sources: Lesson Plans, PLCs share outs

Strategy 1 Details		Reviews			
Strategy 1: Bell to bell instructions to include Warm-ups and Exit Tickets		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance and engagement		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and CTCs					

Strategy 2 Details		Reviews			
Strategy 2: Project-based learning and co-operative learning		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and learning		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and CTCs					

Strategy 3 Details		Reviews			
Strategy 3: Integration of formative assessments		**Formative**			**Summative**
Strategy's Expected Result/Impact: Data-drive instruction		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and CTCs					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will actively monitor and facilitate instruction while maximizing classroom space		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement and learning		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration CTCs					

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

Goal 2: Great Community Schools

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

Performance Objective 1: Hornedo will continue to hire and recruit 100% certified personnel.

Strategy 1 Details			Reviews			
Strategy 1: Hornedo will hire 100% certified personnel			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have access to grade appropriate content.			**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 2: Great Community Schools

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

Performance Objective 2: Hornedo will continue to support students success with rigorous lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs to analyze data, new instructional strategies, and keep up to date on events occurring on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will benefit from rigorous lesson plans aimed for student success.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, CTC, and Dept. Chairs				

Strategy 2 Details	Reviews			
Strategy 2: Back to school alignment for vertical alignment to plan for at-risk students, SPED students, and LEP students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have a better understanding of gaps in student learning to plan for their needs.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs, SPED Coach, Dept. Chairs **Funding Sources:** Substitutes for at-risk planning and intervention planning - 185 SCE (Campus) - 185.11.6112.053.24.000.053				

Strategy 3 Details	Reviews			
Strategy 3: Spring school alignment for vertical alignment to plan for at-risk students, SPED students, and LEP students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have a better understanding of gaps in student learning to plan for their needs.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs, SPED Coach, Dept. Chairs				

Strategy 4 Details	Reviews			
Strategy 4: Increase teachers toolbox of SEL strategies and focus, with back to school staff development targeting SEL, PLCs, and mandated trainings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher buy in SEL, enhance teacher student connections.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal				

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

Goal 2: Great Community Schools

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

Performance Objective 3: Hornedo will consciously target cyber bullying during the 2022-2023 school year.

   Evaluation Data Sources: Presentation schedule, counselor documentation

Strategy 1 Details				Reviews			
Strategy 1: Hornedo students will receive semester cyber bullying presentations from counselors and presenters.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreasing cyber bullying on Hornedo campus.				**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principals							
Strategy 2 Details				**Reviews**			
Strategy 2: Campus office clerks will utilize the RAPTOR system at least 90% of the time when visitors arrive on campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of visitors on the campus at any given moment, keeping Hornedo safe and secure.				**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Team							
Strategy 3 Details				**Reviews**			
Strategy 3: Continue promoting Hornedo as a drug free and bully free school. Encourage parents and students to report any possible drug/alcohol or bullying/harassment issues to a teacher or staff member.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students should come to school feeling safe and able to learn.				**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Counselors, Teachers, and Staff							
Strategy 4 Details				**Reviews**			
Strategy 4: Drug and tobacco awareness programs through the use of presentations and class lessons to promote good well being for all students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will say no to drugs, tobacco products, etc.				**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and Counselors							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Goal 3: Lead with Character and Ethics

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

Performance Objective 1: Evaluate 100% of all instructional programs, initiatives, programs, and resources in the 2022-2023 school year.

    Evaluation Data Sources: survey data, STAAR scores, participation levels

Strategy 1 Details	Reviews			
Strategy 1: Campus will evaluate FISH Camp for incoming sixth graders.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students should have a deeper knowledge of Hornedo, have additional organizational skills, and access to teachers before the school year begins. **Staff Responsible for Monitoring:** Principal and Assistant Principals	**Sept**	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Lead with Character and Ethics

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

Performance Objective 2: Counselors will provide SEL support to teachers on an on-going basis.

    Evaluation Data Sources: Counselor schedule and Panorama data

Strategy 1 Details		Reviews			
Strategy 1: Counselors do quarterly push-in support to each department during SEL based on campus needs		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in student satisfaction **Staff Responsible for Monitoring:** Administration, counselors, CTCs		**Sept**	**Dec**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Counselors provide quarterly PLCs on teacher-student relationship building		**Formative**			**Summative**
Strategy's Expected Result/Impact: Climate survey **Staff Responsible for Monitoring:** Administration, CTCs, Counselors		**Sept**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 4: Community Partnerships

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

Performance Objective 1: Hornedo will increase parental involvement by 10% for the 2022-2023 school year.

   Evaluation Data Sources: Sign in sheets, parental attendance, and participation.

Strategy 1 Details	Reviews			
Strategy 1: Continue hosting Hornedofest and community events inviting students, parents, and community members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student and parental participation	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and teachers				
Strategy 2 Details	Reviews			
Strategy 2: Host various educational events for parents and students to include Career Day, Wellness Fair, Magnet School Night, Science Fair.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student participation and parental awareness to increase student achievement.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and Teachers				
Strategy 3 Details	Reviews			
Strategy 3: Hornedo will continue to offer a virtual option for parent conferences and parent meetings such as on Zoom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Asst. Principal, CTCs.				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue

State Compensatory

Budget for Hornedo Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Hornedo Middle School

Name	Position	FTE
Robert Portillo	Math Intervention	1