

El Paso Independent School District
Magoffin Middle School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Ensure students have the opportunity for varied extra and core curricular activities, beyond sports and fine arts.

Implement PBIS/SEL with fidelity to ensure knowledge of campus routines procedures, and decrease discipline issues by ensuring we allow social emotional growth. Implement Panorama and anti-bullying surveys to allow for more focused support.

Provide opportunities for mental health growth through the use of FCF social workers.

L1 Whole Child (Culture & Climate) Strengths

Magoffin implements the Focus on Children and Families to give support to both students and the family when needed. A mentor program is established so that the students' social emotional learning is supported.

Art club, reading club, sports, UIL, are big components in the opportunities provided to students.

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

Prioritized Need 1 (Prioritized): Offer a variety of opportunities for extra curricular activities, beyond sports and fine arts, across grade levels. **Root Cause:** Only sports and fine arts are where the majority of the students have extra curricular opportunities.

Prioritized Need 2 (Prioritized): Ensure PBIS/SEL are components that are utilized with fidelity to ensure knowledge of behavior expectations, procedures and routine and allow students to gain social emotional competence. **Root Cause:** There was a bigger focus on SEL in previous years.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

DISTRICT-WIDE IMPLEMENTATION OF NEW CURRICULUM FOR ELAR/ MATH. Ensure a strong Tier 1 data driven instructional component. Focus the support of reading and math interventionists to monitor data and close the gaps. Ensure that the assessments given to students (interims, NWEA MAP) are monitored consistently to utilize data for instruction and interventions.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

8% GROWTH IN SCIENCE from 64/31/10 to 85/47/7

Reading increased from 59/30/15 to 73/39/14

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

Prioritized Need 1: Ensure fidelity to the new curriculum and assessments to increase student achievement and close the gaps. **Root Cause:** Not all curriculum points were used with fidelity.

Prioritized Need 2 (Prioritized): Monitor sub groups (EB/SPED) in a consistent manner. **Root Cause:** There is no monitoring systems in place.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Campus leadership, CTCs and interventionists will be responsible for monitoring data progress on goals, review identified risks, and adjust goals according to data. CTCs will be instrumental in setting PLC routines and procedures to review goals, plan lessons, identify catalysts for barriers and success, support in the development of intervention plans. Instruction needs to be data driven and teachers should be knowledgeable on how to find and utilize data to guide instruction. CTCs support teachers in the planning process to ensure that instruction is guided in best practices. ILT meets on a weekly basis to ensure all instructional decisions are data driven.

L2 Academic Excellence (Student Achievement) Strengths

Science increased from 64/31/10 in 2022 to 85/47/7 in 2023

Reading increased from 59/30/15 in 2022 to 73/39/14 in 2023

Social Studies increased from 30/7/1 in 2022 to in 2023 44/10/4

CTCs support teachers in the planning process to ensure that instruction is guided in best practices.

ILT meets on a weekly basis to ensure all instructional decisions are data driven.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging. **Root Cause:** Scores in math are in a decline and fall below the 20% likely passed for 8th grade.

Prioritized Need 2 (Prioritized): Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas. **Root Cause:** Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction.

Prioritized Need 3 (Prioritized): Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. **Root Cause:** Sub groups (EB/SPED) are struggling to meet academic targets.

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

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

*T-TESS Data -Fidelity with walkthroughs and observation

*Ensure teacher and staff growth via PLC's, Vertical Alignment, Profession Development

*Ensure all teachers are correctly assigned based on certifications

*Grow a positive culture and climate to ensure retention of staff.

Provide teachers, staff and administration professional development opportunities to grow in their field and better support student learning.

*

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

There is very low turn over of staff at the campus. CTCs provide varied PD opportunities for staff.

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

Prioritized Need 1 (Prioritized): Provide varied professional development opportunities, based on campus data and need, to ensure teachers and staff continue to grown in their craft and in turn impact student growth. **Root Cause:** PD was more often provided via PLCs.

Prioritized Need 2 (Prioritized): Allow teachers to gain additional certifications, i.e.. bilingual and cross content areas to provide more teaching opportunities. **Root Cause:** There are currently no teachers with bilingual certification and very few generalists.

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

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

Not all students have a device or charger, many students are needing their computers repaired.

Attendance is not an important factor in education, as perceived by parents in our area.

Campus has an abandoned building on site which makes it an eyesore and can attract vandalism.

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

School has open door policy. Our perceived strengths are: • Customer Service is strong, front office staff is welcoming and helpful to parents, staff and students. • Students feel safe and secure at school. • Students care about one's self and others' feelings. Both parents and students report bullying is down significantly. • Students report being able to reflect and manage their emotions better.

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

Prioritized Need 1 (Prioritized): Ensure all students have a working device and resources needed. **Root Cause:** Devices that were damaged would take very long to get fixed and back in student hands. New students would not get devices in a reasonable amount of time.

Prioritized Need 2: Attendance is not seen as an important educational factor in our community. **Root Cause:** No parental support, changes in programs,.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

*NEED TO INCREASE ATTENDANCE ACROSS ALL GRADE LEVELS

*INCREASE FAMILY/ COMMUNITY ENGAGEMENT TO SUPPORT ATTENDANCE

Teachers that are struggling with classroom management, or instructional practices need to attend training and receive support.

Campus need to utilize PBIS and SEL programs to establish routines, promote positive behaviors within our campus, and support the mental health and well-being of all students and staff.

Surveys will be conducted to ensure that all stakeholder input is taken into consideration when making campus decisions. Gathered data will be analyzed to guide campus decision making regarding perceptions.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

All communications sent to parents are translated into Spanish and distributed in a variety of ways (call outs, emails, texts, Dojo, web page, marquee, flyers.

To engage parents and community there are various activities and events: Coffee with the Principal, Parent Meetings with Administration, Counselor, Nurse or staff required, Conferences, etc, and parental classes for parents-based on need.

College readiness is actively promoted throughout the school year. Campus seeks constant parent and community collaboration to serve and support student need through surveys. Campus activities promote inclusiveness for all students and staff to participate in order to grow and maintain a positive school culture

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

Prioritized Need 1 (Prioritized): Increase family and community involvement at the campus. **Root Cause:** Parental involvement is very minimal.

Prioritized Need 2: Plan a two way form of communication with parents. **Root Cause:** Parents receive information from the school but do not have the opportunity to present thoughts and ideas.

Prioritized Need 3 (Prioritized): Increase attendance rate. **Root Cause:** Attendance goal was not met.

Prioritized Need 4 : A significant percentage of the parents of students falling under the 'economically disadvantaged' are not fully able to engage in supporting our students academically due to certain limitations. **Root Cause:** Campus is in need of a more innovative plan to assist families that are unable to access learning opportunities currently in place to support our students academically

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

*MONITOR AND ANALYZE DATA FOR SUB-GROUP POPULATIONS (EB'S/ SPED/) TO ENSURE STUDENT GROWTH.

Enrollment 551

Male 53%

Female 47%

Hispanic 95%

SPED 17%

EB 49%

GT 8%

ECON DIS

Specific work should focus on identifying approaches to increase literacy and mathematical comprehension as well as differentiated learning approaches for all sub populations, including Special Education students and students identified as English Learners.

L5 Equity by Design (Demographics) Strengths

SPED/EB teachers, team works to look at various forms of data to ensure knowledge of gaps and focus on needs. Special populations tend to maintain numbers each year, no spikes

Students are provided with additional intervention sessions done by our support staff.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Reduce the number of EB students that are in beginning or intermediate on TELPAS. **Root Cause:** Only 46% of students reached an advanced level.

Prioritized Need 2 (Prioritized): Increase growth in our SPED sub group. **Root Cause:** Only 36% of students reached approaches.

Prioritized Needs

Prioritized Need 1: Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging.

Root Cause 1: Scores in math are in a decline and fall below the 20% likely passed for 8th grade.

Prioritized Need 1 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Ensure all students have a working device and resources needed.

Root Cause 2: Devices that were damaged would take very long to get fixed and back in student hands. New students would not get devices in a reasonable amount of time.

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

Prioritized Need 3: Provide varied professional development opportunities, based on campus data and need, to ensure teachers and staff continue to grown in their craft and in turn impact student growth.

Root Cause 3: PD was more often provided via PLCs.

Prioritized Need 3 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 4: Increase family and community involvement at the campus.

Root Cause 4: Parental involvement is very minimal.

Prioritized Need 4 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 5: Increase attendance rate.

Root Cause 5: Attendance goal was not met.

Prioritized Need 5 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 6: Reduce the number of EB students that are in beginning or intermediate on TELPAS.

Root Cause 6: Only 46% of students reached an advanced level.

Prioritized Need 6 Areas: L5 Equity by Design (Demographics)

Prioritized Need 7: Ensure PBIS/SEL are components that are utilized with fidelity to ensure knowledge of behavior expectations, procedures and routine and allow students to gain social emotional competence.

Root Cause 7: There was a bigger focus on SEL in previous years.

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

Prioritized Need 8: Offer a variety of opportunities for extra curricular activities, beyond sports and fine arts, across grade levels.

Root Cause 8: Only sports and fine arts are where the majority of the students have extra curricular opportunities.

Prioritized Need 8 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 9: Increase growth in our SPED sub group.

Root Cause 9: Only 36% of students reached approaches.

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

Prioritized Need 10: Monitor sub groups (EB/SPED) in a consistent manner.

Root Cause 10: There is no monitoring systems in place.

Prioritized Need 10 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 11: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth.

Root Cause 11: Sub groups (EB/SPED) are struggling to meet academic targets.

Prioritized Need 11 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 12: Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas.

Root Cause 12: Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction.

Prioritized Need 12 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 13: Allow teachers to gain additional certifications, i.e., bilingual and cross content areas to provide more teaching opportunities.

Root Cause 13: There are currently no teachers with bilingual certification and very few generalists.

Prioritized Need 13 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

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, Magoffin MS, will create a culture where each student is supported by caring adults. as measured by an Employee, student, and parent culture climate survey.

High Priority

Evaluation Data Sources: CK-12 Survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: CREATE 2-WAY COMMUNICATION BETWEEN STAFF AND COMMUNITY (PHONE CALLS/ TEXTS/ CLASS DOJO) TO ENSURE THAT PARENTS ALSO HAVE A VOIVE IN THE EDUCATIONAL DEVELOPMENT OF STUDENTS. Strategy's Expected Result/Impact: STUDENT ACADEMIC PERFORMANCE GOES UP/ ATTENDANCE IMPROVES Staff Responsible for Monitoring: Administration Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: COFFEE WITH PRINCIPAL (ADMINISTRATION, STAFF) ONCE PER MONTH TO ENSURE COMMUNICATION LINES BETWEEN CAMPUS AND COMMUNITY ARE OPEN AND TRANSPARENT. Strategy's Expected Result/Impact: COMMUNITY BECOMES MORE INFORMED AND INVOLVED WITH SCHOOL CULTURE IMPROVEMENT. Staff Responsible for Monitoring: FULL STAFF. Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Refreshments for parent meeting with the principal - 211 ESEA Title I Part A (Campus) - \$600 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: CONSISTENT WELLNESS CHECK-IN ON STUDENT NEEDS TO ENSURE CAMPUS IS DOING ALL IT CAN SO STUDENTS ARE PREPARED TO LEARN. Strategy's Expected Result/Impact: STUDENTS' NEEDS ARE ADDRESSED WITH COUNSELORS AS NEEDED (EMOTIONAL, ACADEMIC, BASIC PHYSICAL NEEDS (FOR EXAMPLE, SUPPLIES, SHOES) Staff Responsible for Monitoring: FULL STAFF; COUNSELORS Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability | Formative | | | Summative |
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Performance Objective 1 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 1: Increase family and community involvement at the campus. Root Cause: Parental involvement is very minimal. |

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

Performance Objective 2: By June 2024, Magoffin MS, will increase PK-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels.

High Priority

Evaluation Data Sources: Survey results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: INTRAMURAL ACTIVITIES OFFERED FOR ALL STUDENTS DURING LUNCH OR AFTER SCHOOL Strategy's Expected Result/Impact: STUDENT INTEREST/ INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES/ ACADEMICS IMPROVES. Staff Responsible for Monitoring: DISTRICT/ CAMPUS TEAM Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: STUDENTS OFFERED OPPORTUNITY TO JOIN CLUBS (CHESS, ROBOTICS, STUDENT COUNCIL, ART, BOYS & GIRLS CLUB, INCLUSIVITY CLUB) Strategy's Expected Result/Impact: STUDENTS BECOME MORE INVOLVED IN THIER OWN EDUCATION Staff Responsible for Monitoring: FULL STAFF AND SPONSORS Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|---|
| Prioritized Need 1: Offer a variety of opportunities for extra curricular activities, beyond sports and fine arts, across grade levels. Root Cause: Only sports and fine arts are where the majority of the students have extra curricular opportunities. |

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

Performance Objective 3: By June 2024, Magoffin MS, will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 6 extended learning opportunities by from 0 Extended Day Sites to 4 Extended Day Sites and 32 After school Learning sites to 45 After-school Learning Sites.

High Priority
Evaluation Data Sources: District tracking tool

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: CONTINUE THE PARTNERSHIP WITH BOYS AND GIRLS CLUB FOR EXTENDED LEARNING OPPORTUNITIES AFTER THE SCHOOL DAY Strategy's Expected Result/Impact: STUDENT BEHAVIOR IMPROVEMENT AND ACADEMIC SUPPORT Staff Responsible for Monitoring: ADMINISTRATION Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture | | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Magoffin MS, will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of all campuses.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: BASED ON GOOD BEHAVIOR, INCENTIVE OPPORTUNITIES TO EARN PBIS LOBO BUCKS TO USE AT LOBO STORE. Strategy's Expected Result/Impact: STUDENT BEHAVIOR IMPROVES.... ACADEMICS IMPROVES. Staff Responsible for Monitoring: FULL STAFF Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: ENSURE SEL IS BEING IMPLEMENTED ON A DAILY BASIS BY STAFF FOR EXAMPLE CHARACTER AND ANTI-BULLYING LESSONS BY COUNSELORS TO BUILD POSITIVE MENTAL & SOCIAL HABITS IN OUR STUDENTS. Strategy's Expected Result/Impact: IMPROVED STUDENT BEHAVIOR AND INCREASED SELF AND SOCIAL AWARENESS Staff Responsible for Monitoring: ADMINISTRATION AND COUNSELORS Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Magoffin MS, will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6%.

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Will implement PBIS strategies to ensure students are focused on positive aspects of behavior and learn from them. Strategy's Expected Result/Impact: Less referrals Staff Responsible for Monitoring: administration Title I: 2.6 | Formative | | | Summative |
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Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Magoffin MS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses.

High Priority

Evaluation Data Sources: Walk through data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Ensure instructional materials and resources are available for all teachers for the presentation of curriculum to ensure student achievement in all content areas, to ensure a cohesive and progressive curriculum that aligns to district and state academic standards. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Principal; Asst. Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional resources and supplies, such as markers, chart tablets, dry erase etc. - 185 SCE (Campus) - \$6,400, Instructional resources and supplies, such as markers, chart tablets, dry erase etc. - 211 ESEA Title I Part A (Campus) - \$28,635 | | Formative | | | Summative |
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Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Magoffin MS, will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in 70% of all campuses with a dual language program.

High Priority
Evaluation Data Sources: Walk through data

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Magoffin will ensure all teachers have the appropriate certification to teach the Dual Language program as well as provide the most effective language supports based on student need. Strategy's Expected Result/Impact: Dual Lang program will be followed with fidelity. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 2 | | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:

| L3 Destination School (Staff Recruitment, Retention &Prof. Dev) |
|--|
| Prioritized Need 2: Allow teachers to gain additional certifications, i.e.. bilingual and cross content areas to provide more teaching opportunities. Root Cause: There are currently no teachers with bilingual certification and very few generalists. |

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

Performance Objective 3: By June 2024, Magoffin MS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 35% to 39%.

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: 100% of RLA teachers will identify students who are struggling with reading skills through regular assessments and reading interventionist will work one on one or in small group with identified students using campus and district provided resources. Strategy's Expected Result/Impact: Students will add growth or maintain current level. Staff Responsible for Monitoring: Administration, CTCs Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2, 3 Funding Sources: instructional, reading and testing materials - 185 SCE (Campus) - \$4,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: 100% of Math teachers will identify students who are struggling with numerical and problem solving skills through regular assessments and and interventionist will work one on one or in small group with identified students using campus and district provided resources. Strategy's Expected Result/Impact: Students will add growth or maintain current level. Staff Responsible for Monitoring: Administration., CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2, 3 Funding Sources: Instructional Materials - 185 SCE (Campus) - \$2,000 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Magoffin will provide additional interventions, either afterschool or Saturdays, to close the gaps in student learning. We will provide substitutes to allow teachers to PD time, plan, analyze data and internalize new curriculum to also close the gaps. Strategy's Expected Result/Impact: increase in student performance Staff Responsible for Monitoring: administration Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1, 2, 3 Funding Sources: Tutoring - 211 ESEA Title I Part A (Campus) - \$5,082.50, Substitute Teachers - 185 SCE (Campus) - \$4,500, Substitute Teachers - 211 ESEA Title I Part A (Campus) - \$3,082.50 | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 4: Magoffin will provide needed instructional materials, supplies, technology, reading and testing materials, and additional resources to ensure that all students have what is needed for maximized instruction in the classrooms, labs and library. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Testing Materials - 211 ESEA Title I Part A (Campus) - \$3,100, Technology In the Classroom - 211 ESEA Title I Part A (Campus) - \$8,000, Instructional Supplies-Library/classrooms - 211 ESEA Title I Part A (Campus) - \$2,000 | | | | |
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Performance Objective 3 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 2: Monitor sub groups (EB/SPED) in a consistent manner. Root Cause: There is no monitoring systems in place. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging. Root Cause: Scores in math are in a decline and fall below the 20% likely passed for 8th grade. Prioritized Need 2: Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas. Root Cause: Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction. Prioritized Need 3: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. Root Cause: Sub groups (EB/SPED) are struggling to meet academic targets. |

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

Performance Objective 4: By June 2024, Magoffin MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%)

High Priority

HB3 Goal

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: 100% of RLA teachers will identify students who are struggling with reading skills through regular assessments and reading interventionist will work one on one or in small group with identified students using campus and district provided resources. Strategy's Expected Result/Impact: Students will add growth or maintain current level. Staff Responsible for Monitoring: Administration., CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2, 3 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Magoffin will provide needed instructional materials, supplies, technology, reading and testing materials, and additional resources to ensure that all students have what is needed for maximized instruction in the classrooms, labs and library. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2, 3 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: Magoffin will provide additional interventions, either afterschool or Saturdays, to close the gaps in student learning. We will provide substitutes to allow teachers to PD time, plan, analyze data and internalize new curriculum to also close the gaps. Strategy's Expected Result/Impact: increase in student outcomes Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1, 2, 3 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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Performance Objective 4 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 2: Monitor sub groups (EB/SPED) in a consistent manner. Root Cause: There is no monitoring systems in place. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging. Root Cause: Scores in math are in a decline and fall below the 20% likely passed for 8th grade. Prioritized Need 2: Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas. Root Cause: Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction. Prioritized Need 3: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. Root Cause: Sub groups (EB/SPED) are struggling to meet academic targets. |

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

Performance Objective 5: By June 2024, Magoffin MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%)

High Priority
HB3 Goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: 100% of Math teachers will identify and support students who are struggling with numerical and problem solving skills through regular assessments and and interventionist will work one on one or in small group with identified students using campus and district provided resources. Strategy's Expected Result/Impact: Students will add growth or maintain current level. Staff Responsible for Monitoring: Administration., CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1, 2, 3 | | | | |
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Performance Objective 5 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|--|
| Prioritized Need 2: Monitor sub groups (EB/SPED) in a consistent manner. Root Cause: There is no monitoring systems in place. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging. Root Cause: Scores in math are in a decline and fall below the 20% likely passed for 8th grade. |
| Prioritized Need 2: Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas. Root Cause: Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction. |
| Prioritized Need 3: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. Root Cause: Sub groups (EB/SPED) are struggling to meet academic targets. |

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

Performance Objective 1: By June 2024, Magoffin MS 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 91% to 93%.

High Priority

Evaluation Data Sources: # Vacancies data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Magoffin will utilize campus committees such as courtesy and PBIS to recognize and celebrate students, teachers, and staff achievements through various platforms and events, fostering a sense of pride and community. Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Administration, PBIS team TEA Priorities: Recruit, support, retain teachers and principals | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Provide onboarding training and mentoring opportunities to all new (0-3 year) teachers to support in their learning and maximize best practices. Strategy's Expected Result/Impact: Strong teachers Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 3: Magoffin will provide all administrators, teachers and staff opportunities for professional growth by attending trainings provided by district, ESC19, local, out of town and/or virtual conferences. Campus will also encourage PLCs and book studies to better guide and implement campus and district wide initiatives, best practices in instruction, which will allow for a more sustainable and enriching environment that will focus on student growth.</p> <p>Strategy's Expected Result/Impact: Increase administration, teachers and staff knowledge of research based strategies and best practices.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p> <p>Funding Sources: Registration fees, travel - 185 SCE (Campus) - \$3,000</p> | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div> | | | | |

Performance Objective 1 Prioritized Needs:

| L2 Academic Excellence (Student Achievement) |
|--|
| <p>Prioritized Need 1: Utilize assessment and diagnostic data to guide instruction and ensure student growth in math, specifically for EB and SPED students. Ensure that Tier one instruction and lesson design is rigorous and engaging. Root Cause: Scores in math are in a decline and fall below the 20% likely passed for 8th grade.</p> <p>Prioritized Need 2: Monitor student work to ensure the evidence of growth in specific SE's and goals as students are not demonstrating a year's growth in content areas. Root Cause: Scores in Math and Social Studies are declining as data sources are not consistently being utilized to drive instruction.</p> <p>Prioritized Need 3: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. Root Cause: Sub groups (EB/SPED) are struggling to meet academic targets.</p> |
| L3 Destination School (Staff Recruitment, Retention & Prof. Dev) |
| <p>Prioritized Need 1: Provide varied professional development opportunities, based on campus data and need, to ensure teachers and staff continue to grown in their craft and in turn impact student growth. Root Cause: PD was more often provided via PLCs.</p> |

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

Performance Objective 2: By June 2024, Magoffin MS 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: Technology Campus Support Plan Success Criteria

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Magoffin will work towards providing every student with their own personal device to facilitate digital learning and establish a streamlined process to quickly resolve IT related issues to minimize disruptions. Strategy's Expected Result/Impact: No disruption to instruction as all students will have working devices. Staff Responsible for Monitoring: Administration, tech specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <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> | | | | |

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

Performance Objective 3: By June 2024, Magoffin MS, will stabilize enrollment by increasing the number of new students or transferring them back to EPISD by 1%.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Work in collaboration with the Alpha team to reach out to those leavers and bring back to the district. Strategy's Expected Result/Impact: Students returning to the district. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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Performance Objective 3 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 3: Increase attendance rate. Root Cause: Attendance goal was not met. |

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

Performance Objective 1: By June 2024, Magoffin MS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 1: Magoffin will establish an attendance team composed of staff members from various departments (teachers, counselors administrators, and support staff) to review attendance data, identify trends, and develop targeted interventions for students with chronic absenteeism, as well as offer student incentives. Strategy's Expected Result/Impact: Increase in campus attendance. Staff Responsible for Monitoring: Administration, attendance clerk Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | | | | |
| Strategy 2 Details | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2: Magoffin will collaborate with feeder schools to share attendance data, best practices, and intervention strategies to promote consistent attendance expectations and conduct parent meetings and home-visit to address families with student who have chronic absenteeism. Strategy's Expected Result/Impact: Increase in attendance across feeder pattern. Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | | | | |
| <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:

| |
|---|
| L4 Culture of Accountability (Parent & Community Engagement) |
|---|

| |
|--|
| Prioritized Need 3: Increase attendance rate. Root Cause: Attendance goal was not met. |
|--|

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

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

High Priority
Evaluation Data Sources: Community Events Documentation

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Magoffin will organize mandatory Title I and campus compact meetings to engage families and share information about school policies, programs, and resources. Strategy's Expected Result/Impact: Parents become more knowledgeable and apt to participate in schoolwide events. Staff Responsible for Monitoring: Administration Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Magoffin will organize parent classes, instructional nights, and community events to allow families take part in the educational development of all students and grow themselves. Strategy's Expected Result/Impact: Parents grow and continue to learn. Staff Responsible for Monitoring: Administration Title I: 4.2 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Instructional Supplies - 211 ESEA Title I Part A (Campus) - \$800 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
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Performance Objective 2 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 1: Increase family and community involvement at the campus. Root Cause: Parental involvement is very minimal. |

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

Performance Objective 3: By June 2024, Magoffin MS 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 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

High Priority
Evaluation Data Sources: Thought Exchange and Let's Talk

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Ensure parents have a way to quickly and effectively communication with the campus, eg. let's talk, class dojo, phone calls etc. Strategy's Expected Result/Impact: increased communication with parents and families Staff Responsible for Monitoring: administration Title I: 2.5 | 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> | | | | |

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

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

High Priority

Evaluation Data Sources: Frontline Data, Eduphoria

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Campus Support Systems-All teachers will collaborate to establish progress monitoring of SPED and EB students in high school courses and adjust support strategies as needed to ensure success in these courses. Staff Responsible for Monitoring: Administration, teachers Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 3 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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Performance Objective 1 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 2: Monitor sub groups (EB/SPED) in a consistent manner. Root Cause: There is no monitoring systems in place. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 3: Consistently monitor data for sub groups (EB/SPED) to ensure that there is continuous growth. Root Cause: Sub groups (EB/SPED) are struggling to meet academic targets. |

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

Performance Objective 2: By June 2024, Magoffin MS 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 44% to 35% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 13% to 10% [RDA]

High Priority
Evaluation Data Sources: TELPAS

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: All teachers across subjects will integrate language development strategies and activities into their instruction using English as the medium and promote language proficiency. | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| <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> | | | | | |

RDA Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 3 | CONSISTENT WELLNESS CHECK-IN ON STUDENT NEEDS TO ENSURE CAMPUS IS DOING ALL IT CAN SO STUDENTS ARE PREPARED TO LEARN. |

Campus Funding Summary

| 185 SCE (Campus) | | | | | |
|----------------------------------|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Instructional resources and supplies, such as markers, chart tablets, dry erase etc. | | \$6,400.00 |
| 2 | 3 | 1 | instructional, reading and testing materials | | \$4,000.00 |
| 2 | 3 | 2 | Instructional Materials | | \$2,000.00 |
| 2 | 3 | 3 | Substitute Teachers | | \$4,500.00 |
| 3 | 1 | 3 | Registration fees, travel | | \$3,000.00 |
| Sub-Total | | | | | \$19,900.00 |
| Budgeted Fund Source Amount | | | | | \$19,900.00 |
| +/- Difference | | | | | \$0.00 |
| 211 ESEA Title I Part A (Campus) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Refreshments for parent meeting with the principal | | \$600.00 |
| 2 | 1 | 1 | Instructional resources and supplies, such as markers, chart tablets, dry erase etc. | | \$28,635.00 |
| 2 | 3 | 3 | Tutoring | | \$5,082.50 |
| 2 | 3 | 3 | Substitute Teachers | | \$3,082.50 |
| 2 | 3 | 4 | Testing Materials | | \$3,100.00 |
| 2 | 3 | 4 | Technology In the Classroom | | \$8,000.00 |
| 2 | 3 | 4 | Instructional Supplies-Library/classrooms | | \$2,000.00 |
| 4 | 2 | 2 | Instructional Supplies | | \$800.00 |
| Sub-Total | | | | | \$51,300.00 |
| Budgeted Fund Source Amount | | | | | \$51,300.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$71,200.00 |
| Grand Total Spent | | | | | \$71,200.00 |
| +/- Difference | | | | | \$0.00 |