El Paso Independent School District

Hornedo Middle School

2020-2021 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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 10, 2020

Demographics

Demographics Summary

Hornedo has approximately 1,352 students that attend school. The class sizes vary from 30-38 students in each section and administration tries their best to balance class loads and keep special education classes and ESL classes at a small class size. Hornedo has 337 at-risk students, 45 ESL students, 280 economically disadvantaged students, 28 immigrant students, 73 SPED students, 342 GT students, and 378 Career and Technology students. Most of the Hornedo faculty and staff live within the Hornedo boundary lines to help build understanding and support for the need of our students. Hornedo has a very strong and involved parent component with a supportive and successful PTA.

Hornedo has great parental and community involvement. Our PTA is active and involved in our campus. Parents are not afraid to come into the office or visit their students during lunch. During after school functions we have a great turn out of attendance of parents. Our community parents go above and beyond to support the student and teacher needs at Hornedo.

Demographics Strengths

- Faculty and staff have a range of experience and are able to provide multiple means of differentiated instruction to students.
- Enrollment continues to grow.
- Attendance rate is 97%.
- Campus has a low mobility rate.
- Campus has a low retention rate.
- Campus has a Ambassador program to help tranistion new students into the campus.
- RTI roll out in the classrooms.
- Communication of grading policies and make up work.
- Proactive monitoring of students.

- Most parents feel Hornedo is a welcoming, friendly and a helping environment.
- Teachers and staff are respected.
- Parents are educated and expect the best education for their students. They challenge their children and support their needs.
- Community members are involved with the school in the following ways: participate in open houses, Campus Improvement Team meetings, assist with observing students in city park close to school and on sidewalks leading to school.
- Language barriers do not currently affect parent and community participation at Hornedo.
- Parents and community demand a safe school environment. Therefore, they participate in Safety Committee meetings and offer suggestions to better improve overall school and community safety.
- Any lack of supplies to improve safety are donated or purchased by parents.
- Most parents use the Hornedo Web Page to obtain answers to questions.
- Parents consistently attend school activities and performances that involve their children.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-Risk students need additional support in Math and Reading **Root Cause:** Gaps in learning for at-risk students.

Problem Statement 2: Teacher morale needs to be boosted **Root Cause:** Large class sizes need to be supported

Student Learning

Student Learning Summary

Hornedo continuously shows great success in student achievement. For the 2018-2019 school year, Hornedo was the top performing Middle School in EPISD. We scored 91% in Math, 89% in Reading, 94.6% in Writing, 88% in Science, and 87% in Social Studies. Teachers utilize PLCs, planning periods, and design days to look at student data based off District Unit Assessments, Ren360 Data, previous STAAR data, and other informal data means to plan for student success.

Due to COVID 19 students were not given STAAR. 49 6th grade students failed a core class during the 3rd nine weeks, 7th graders failed a core class during the 3rd nine weeks, and 8th grade students failed a core class during the 3rd nine weeks.

Student Learning Strengths

- Distinction Designation earned for closing the performance gap
- Highest performing EPISD middle school campus
- Teachers use backwards design to plan for student success.
- Teachers use several means of data for student progress.
- Teachers keep up to date on best practices to support student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hornedo ESL students struggle making progress **Root Cause:** ESL Students require additional support to be successful

Problem Statement 2: Hornedo SPED population struggles closing the gaps. **Root Cause:** Continue increase of Resource/Inclusion SPED students

School Processes & Programs

School Processes & Programs Summary

Teachers meet weekly in PLC by subject area and grade level to develop plans and assessments that will align to the TEKS, ELPS and CCRP. This is based on district developed pacing guides and curriculum. Students receive instruction that is rigorous and relevant, using materials that are tightly aligned with the state standards. Continuous review of the standards and student performance over time ensures students have the opportunity to make connections with complex concepts and skills. Assessments are developed locally and at the district level and administered to determine areas of strength and weakness. Teachers use Eduphoria to analyze student data by group and individual response. Based on results, plans are modified and concepts are scaffolded when necessary. Spiraling is used to continually review previously taught material. Instructional and linguistic accommodations are utilized when appropriate. A mentoring program has been developed to support our economically disadvantaged population. This includes providing them the instructional support to be academically successful.

Students identify with Hornedo's philosophy and goals. Students describe Hornedo as a safe place, friendly staff, and helpful teachers. Hornedo's average daily attendance of 97% confirms that most students love attending school. The 7period schedule allows for a balance of class time and daily meeting time.

*PLC's are scheduled into the schedule on Wednesday's during the school day. Data will be analyzed on a weekly basis to include classroom assessments and common assessments.

*Over 1/3 of the students at each grade level are GT, SCI-TECH, Band, and Orchestra students. The schedule is built around the mass number of these students who commonly share the same daily schedule.

Hornedo is a 1:1 ratio of Macbook Airs to students and teachers. Students benefit from online blended learning, project based learning, and skills that help build 21st century learning communities.

School Processes & Programs Strengths

Hornedo teachers meet in PLC weekly to plan and review. When appropriate, lesson delivery is aligned throughout the grade level to ensure all students in a given course. This enables teachers to work together to teach a rigorous, appropriately paced program. Overall, students are performing above state level expectations. Utilizing STAAR results as well as locally developed assessment data enables teachers to address specific needs and work together to develop best practices. The Hornedo faculty is strong in the use of collaboration and support of one another. 8th grade students were administered a mock test to assist teachers in planning for student needs. ELAR teachers are incorporating reading across the curriculum to aid Social Studies teachers. Hornedo Middle School is a NEU campus and the 6 exceptional systems that need to be implemented will improve areas such as collaboration, data management, assessment, culture of universal achievement, interventions and standards alignment.

Hornedo has active teachers and staff. Most teachers sponsor a club or UIL Team, tutor daily, or coach an athletic sport.

*Hornedo has dedicated administrators and counselors. They take the initiative when something needs to be done.

*Hornedo has a friendly office staff, who are the front runners for its administration.

*Hornedo has a Custodial Staff that takes pride in the building. Building needs are immediately addressed by Custodial Staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase student performance by 5% in the Master's Category **Root Cause:** In order to maintain an A status schools need to have 90%/60%/30% on STAAR accountability.

Problem Statement 2: Continue building Hornedo's vibrant and thriving Fine Arts program. **Root Cause:** Students benefit from a Fine Arts elective. Increase fine arts offerings.

Perceptions

Perceptions Summary

Hornedo Middle School has a positive and safe environment for everyone. Students feel safe and secure on the campus. Students have a safe place with the counselors and administrators to report any issues that make them feel uncomfortable or leery. Most teachers have an open door policy that allow for teacher/student perceptions to align to the best interest of the students. Discipline and referrals are not an issue at Hornedo. As a campus we have low referral rates compared to district averages. Student infractions are mostly minor requiring redirection.

Gallup Student Poll Results:

*Hope=65%

    Hope Grandmean by Grade: 6th=4.54, 7th=4.40, 8th=4.51

 Hornedo Middle School has a long standing tradition of having teachers with high student expectations and being competitive within the campus. Teachers keep up to date on best practices to ensure lessons are engaging and meaningful for students. All teachers and paraprofessionals are Highly Qualified (HQ) and regularly keep up to date on professional development and strategies to keep their classrooms from becoming stale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Encourage attendance and increase attendance rates by 1% **Root Cause:** Return of students to campus due to COVID-19

Problem Statement 2: All students have their own device to use at school and home. **Root Cause:** Cyber bullying prevention needs to continue being taught.

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

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- 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

Parent/Community Data

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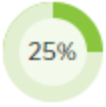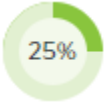
Goals

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.
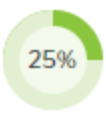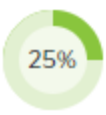
Directly Supports:
Board Goals 1-3

Performance Objective 1: Hornedo Middle School overall score for STAAR will be 93% Approaches Grade Level in grades 6,7, and 8th.

Strategy 1: Provide explicit instruction in ELAR classes that addresses the Figure 19 TEKS in grades 6-8.	Reviews		
Strategy's Expected Result/Impact: Students will have a deeper knowledge and understanding of the Figure 19 TEKS which are dual coded STAAR questions.	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Dept. Chairs	**Nov** **Feb** **Apr**		**June**
	25%		

Strategy 2: Maintain library collection to provide updated resources in alignment with the TEKS.	Reviews		
Strategy's Expected Result/Impact: Students will have access to grade appropriate reading materials to strengthen their reading ability and interest.	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian.	**Nov** **Feb** **Apr**		**June**
	10%		

Strategy 3: Provide testing materials and resources for at-risk students and sub populations.	Reviews		
Strategy's Expected Result/Impact: Students will have resources to support needs and strengthen content weaknesses.	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Dept. Chair	**Nov** **Feb** **Apr**		**June**
Funding Sources: Intervention Supplies/Testing Materials - 185 SCE (Campus) - 185.11.6339.053.24.000.053, Intervention Supplies - 185 SCE (Campus) - 185.11.6399.053.24.000.053, Reading Materials for Intervention - 185 SCE (Campus) - 185.11.6329.053.24.000.053	25%		

Strategy 4: Hire one full time intervention teacher to support students in math and reading		Reviews		
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:** - 185 SCE (Campus)	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	

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 2: Increase math proficiency and student success of SPED students from 66% to 75% passing Math STAAR testing.

Evaluation Data Sources: 2017-2018 STAAR Results, 2018-2019 STAAR Results and progress monitoring from Ren360

Summative Evaluation: None

Strategy 1: Quarterly inclusion strategies toolbox training for all teachers in PLCs	Reviews			
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.	Formative			Summative
Staff Responsible for Monitoring: Administration, ALL, Sped Coach, Dept. Chair	Nov	Feb	Apr	June
	25%			

Strategy 2: Create a list of monitoring of SPED students and meet once per nine weeks to monitor progress.	Reviews			
Strategy's Expected Result/Impact: Increased teacher awareness of student struggles to identify and target remediation early.	Formative			Summative
Follow up and check in with students for student success.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration, ALL, Dept. Chairs, Teachers.	25%			

Strategy 3: Available after school tutoring for at-risk and SPED at-risk students Monday-Thursday, and Saturday camp(s) in the spring.	Reviews			
Strategy's Expected Result/Impact: Increased student participation in classroom of pre taught content. Additional opportunities for students to get remediation of struggling areas.	Formative			Summative
Staff Responsible for Monitoring: Teachers.	Nov	Feb	Apr	June
Funding Sources: - 185 SCE (Campus) - 185.11.6112.053.24.000.053	15%			

	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 ESL student passing score on STAAR math and reading by 10%

Evaluation Data Sources: Evaluating 2019 TELPAS data to classroom grades and instruction.

Summative Evaluation: None

Strategy 1: Provide ESL strategies to all teachers	Reviews			
Strategy's Expected Result/Impact: Teachers will provide newly acquired skills to students to benefit their language acquisition. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ALL	Formative			Summative
	Nov	Feb	Apr	June
	50%			

Strategy 2: Create an ESL monitoring list to monitor their grades, attendance, and behavior	Reviews			
Strategy's Expected Result/Impact: Early response to struggling students to prevent academic decline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dept. Chair, teachers.	Formative			Summative
	Nov	Feb	Apr	June
	50%			

	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 1: Active Learning
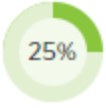
El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

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

Evaluation Data Sources: 2018-2019 STAAR Data

Summative Evaluation: None

Strategy 1: Promotion of college readiness by use of NEU provided curriculum and belief system **Strategy's Expected Result/Impact:** Increase awareness of skills to be admitted to college. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dept. Chair	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	50%			

Strategy 2: Increase student enrollment and participation of PAP courses. Students will remain in the course during the semester. **Strategy's Expected Result/Impact:** Increase project based curriculum to lead students to thinking creatively. **Staff Responsible for Monitoring:** Dept. Chair	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	50%			

Strategy 3: 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. **Strategy's Expected Result/Impact:** Increase awareness of the students. **Staff Responsible for Monitoring:** ALL, Dept. Chair **Funding Sources:** - 185 SCE (Campus) - 185.11.6112.053.24.000.053	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	25%			

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

Goal 1: Active Learning
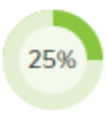
El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

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

    Evaluation Data Sources: STAAR 2018-2019 TAPR.

    Summative Evaluation: None

Strategy 1: 9 week unit/common assessments will be created and utilized for data points to fill students weaknesses.	Reviews			
Strategy's Expected Result/Impact: Students will be identified and targeted for their weaknesses	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, ALL, Dept. Chair	**Nov**	**Feb**	**Apr**	**June**
	25%			

Strategy 2: Students who failed 2018-2019 STAAR, failed the 3rd Nine weeks core course, or failed mock 2020 STAAR will be enrolled in a Math or Reading Intervention course to target student needs.	Reviews			
Strategy's Expected Result/Impact: Students will receive additional support for targeted areas.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, ALL, Dept. Chair	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: Intervention Materials - 185 SCE (Campus) - 185.11.6399.053.24.000.053, Intervention Materials - test prep - 185 SCE (Campus) - 185.11.6339	50%			

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 6: Hornedo students will maintain a 97% attendance rate.

    Evaluation Data Sources: Attendance records

    Summative Evaluation: None

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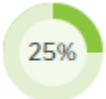
Performance Objective 1: Hornedo will continue to hire and recruit 100% certified personnel.

Strategy 1: Hornedo will hire 100% certified personnel	Reviews			
Strategy's Expected Result/Impact: Students will have access to grade appropriate content. **Staff Responsible for Monitoring:** Principal and Assistant Principal	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	

	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: Weekly PLCs to plan lesson plans and keep up to date on events occurring on campus.	**Reviews**			
Strategy's Expected Result/Impact: Students will benefit from rigorous lesson plans aimed for student success.		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, and Dept. Chairs	**Nov**	**Feb**	**Apr**	**June**
	25%			

Strategy 2: Back to school alignment for vertical alignment to plan for at-risk students, SPED students, and LEP students.	**Reviews**			
Strategy's Expected Result/Impact: Teachers will have a better understanding of gaps in student learning to plan for their needs.		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Dept. Chairs	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: Substitutes for at-risk planning and intervention planning - 185 SCE (Campus) - 185.11.6112.053.24.000.053	100%	100%	100%	

Strategy 3: Spring school alignment for vertical alignment to plan for at-risk students, SPED students, and LEP students.	**Reviews**			
Strategy's Expected Result/Impact: Teachers will have a better understanding of gaps in student learning to plan for their needs.		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal, ALL, Dept. Chairs	**Nov**	**Feb**	**Apr**	**June**
	10%			

Strategy 4: Increase teachers toolbox of SEL strategies and focus, with back to school staff development targeting SEL, PLCs, and training focusing on SEL.	**Reviews**			
Strategy's Expected Result/Impact: Increase teacher buy in SEL, enhance teacher student connections.		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal	**Nov**	**Feb**	**Apr**	**June**
	50%			

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.
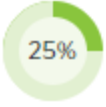
Performance Objective 3: Hornedo will consciously target cyber bullying during the 2020-2021 school year.

Strategy 1: Hornedo students will receive semester cyber bullying presentations from counselors and presenters.	Reviews			
Strategy's Expected Result/Impact: Decreasing cyber bullying on Hornedo campus.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	Apr	June
	50%			

Strategy 2: Campus office clerks will utilize the RAPTOR system at least 90% of the time when visitors arrive on campus.	Reviews			
Strategy's Expected Result/Impact: Increased awareness of visitors on the campus at any given moment, keeping Hornedo safe and secure.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration Team	Nov	Feb	Apr	June
	0%			

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.	Reviews			
Strategy's Expected Result/Impact: Students should come to school feeling safe and able to learn.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Counselors, Teachers, and Staff	Nov	Feb	Apr	June
	25%			

Strategy 4: Drug and tobacco prevent programs through the use of presentations and class lessons to promote good well being for all students.	Reviews			
Strategy's Expected Result/Impact: Students will say no to drugs, tobacco products, etc.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration and Counselors	Nov	Feb	Apr	June
	25%			

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 4: Hornedo will keep faculty and students safe from COVID-19 and all other infectious diseases.

	Reviews			
Strategy 1: Provide students access to touch-less bottle fillers since water fountains will not be accessible during the 20-21 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allow students and staff to fill up water bottles during the instructional day.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration.				
Funding Sources: 199.51. 6396.053.919.053 - 185 SCE (Campus) - 6396 - $4,500	50%			
Strategy 2: Provide at-risk students access to hand sanitizer and wipes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allow students access to hand sanitizer and wipes.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration.				
Funding Sources: Handsanitizer, wipes, etc. - 185 SCE (Campus) - 185.11.6399.053.24.019.053 - $4,500	25%			

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: Systematically evaluate 100% of all instructional programs, initiatives, programs, and resources in the 2020-2021 school year.

Strategy 1: Campus will monitor progress of Power Planning days on a semester basis through agendas and their turn around affect in the classroom.	Reviews			
Strategy's Expected Result/Impact: Students should benefit from increased engaging lessons following a planning day.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals	Nov	Feb	Apr	June
	50%			

Strategy 2: Campus will evaluate STAAR Camps and tutorials for student progress and success.	Reviews			
Strategy's Expected Result/Impact: Students should have increased knowledge of content and strategies for success on STAAR assessments.	Formative			Summative
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	Apr	June
	25%			

Strategy 3: Campus will evaluate FISH Camp for incoming sixth graders.	Reviews			
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.	Formative			Summative
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	Apr	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
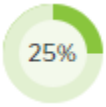
Goal 4: Community Partnerships

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 2020-2021 school year.

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

    Summative Evaluation: None

Strategy	Reviews				

Strategy 1: Continue hosting Hornedofest and community events inviting students, parents, and community members.
    Strategy's Expected Result/Impact: Increased student and parental participation
    Staff Responsible for Monitoring: Administration and teachers
		Formative			**Summative**

	Nov	**Feb**	**Apr**		**June**
	50%				

Strategy 2: Host various educational events for parents and students to include Career Day, Wellness Fair, Magnet School Night, Science Fair.
    Strategy's Expected Result/Impact: Student participation and parental awareness to increase student achievement.
    Staff Responsible for Monitoring: Administration and Teachers
		Formative			**Summative**

	Nov	**Feb**	**Apr**		**June**
	25%				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

State Compensatory

Personnel for Hornedo Middle School

Name	Position	Program	FTE
Robert Portillo	Math Intervention	Math and Reading Intervention	1.00

Campus Funding Summary

			185 SCE (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Intervention Supplies/Testing Materials	185.11.6339.053.24.000.053	$0.00
1	1	3	Intervention Supplies	185.11.6399.053.24.000.053	$0.00
1	1	3	Reading Materials for Intervention	185.11.6329.053.24.000.053	$0.00
1	1	4			$0.00
1	2	3		185.11.6112.053.24.000.053	$0.00
1	4	3		185.11.6112.053.24.000.053	$0.00
1	5	2	Intervention Materials	185.11.6399.053.24.000.053	$0.00
1	5	2	Intervention Materials - test prep	185.11.6339	$0.00
2	2	2	Substitutes for at-risk planning and intervention planning	185.11.6112.053.24.000.053	$0.00
2	4	1	199.51. 6396.053.919.053	6396	$4,500.00
2	4	2	Handsanitizer, wipes, etc.	185.11.6399.053.24.019.053	$4,500.00
				Sub-Total	$9,000.00
				Budgeted Fund Source Amount	$102,699.00
				+/- Difference	$93,699.00
				Grand Total	$9,000.00

Addendums