

**El Paso Independent School District**  
**Guerrero Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

## Mission Statement

The mission of Guerrero Elementary School, in cooperation with the school community, is to provide a caring, nurturing school culture that encourages all students to achieve to their maximum potential and always strive for excellence.

# Vision

## Vision Guerrero

Elementary will provide quality instruction with high expectations through a safe, supportive learning environment thus empowering students to become lifelong learners and productive citizens.

# Value Statement

## Value Statement

The faculty and staff at Guerrero Elementary strive to offer an environment that promotes rigorous academic achievement, strong standards of character and an understanding of physical and emotional wellness that will ensure students are college and career ready.

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# Comprehensive Needs Assessment

## L1 Whole Child (Culture & Climate)

### L1 Whole Child (Culture & Climate) Summary

Guerrero teachers create a classroom culture where each student has access to personalized learning and is supported by caring adults. Guerrero administration, faculty and staff implement meaningful, engaging practices that develop students ability to manage their own behavior.

All students at Guerrero Elementary receive daily SEL lessons in the classroom, as well as integrated SEL throughout the day. The SEL focus is shared daily in morning announcements, and all classes have Counselor lessons monthly. The 3 Pillars of Character Development are stated aloud in unison every morning. Each student receives MTSS. Guerrero has a Math and Reading Interventionist to support Tier 3 students. Every student at Guerrero received either an iPad or a MacBook Air.

Guerrero's faculty, staff and parents work together to provide a positive and safe learning environment for our students. We have established different channels of communication between the campus and our stakeholders: texts, emails and phone calls, school REMIND text messages, Class Dojo messages the school marquee, the school website, and Facebook. Teachers and parents feel comfortable and supported in sharing their concerns, ideas, and suggestions. Teachers and staff members participate in various professional development opportunities to support MTSS. Faculty, staff, and administration work together to create an educational partnership with families including inviting parents to participate in the annual School - Parent Involvement Survey and evaluations collected by our Parent Engagement Liaison after all of our parent involvement activities. The participation has not been as strong as the campus would like, so this is a focus for the 2023-2024 school year.

Guerrero Elementary's demographics are very similar to our region's demographics with 90.89% of the student population identified as Hispanic. 76.46% of the population identified as economically disadvantaged, 67.09% at-risk, 34.94% of students are English Language Learners and 20% are receiving Special Education services. Absenteeism is monitored closely.

### L1 Whole Child (Culture & Climate) Strengths

Faculty, Administration, and staff work to build growth mindsets, healthy habits, and skills that strengthen students' social, emotional, and academic competence through, Counselor lessons, SEL focus in daily announcements, and SEL concepts woven throughout the school day.

- Monthly grade level student performances are scheduled and well attended in the evening.
- Guerrero hosts family STREAM night.
- The 3rd grade teachers host a STAAR information night for parents.
- The number of teachers earning a bilingual or ESL certification is encouraged and increasing.
- The Counselor runs a Kindness Club that cycles in different students and allows them to participate in random acts of kindness for the campus.
- The Dual Language Program is offered PK3-5<sup>th</sup> grade.
- WIN time is offered in every grade level and teachers offer a variety of activities for students to participate in throughout the year.

- **Aztec Golden Nuggets when student shows any of the 3 Pillars of Character Development.**

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

**Prioritized Need 1 (Prioritized):** Create extended learning opportunities and community partnerships. Increase and maintain the number of meaningful community and youth-based organizations. **Root Cause:** Difficulty funding sponsors and/or organizations.

**Prioritized Need 2 (Prioritized):** Increase parent engagement. **Root Cause:** Dual income household with parents working during after school hours.

**Prioritized Need 3 (Prioritized):** Increase and maintain a student council that would be active and build relationships. **Root Cause:** Dual income households with working parents unable to contract afterschool care-provider to support afterschool activities.

## L2 Academic Excellence (Curriculum, Instruction, Assessment)

### L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

EPISD has adopted new curriculum for ALL content areas (Amplify/Reading, Studies Weekly/S.S., Eureka/Math, Stem-Scopes/Science). The instructional leadership team at Guerrero has provided training on new curriculum. CTC's lend support for any teachers' needs in implementing the new curriculum. In addition, Guerrero leadership has embedded bi-weekly 90 minute PLC's for further professional development and teacher internalization.

The instructional needs of all students are met through rigorous, TEKS aligned instruction with a strong intention Tier 1 first teach in all content areas to support student-centered learning and mastery of each content learning objective. Teachers have a common planning period to facilitate collaboration as a grade level/department to analyze student data and support student academic growth. The campus has reduced interruptions to the instructional day. A scheduled WIN period allows for the implementation of successful intervention programs and classroom routines by Campus Reading and Math Interventionists. Campus and district-funded personnel such as the Campus Teaching Coaches, Interventionists, 2 Resource teachers, 1 DRD teacher, and SPED and Instructional paraprofessionals address the needs of all students and work to increase their academic achievement.

Teachers continually and consistently monitor their students' progress. When a teacher recognizes that a student is struggling, the teacher begins to have discussions with administration and holds an MTSS meeting. The team may decide to move forward with additional evaluations and a packet is distributed to all of the stakeholders invested in the student (teacher, nurse, parent). The team then meets to discuss what interventions the student has experienced and the results. Other interventions are discussed during that time and possible recommendations for Dyslexia testing, Section 504 or a Special Education can also be requested after interventions are implemented and evaluated. This process ensures that all students are looked at and their needs are addressed. The parents are also part of these teams and guide our decisions.

Teachers are using the Schoology platform to access instructional materials. All teachers use Class Dojo as a 2-way communication tool for families. Much of the following data is derived from the 2023 STAAR results.

### 2021-2022 SCORES (2022-2023 SCORES PENDING)

- Overall Rating Summary - "Met Standard", Scaled score of 90 (A).
- Student Achievement Rating - Met Standard, Scaled Score - 76 (C)
- STAAR Performance - Component Score - 48, Scaled Score - 76 (C)
- School Progress - Scaled Score - 93 (A)
- Academic Growth - Component score 88, Scaled Score 93 (A)
- Relative Performance (Economically Disadvantaged. 85.9%) Component Score 48, Scaled Score 82 (B)
- Closing the Gaps - Component Score 88, Scaled Score 83 (B)

## Distinction Designations Earned: **(2022-2023 DESIGNATIONS PENDING)**

- ELA / Reading
- Science
- Comparative Academic Growth

Teachers use assessment data to drive instruction. Students are identified as At-Risk based upon current and historical assessment data, teacher recommendations, and participation in intervention groups. Teachers use a variety of strategies, including formative assessments and student assessment data, in addition to targeted instruction during the enrichment block to help students increase their skills. Small group instruction is being used to help students master skills. Teachers are working with Tier 1 and Tier 2 small groups during WIN while interventionists pull Tier 3 groups based on NWEA MAPS/STAAR scores to differentiate reading and math instruction; ensuring that students have solid learning experiences and build strong foundations.

### **L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths**

Rosa Guerrero Elementary's strengths include being proactive as an entire campus in regards to student learning and achievement. The faculty and staff consistently and continuously analyze student data, for all students in their class. Data drives instruction in the classroom and within the grade levels. Understanding the importance of a strong Tier 1 first teach will minimize the amount of students needing intervention. BOY assessments allows identification of academic gaps and allows for teachers and interventionists to apply necessary interventions early in the year, thus allowing teachers to help students close academic gaps.

Faculty and Staff are supported by Campus Teaching Coaches that share responsibilities to train and model best practices in the classroom by supporting instructional planning and implementation. Interventionists provide small group interventions for Tier 3 students. Support is also offered to students by the school guidance counselor to support the Social Emotional Learning (SEL) throughout the campus.

Needs:

- Implementation of new curriculum in all content areas (Amplify, Eureka, Studies Weekly, and Stem-Scopes).
- Strengthen the writing process for all grade levels.
- Strengthen the implementation of hands on Science across the grade levels in the classroom and in the Science Lab.

2022-2023 STAAR results:

- Math - Did Not Meet Approaches 31%, Approaches 69%, Meets 36%, Masters 12%, Overall 39% (D)
- RLA - Did Not Meet Approaches 24%, Approaches 76%, Meets 49%, Masters 22%, Overall 49% (C)
- Science - Did Not Meet Approaches 33%, Approaches 67%, Meets 36%, Masters 12%, Overall 38% (D)

- Accelerated instruction includes: WIN time (45 minutes), differentiated instruction within the 90 minute model, pull-out tutoring , after school tutoring twice a week by classroom teachers, STAAR Interims, DRD instruction (Wilson), MAPS, ST Math, STEMscopes (Math and Science) progress monitoring, and intensive programs of instruction (stated through IEPs and 504's).
- Technology Resources to aid intervention are as follows: ST Math, I-Ready
- Needs of students are identified through the use of formative and summative assessments which drive instruction and intervention.
- 9 Week Benchmark Assessments, Amplify and Eureka unit/module assessments, and STAAR Interim Assessments are used to determine areas of strength and areas in need of reinforcement.

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

**Prioritized Need 1 (Prioritized):** Closing academic gaps for students not meeting with success on STAAR. **Root Cause:** Inconsistencies that may appear in student performance during the first few weeks of the school year.

**Prioritized Need 2 (Prioritized):** Hands-On Science instruction to improve 5th grade Science Scores **Root Cause:** Insufficient hands-on activities and labs happening in Science from Kinder to Fifth grade

**Prioritized Need 3 (Prioritized):** Math Interventions with use of manipulatives in Kindergarten - 3rd Grade to improve overall Math scores, especially in 3rd Grade **Root Cause:** Insufficient use of manipulatives and weak foundational skills in Math.



## L2 Academic Excellence (Student Achievement)

### L2 Academic Excellence (Student Achievement) Summary

Teachers are using the new Amplify and Eureka Math instructional materials. All teachers use Class Dojo as a 2-way communication tool for family involvement in their child's academic achievement. Much of the following data is derived from the 2023 STAAR results.

- 2022-2023 STAAR results:
  - Math - Did Not Meet Approaches 31%, Approaches 69%, Meets 36%, Masters 12%, Overall 39% (D)
  - RLA - Did Not Meet Approaches 24%, Approaches 76%, Meets 49%, Masters 22%, Overall 49% (C)
  - Science - Did Not Meet Approaches 33%, Approaches 67%, Meets 36%, Masters 12%, Overall 38% (D)

Teachers will use new assessment data such as MAPS assessments, to drive instruction. Students are identified as At-Risk based upon current and historical assessment data, teacher recommendations, and participation in WIN (Whatever I Need) groups. Teachers use a variety of strategies, including formative assessments and student assessment data, in addition to targeted instruction during the W.I.N block to help students increase their skills. Small group instruction is being used to help students master skills and promote student growth from approaches to meets grade level in the STAAR assessments. Students who are identified as At-Risk will also be targeted for extra intervention with new campus interventionists. Teachers are working with small groups through the new EPISD curriculum to differentiate reading and math instruction; ensuring that students have solid learning experiences and build strong foundations. Classroom teachers and interventionists work with identified students during a 45 minute WIN block. These intervention groups are created using data regarding students' achievement in reading, math and science data.

### L2 Academic Excellence (Student Achievement) Strengths

- Third grade reading scores were at a \_\_\_% for the 2022-2023 school year
- students are provided with opportunities to make up failing assignments to re-engage learning on important concepts.
- Teachers are using data driven instruction to provide and track student achievement year to year.
- opportunities for early intervention are provided through multiple avenues including campus interventionists and teacher small group.

### Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

**Prioritized Need 1 (Prioritized):** Student Achievement on STAAR in Science will increase by 23% from 57% to 70% by ensuring hands on Science instruction. **Root Cause:** There must be fidelity to Science to ensure a vertical alignment of skills/TEKS. 5th grade STAAR Science is a cumulative assessment and not a 5th grade stand alone assessment.

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

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

Guerrero has an open door policy to any applicants who are applying for open positions. All applications and resumes are reviewed and screened by HR before the interview process, giving every applicant a fair chance to fill a vacancy or need. Leadership attends job fairs to search for potential candidates interested in joining the Guerrero community.

Leadership strives to retain employees by providing planning opportunities, PLC's, and time to attend professional development sessions. Leadership maintains a safe and positive culture and climate. Leadership is inclusive and flexible and provides open communication with faculty and staff. Established teachers provide mentoring for new teachers and teachers who are new to the campus.

The Courtesy Committee plans for monthly social events and ensures that that retirees and displaced employees are acknowledged by staff.

Professional development is provided on a campus level during 45 and 90 minute PLC's and Staff Development days. In addition, teachers are allowed to attend district and regional professional development trainings with leadership approval.

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

- Provides open door policy to all applicants.
- Leadership attends job fairs to search for potential candidates.
- Leadership team provides and maintains a safe and positive culture and climate.
- Open communication is prominent amongst leadership, faculty and staff.
- Mentoring is provided by established teachers to new teachers at our campus.
- Professional development is provided on a campus level during 45 and 90 minute PLC's and Staff Development days.
- Teachers are provided time to attend district and regional trainings with leadership approval.

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

**Prioritized Need 1 (Prioritized):** Training and professional development on new curriculum (Amplify, Eureka, Studies Weekly, Stem-Scopes). **Root Cause:** New curriculum in all content areas for all teachers, CTC's, and administrators.

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

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

At Rosa Guerrero Elementary, we strive to create an inviting culture and climate that fosters a sense of community. Communication between all stakeholders is essential to our success. We use a wide variety of means, both traditional and digital, to share information and address all questions and concerns in a very timely manner. Parents and students are invited to participate in a School Climate Survey. Our imbedded SEL communication is provided daily to facilitate a positive and safe learning environment.

Teachers are consistently proactive in teaching, modeling, and supporting appropriate student behaviors to ensure a safe and positive learning environment. The campus highlights different values every month and connects these to the Core Essentials to student lives. Teachers use the Morning SEL question of the day to prompt higher order thinking questions and important conversations with students and teachers. This helps teachers create a rapport with students. Teachers also continuously use the three pillars of character to give students a guideline of positive behavior.

Our campus recognizes the importance of addressing students social-emotional needs to be successful in school. Teachers work closely with our Counselor to ensure that our students' social-emotional needs are supported. When students or families need assistance, we work to connect them to the appropriate resources that offer assistance. As a campus, parent and community involvement is supported and highly encouraged through PTA and our PEL, as well as campus-wide parent engagement events.

Our campus also facilitates regular safety meeting to provide a safe facility. Teachers are informed of areas of improvements after all emergency drills. Parents are also educated and informed of the importance of safety drills. An El Paso Police officer is also on campus weekly to maintain a safe environment.

Students at Guerrero are all given personal devices. Grades K-2 are given an ipad and Grades 3-5 are given a Macbook laptop. This allows teachers to integrate technology in daily lessons and provide students with adequate training on tools they will use during their online STAAR testing. Teachers are also giving science instruction with STEM Scopes that provides many avenues for technology integration. School-wide parents are using Class dojo as an instant and online mode of communication.

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

- Teachers are consistently proactive in teaching, modeling, and supporting appropriate student behaviors to ensure a safe and positive learning environment.
- The campus is always maintained locked at all possible entrances. No one is allowed on the campus unless they show an ID.
- Guerrero is able to address the needs of our special needs students with our ECSE, AIM classes as well as support with Co-Teach/Resource.
- 99% of our students have either a laptop or an Ipad.

## **L4 Culture of Accountability (Parent & Community Engagement)**

### **L4 Culture of Accountability (Parent & Community Engagement) Summary**

Guerrero Elementary's demographics are very similar to our region's demographics with 90% of the student population identified as Hispanic. 76% of the population identified as economically disadvantaged, 67% at-risk, 34% of students are emergent bilingual, 52% as bilingual and 20% are receiving Special Education services.

Guerrero's faculty, staff and parents work together to provide a positive and safe learning environment for our students. We have established different channels of communication between the campus and our stakeholders: Phone calls, emails and texts are sent consistently and continuously throughout the year to inform parents of upcoming events. Additionally, Class Dojo and the school marquee. Guerrero also hosts different workshops with parents to inform and educate them on their child's academic career and social emotional needs. Monthly music performances are also hosted to engage and encourage student and parent participation.

Teachers and parents are encouraged to share their concerns, ideas, and suggestions with administration and Teachers. Faculty, staff, and administration work together to create an educational partnership with families including inviting parents to participate in the annual School - Parent Involvement Survey and Evaluations collected by our Parent Engagement Liaison after all of our parent involvement activities.

Parent and community engagement is continuously establishing as we begin this 2023-2024 school year.

### **L4 Culture of Accountability (Parent & Community Engagement) Strengths**

- Our small, dedicated school staff and administration supports all school programs and provides activities for students and parents outside of school hours.
- Monthly grade level student performances are scheduled and well attended in the evening.
- Guerrero hosts 1 family Reading/Math nights and a Science night.
- Community partners are involved in a Drop Everything and Read day.
- Class Dojo is used consistently to inform parents.
- The Counselor runs a Kindness Club that cycles in different students and allows them to participate in random acts of kindness for the campus and community.
- Guerrero hosts 1 Career day in the Spring that allows parents and community members to educate and present potential career options for students'.
- Student Ambassadors are recruited from our upper grades (4th and 5th grade) and assist to welcome high profile community members

to our campus.

- Coffee with the principal is hosted monthly.
- Thanksgiving and Grandparent's Day Events are also hosted to build relationships with parents and community members
- Shoes that fit program is implemented by the school counselor and Rack Room Shoes provides brand new shoes to students in need both in the fall and spring semester.
- Counselor receives Turkey dinner donations from community members to students in need.
- Counselor receives donations from Operation School Bell to those students in need.

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

**Prioritized Need 1:** Increase parent engagement **Root Cause:** Dual income households with working parents not available during school hours

**Prioritized Need 2:** Increased opportunities for evening parent engagement **Root Cause:** Households with parents who work school hours but are available in the afternoon

## L5 Equity by Design (Demographics)

### L5 Equity by Design (Demographics) Summary

Guerrero Elementary fosters equitable access to opportunities and strives to eliminate barriers for all students. Guerrero Elementary's demographics are very similar to our region's demographics with 90.89% of the student population identified as Hispanic. 76.46% of the population identified as economically disadvantaged, 67.09% at-risk, 34.94% of students are English Language Learners and 20% are receiving Special Education services. Absenteeism is monitored closely by daily PEIMS reports.

### L5 Equity by Design (Demographics) Strengths

- The quiet community around Rosa Guerrero Elementary offers a safe environment for our students and staff.
- Faculty and staff demographics reflect that of the students which creates an environment cultural inclusiveness.
- Our curriculum is a high quality, research based, relevant and differentiated resource that matches students needs and strengths.

### Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

**Prioritized Need 1:** Increase enrollment. **Root Cause:** Older Neighborhood Community.

**Prioritized Need 2:** Increase percentage of GT students. **Root Cause:** Low number of GT referrals and no guidance or support from GT Department

# Prioritized Needs

**Prioritized Need 1:** Training and professional development on new curriculum (Amplify, Eureka, Studies Weekly, Stem-Scopes).

**Root Cause 1:** New curriculum in all content areas for all teachers, CTC's, and administrators.

**Prioritized Need 1 Areas:** L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

**Prioritized Need 2:** Hands-On Science instruction to improve 5th grade Science Scores

**Root Cause 2:** Insufficient hands-on activities and labs happening in Science from Kinder to Fifth grade

**Prioritized Need 2 Areas:** L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 3:** Math Interventions with use of manipulatives in Kindergarten - 3rd Grade to improve overall Math scores, especially in 3rd Grade

**Root Cause 3:** Insufficient use of manipulatives and weak foundational skills in Math.

**Prioritized Need 3 Areas:** L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 4:** Closing academic gaps for students not meeting with success on STAAR.

**Root Cause 4:** Inconsistencies that may appear in student performance during the first few weeks of the school year.

**Prioritized Need 4 Areas:** L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 5:** Increase parent engagement.

**Root Cause 5:** Dual income household with parents working during after school hours.

**Prioritized Need 5 Areas:** L1 Whole Child (Culture & Climate)

**Prioritized Need 6:** Create extended learning opportunities and community partnerships. Increase and maintain the number of meaningful community and youth-based organizations.

**Root Cause 6:** Difficulty funding sponsors and/or organizations.

**Prioritized Need 6 Areas:** L1 Whole Child (Culture & Climate)

**Prioritized Need 7:** Increase and maintain a student council that would be active and build relationships.

**Root Cause 7:** Dual income households with working parents unable to contract afterschool care-provider to support afterschool activities.

**Prioritized Need 7 Areas:** L1 Whole Child (Culture & Climate)

**Prioritized Need 8:** Student Achievement on STAAR in Science will increase by 23% from 57% to 70% by ensuring hands on Science instruction.

**Root Cause 8:** There must be fidelity to Science to ensure a vertical alignment of skills/TEKS. 5th grade STAAR Science is a cumulative assessment and not a 5th grade stand alone assessment.

**Prioritized Need 8 Areas:** L2 Academic Excellence (Student Achievement)



# Goals

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

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

**Evaluation Data Sources:** CK-12 Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Social Emotional Learning (SEL) throughout the day. <b>Strategy's Expected Result/Impact:</b> Create a culture where each student is supported by caring adults. <b>Staff Responsible for Monitoring:</b> Teacher, CCCT (PBIS/SEL) Committee	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 2:** By June 2024, Guerrero ES will increase PK-5th grade student participation opportunities in UIL, extra-curricular, co-curricular activities in K-5 from previous year.

**High Priority**

**Evaluation Data Sources:** Parent permission slips and student participation sign-in sheets.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Develop and implement a campus initiative to allow opportunities for student participation in extra-curricular activities. Students will consistently have a variety of options available throughout the academic school year. <b>Strategy's Expected Result/Impact:</b> Increased student participation in extra-curricular activities. <b>Staff Responsible for Monitoring:</b> Administration CIT		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

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

**Performance Objective 3:** By June 2024 Guerrero ES will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 5 learning opportunities from previous year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will create and integrate system of school supports to allow for extended learning opportunitess and community partnerships. <b>Strategy's Expected Result/Impact:</b> Opportunities for student participation in extended day learning. <b>Staff Responsible for Monitoring:</b> Administration CIT	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 4:** By June 2024, Guerrero ES will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team through PBIS/SEL fidelity. All students that meet schoolwide behavior expectations, classroom procedures, instruction, and behavior will participate in PBIS/SEL celebrations. Student participation will reflect 70% of student participation in monthly celebration activities.

**High Priority**  
**Evaluation Data Sources:** Campus Developed Tracking Rubric - Student Roster Participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement monthly PBIS/SEL celebrations. <b>Strategy's Expected Result/Impact:</b> Build mindsets, healthy habits and skills that strengthen students' social, emotional, and academic competence. <b>Staff Responsible for Monitoring:</b> PBIS/SEL Committee	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 5:** By June 2024 Guerrero ES will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by a reduction of all ISS, OSS, and disciplinary removals for all students by reducing overall number of disciplinary removals from previous year - of 16.

**Evaluation Data Sources:** OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Consistently implement SEL and classroom guidance lessons. <b>Strategy's Expected Result/Impact:</b> Meaningful, engaging practices that develop students' ability to manage and own their behavior. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Encourage teachers to refer students to counselor if student would benefit from small group and/or one on one counseling sessions/lessons for identified behaviors. <b>Strategy's Expected Result/Impact:</b> Meaningful, engaging lessons that develop students' ability to participate in small group and relate to/manage own behaviors.	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 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 1:** By June 2024, Guerrero ES will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team. Walkthrough data will display established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of the campus.

**High Priority**  
**Evaluation Data Sources:** T-TESS rubric walkthrough data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and implement 90 minute PLCs (twice monthly/every other week) to allow teachers planning time. <b>Strategy's Expected Result/Impact:</b> Teachers will have an opportunity to become familiar with and internalize (plan and prepare) the new curriculum. <b>Staff Responsible for Monitoring:</b> Administration (Principal and AP) CTC Math/Reading  <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Performance Objective 1 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)	
<b>Prioritized Need 1:</b> Training and professional development on new curriculum (Amplify, Eureka, Studies Weekly, Stem-Scopes). <b>Root Cause:</b> New curriculum in all content areas for all teachers, CTC's, and administrators.	

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

**Performance Objective 2:** By June 2024, Guerrero ES will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team. Dual language walkthrough data will display percentages for instructional model, classroom environment instruction, and language acquisition in 100% of the dual language program classrooms at the campus.

**High Priority**

**Evaluation Data Sources:** T-TESS Rubric Walkthrough Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will work in collaboration with Connecting Languages to offer opportunities for support to our Dual Language program teachers with "bridging" lessons in Amplify.  <b>Strategy's Expected Result/Impact:</b> Better understanding and planning of the "bridging" lesson expectations of the 120 minute reading block.  <b>Staff Responsible for Monitoring:</b> Administration (Principal and AP) CTC Literacy  <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 2 Prioritized Needs:**





L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
<b>Prioritized Need 1:</b> Training and professional development on new curriculum (Amplify, Eureka, Studies Weekly, Stem-Scopes). <b>Root Cause:</b> New curriculum in all content areas for all teachers, CTC's, and administrators.

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

**Performance Objective 3:** By June 2024, Guerrero ES will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results by 5%. Guerrero will increase in Reading from 81% to 85% and in Math from 73% to 77%.

**High Priority**

**Evaluation Data Sources:** 2023 STAAR Results Domain 1

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and integrate system of school supports to allow for differentiated instructional learning opportunities (WIN/Intervention) with no interruption to Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and close achievement/academic gap. <b>Staff Responsible for Monitoring:</b> Administration CTC - Math/Reading Interventionist Teachers  <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

**Performance Objective 3 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Closing academic gaps for students not meeting with success on STAAR. <b>Root Cause:</b> Inconsistencies that may appear in student performance during the first few weeks of the school year.
<b>Prioritized Need 2:</b> Hands-On Science instruction to improve 5th grade Science Scores <b>Root Cause:</b> Insufficient hands-on activities and labs happening in Science from Kinder to Fifth grade



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

**Performance Objective 4:** By June 2024, Guerrero ES will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR. STAAR reading will increase by 5% from 81% to 85% of all student groups meeting board approved metrics. [HB3].

**High Priority**  
**Evaluation Data Sources:** 2023 STAAR Results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and integrate system of school supports to allow for differentiated instructional learning opportunities (WIN/Intervention) with no interruption to Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and close achievement/academic gap. <b>Staff Responsible for Monitoring:</b> Administration CTC - Math/Reading Interventionist Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Performance Objective 4 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Closing academic gaps for students not meeting with success on STAAR. <b>Root Cause:</b> Inconsistencies that may appear in student performance during the first few weeks of the school year.
<b>Prioritized Need 3:</b> Math Interventions with use of manipulatives in Kindergarten - 3rd Grade to improve overall Math scores, especially in 3rd Grade <b>Root Cause:</b> Insufficient use of manipulatives and weak foundational skills in Math.

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

**Performance Objective 5:** By June 2024, Guerrero ES will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR. STAAR math will increase by 5% from 73% to 77% of all student groups meeting board approved metrics. [HB3]

**High Priority**

**Evaluation Data Sources:** 2023 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Will create and integrate system of school supports to allow for differentiated instructional learning opportunities (WIN/Intervention) with no interruption to Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and close achievement/academic gap. <b>Staff Responsible for Monitoring:</b> Administration CTC - Math/Reading Interventionist Teachers  <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 5 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Closing academic gaps for students not meeting with success on STAAR. <b>Root Cause:</b> Inconsistencies that may appear in student performance during the first few weeks of the school year.
<b>Prioritized Need 3:</b> Math Interventions with use of manipulatives in Kindergarten - 3rd Grade to improve overall Math scores, especially in 3rd Grade <b>Root Cause:</b> Insufficient use of manipulatives and weak foundational skills in Math.

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

**Performance Objective 1:** By June 2024, Guerrero ES will stabilize/increase enrollment by increasing the number of new students enrolling or transferring back to EPISD by 10% from 350 to 385.

**High Priority**  
**Evaluation Data Sources:** Student enrollment count as per TEAMS





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will reach out to and contact all parents of PreK 3 and PreK 4 that enrolled but were no-shows for the 23-24 academic school year. <b>Strategy's Expected Result/Impact:</b> Identify reasons/obstacles keeping students from enrolling at Guerrero and assist with increasing student enrollment. <b>Staff Responsible for Monitoring:</b> Administration PEIMS Clerk	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 2:** By June 2024, Guerrero ES 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%.

**High Priority**

**Evaluation Data Sources:** Employee campus enrollment data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and integrate system of school supports to allow current teachers, faculty and staff opportunities for growth and positive experiences and partnerships. <b>Strategy's Expected Result/Impact:</b> Retain teachers, faculty and staff in current positions on campus. <b>Staff Responsible for Monitoring:</b> Administration		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**High Priority**

**Evaluation Data Sources:** Campus Created "Instructional Technology Support Plan"





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

**Performance Objective 1:** By June 2024, Guerrero ES will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 92% (22-23) to 94% (23-24).

**High Priority**

**Evaluation Data Sources:** Student Attendance Average

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and integrate system of school supports to allow for differentiated instructional learning opportunities throughout the day (WIN/Intervention) with no interruption to instruction. <b>Strategy's Expected Result/Impact:</b> Closing the achievement/academic gap. <b>Staff Responsible for Monitoring:</b> Administration CTC - Math/Reading Interventionist Teachers  <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L2 Academic Excellence (Student Achievement) 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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**Performance Objective 1 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Closing academic gaps for students not meeting with success on STAAR. <b>Root Cause:</b> Inconsistencies that may appear in student performance during the first few weeks of the school year. <b>Prioritized Need 3:</b> Math Interventions with use of manipulatives in Kindergarten - 3rd Grade to improve overall Math scores, especially in 3rd Grade <b>Root Cause:</b> Insufficient use of manipulatives and weak foundational skills in Math.
L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> Student Achievement on STAAR in Science will increase by 23% from 57% to 70% by ensuring hands on Science instruction. <b>Root Cause:</b> There must be fidelity to Science to ensure a vertical alignment of skills/TEKS. 5th grade STAAR Science is a cumulative assessment and not a 5th grade stand alone assessment.

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

**Performance Objective 2:** By June 2024, Guerrero ES will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring the campus offers 100% of all required community events.

**High Priority**  
**Evaluation Data Sources:** Campus meeting events list

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will closely follow Title I requirements to include holding informational sessions for parents. <b>Strategy's Expected Result/Impact:</b> Parent engagement and participation with student and school. <b>Staff Responsible for Monitoring:</b> Administration PEL  <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					





**Performance Objective 2 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 2:</b> Increase parent engagement. <b>Root Cause:</b> Dual income household with parents working during after school hours.

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

**Performance Objective 3:** By June 2024, Guerrero ES will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with a minimum of 40% response rate)

**Evaluation Data Sources:** Thought Exchange data and response percentage

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and implement family nights (Fall/Spring) to engage families in student/school activities. <b>Strategy's Expected Result/Impact:</b> Parent participatin using sign-in documents and parent surveys. <b>Staff Responsible for Monitoring:</b> Administration CTCs Interventionist PEL  <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
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**Performance Objective 3 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Create extended learning opportunities and community partnerships. Increase and maintain the number of meaningful community and youth-based organizations. <b>Root Cause:</b> Difficulty funding sponsors and/or organizations.
<b>Prioritized Need 2:</b> Increase parent engagement. <b>Root Cause:</b> Dual income household with parents working during after school hours.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Closing academic gaps for students not meeting with success on STAAR. <b>Root Cause:</b> Inconsistencies that may appear in student performance during the first few weeks of the school year.



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

**Performance Objective 1:** By June 2024, Guerrero ES will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term, Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 15% . Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7%

**Evaluation Data Sources:** TELPAS SCORE AVERAGES FROM GRADES K-5

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Will create and implement systems of support for teachers servicing Emergent Bilinguals (EBs) to include becoming familiar with TELPAS data from previous academic school year. <b>Strategy's Expected Result/Impact:</b> Increase understanding of expected outcomes for all emergent bilingual students. <b>Staff Responsible for Monitoring:</b> LPAC Administrator Administration Dual Language/ESL Teachers		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					