

**El Paso Independent School District**  
**Canyon Hills Middle School**  
**2015-2016 Campus Improvement Plan**

# Mission Statement

Canyon Hills Middle School will provide every student with a 21st century quality education.

## Vision

Every student will be academically and socially prepared to make the choice to attend college.

## Value Statement

Core Belief Statements:

- 1.Students come first in all actions and decision-making.
- 2.Every child will learn in an appropriate setting and with the proper instruction, .
- 3.Every child is entitled to a teacher who is the best we can hire for that position and who believes every child can learn.
- 4.When students value community service and civic mindedness, they will be more productive community members .
- 5.We must be open and transparent in our dealings with the public and be fiscally responsible with our resources in order to allocate them appropriately.
- 6.Canyon Hills will have zero tolerance for immoral, unethical, and illegal behavior.
- 7.We have a competitive advantage as our community is bilingual, bicultural, and biliterate, and will be supported in the classroom.
- 8.Family engagement is critical to the success of students.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Canyon Hills student ethnic population consists of 87% Hispanic, 6% White, and 5% African American. 80.6% of the students are considered economically disadvantaged, 76% are coded at risk; the highest percent coded due to assessment. 27% of the population is LEP. 25.7% of the population are ELL. 8.7% of the population is SPED. 13.8% of the population is coded GT. There is a 17.8% mobility rate. The LEP population has almost doubled in the last two years, SPED remains steady, at risk increased by 32%.

The campus teacher demographics varies from the student demographics, 7.7% African American, 55.9% Hispanic, 30% White. Class sizes average about 21:1. We are 100% Title I school according to our latest numbers.

46.14% of our student population is special needs (24% LEP, 6.7% 504, 2.6% migrant students, 12.84% SPED).

## **Student Achievement**

### **Student Achievement Summary**

Canyon Hills middle School met standards on Achievement Progress, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. For 2015, The Performance Index report student achievement target score was 60 and campus score is 65. The Student Progress target score was 28 and the campus score is 30. The Closing Performance Gaps target score was 27 and the campus score is 39. Postsecondary Readiness target score was 13 and the campus score is 24.

No distinctions were earned. State system safeguards indicate Performance Rates of 55% and Participation Rates of 100%.

Student Achievement Data for all subjects indicates we are not meeting the needs of our SPED and ELPS students. We have not met the System Safeguards in Reading, Writing for ELL, and all students for Science and Social Studies.

### **Student Achievement Strengths**

We continue to meet the Accountability Rating, Met Standards and gained one point in Closing Performance Gaps.

### **Student Achievement Needs**

In order to build student achievement, CHMS is implementing Student Goal folders across all grade levels, PEG writing, and Student Writing Portfolios. Advisory will be restructured to include modules. Student Binders (Avid example) will contain Cornell Notes across the campus and WICOR strategies. CHMS has been accepted as a NEU (No Excuses University) to assist with implementing college readiness.

For 2015, The Performance Index report student achievement decreased 7. The Student Progress decreased by 1. The Closing Performance Gaps increased by 1. Postsecondary Readiness target score was 13 and the campus score is 24. decreased by 6.

Student Achievement Data for all subjects indicates we are not meeting the needs of our SPED and ELPS students. We have not met the System Safeguards for Reading, Social Studies and Science.

## School Culture and Climate

### School Culture and Climate Summary

Using 2014-2015 students' essay responses to "What makes a perfect school?" and "What can we do to improve Canyon Hills?" along with the following data: 87 discipline referrals for classroom disruption, 48 discipline referrals for inappropriate physical contact, and 18 discipline referrals for fighting; 75% of the referrals were attributed to 40 students (23 of whom have returned), the staff proactively spent the summer working on the following issues in order to create the environment students' desire: Positive Behavior Intervention and Support training was undertaken by 9 members of the Canyon Hills staff representing the four core areas and administration. The PBIS committee trained the faculty at annual faculty professional development before school began. PBIS, level one, has already been implemented on campus with 100% of the faculty teaching procedural expectations in the classrooms, hallways, cafeteria, bathrooms, library, outside, gym, and in the office. We applied to and were accepted by No Excuses University and are implementing College Advisories, college bulletin boards, and rigor in the classroom. AVID has also come to the campus, and Cornell notes are being used by 100% of the Core faculty to ensure rigor. All of these initiatives are being undertaken because students overwhelmingly wrote that they felt the school would be a safe and productive environment when the behavior of a minority of the students (40) with a majority of the behavioral referrals; stopped creating classroom disruptions that interrupt their learning. Canyon Hills has proactively begun the year with grade level meetings that covered harrasment, bullying, uniform policy, and behavioral expectations. Students are being asked to participate in an advisory committee to ensure their needs and desires are being heard. We have adopted the Core Values, Be Respectful, Be Responsible, and and Be Safe school wide. Students will spend advisory time practicing procedures to ensure they understand what is expected in each are of the school during the week of 9/1. The sixth graders also had additional training about procedures and expectations at Cobra Camp on August 21, 2015. The majority referrals were for unsafe hallway behavior so all faculty have committed to standing in the hallway during transitions to reinforce safe, respectful, and responsible behavior, such as walking on the right in the hallway and keeping one's hands and feet to one's self.

### School Culture and Climate Strengths

1. 100% of the faculty is committed to implementing PBIS procedures/expectations to support the Core Values, "Be Respectful, Be Responsible, and Be Safe."
2. Key staff greet students as they enter the school, transition from class to class, and leave class.
3. All faculty have college bulletin boards and will begin holding Tuesday advisory targeted at student groups whose college and career inventory show a common career path and will include investigating colleges.
4. Professional Development occurs on Mondays during PLC and through virtual platforms.
5. Canyon Hills students participated in the Gallop Survey: Results Hope- 51% Hopeful, 35% Stuck, 14% Discougaged, Engagement-66% Engaged, 22%

not Engaged, 12% Actively Disengaged, Well Being-66% Thriving, 33% Struggling, 1% Suffering

6. Campus educators who take professional development courses train others during PD time.

7. Administrators will walk through the campus to ensure procedures are implemented in each classroom and all environments.

### **School Culture and Climate Needs**

1. Teachers and administration experience continued struggles to identify resources to support parents and students struggling to academically and socially participate in school. Twenty-three of the forty students who received 75% of referrals in 2014-2015 have returned to the campus. A school social worker is needed to address their social and emotional development outside of campus to take them off of the alternative to prison track.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Canyon Hills maintains 100% highly qualified faculty. Teachers paraprofessionals, and clerical staff are committed to the Canyon Hills Family. Teachers new to Canyon Hills are supported by administration and faculty. To reduce class size we fund 3 teachers from Title 1 funds.

In conjunction with district Human Resources, Canyon Hills recruits and retains 100% highly qualified personnel. Teachers, paraprofessionals, and clerical staff are committed to the Canyon Hills family. Veteran teachers and academic coaches support new and struggling teachers to help build capacity and leadership skills. Professional development needs are identified through surveys, sessions are teacher developed and led. The campus identified a high need for instructional technology professional development. Initial and ongoing sessions were organized with district technology services as teachers developed, they created sessions and trained their peers. We have numerous teacher led committees that follow the procedures as stated.

### **Staff Quality, Recruitment, and Retention Strengths**

1. All teachers and para professionals are highly qualified. 2. New teachers are supported with a mentor as well as administration, and central office personnel in curriculum and instruction. 3. Currently, several employees are cross trained, we have five teachers who have received principal certification that participate in planning and monitoring of campus events. 4. Teachers support each other with curriculum and instruction in PLC. Teachers tend to stay at Canyon Hills unless they are promoted or move away for family issues.

In conjunction with district Human Resources, Canyon Hills recruits and retains 100% highly qualified personnel. Teachers, paraprofessionals, and clerical staff are committed to the Canyon Hills family. With the exception of personnel cuts and retirement, two teachers requested transfers for family needs and one requested to move to an elementary environment. Veteran teachers and academic coaches support new and struggling teachers to help build capacity and leadership skills. Professional development needs are identified through surveys, sessions are teacher developed and led. The campus identified a high need for instructional technology professional development. Initial sessions were organized with district technology services as teachers developed, they created sessions and trained their peers. We have numerous teacher led committees that follow the procedures as stated.

### **Staff Quality, Recruitment, and Retention Needs**

To reduce class size, Canyon Hills purchases 3 teachers from Title 1 funds.

Faculty is working to develop and implement structures to measure impact of professional development on improved student learning as well as positive behavioral support.

Walk through conferences are needed to follow up with teachers in need of more support.

Professional development addressing Explicit Instruction, rigorous instruction and assessment, differentiation, writing across the curriculum.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Canyon Hills has met and defined rigor as maximizing student effort, providing higher order questioning, and the use of rubrics to assess student work. Students are given the opportunity to participate in science fair, math club, honor society, student council, NEU, and advisory period to further their instruction. In addition they have access to PEG writing, Scholastic magazines, e-books, cross curricular strategies and the AVID program. Various technology equipment and appropriate apps are used on a regular basis in classrooms. The Canyon Hills faculty adheres to EPISD district curriculum which is aligned to state standards and is in compliance with the district mandates. The educators at Canyon Hills use scientifically based resources approved by the district. Small group, tutoring, and appropriate individual student interventions are provided to help students be successful. Educators meet on a regular basis to align assessments with the taught curriculum.

The district creates the curriculum aligned with state standards to include the 21st Century learning skills. Student expectations define the rigor to which instruction must be aligned. The campus will participate in professional development to create an exceptional system that focuses on the rigor of classroom instruction and assessment to fully implement the district curriculum and maximize assessment results. Assessments will be used to determine instructional success as well as the need for intervention. Data reveals that the needs of all students are not being met. The campus must work on addressing the needs of special population, LEP and SPED.

### **Curriculum, Instruction, and Assessment Strengths**

Our biggest strength is our team collaboration. The faculty has learned how to use data from assessment to drive instruction and improve student learning.

All students will maintain an academic progress folder which contains their assessment data. Each certified professional will work with about 17 students on academic and social goal setting. Partners will meet at least every three weeks and once every six weeks with parents to measure progress and set new goals.

### **Curriculum, Instruction, and Assessment Needs**

Staff development is needed on new technology, differentiated instruction, and the development of effective assessments.

RtI model, Rigor of instruction. Developing Effective Assessments. Differentiated Instruction

## Family and Community Involvement

### Family and Community Involvement Summary

Currently Canyon Hills has a Parent Outreach Coordinator who plans to hold monthly meetings such as "Coffee with the Principal," "Parenting Classes," and "Workout Wednesdays," "Drug Awareness Classes," "Gang Awareness Classes," "Importance of Uniforms," "Attendance Matter," "Bullying & Cyberbullying," "Magnet School Presentations," "Career and Education Fair," "Humanities Nights" (2/yr), "Self Esteem Classes," and "Computer Classes." Coordinator will do a dual language presentation to explain why dual language programs have begun in the district.

Additionally, Canyon Hills UIL sporting events on a weekly basis, band and orchestra concerts, National History Day School Competition mentored and judged by history professors from El Paso Community College, Parent-teacher conferences, ARD and 504 meetings, parent visits, home visits for students identified at the highest risk of behavioral problems. A PTO is being developed. We do have a board forming. Four community days have been planned for 9/17/15 is Constitution Day with National Preamble Challenge; 10/20/15 is National Writing Day; 3/14/16 is Pi day; 4/22/16 is Earth Day. Families will be invited to join their children at school with a contest for classroom with greatest participation.

We have several community members on our Campus Improvement Team, these members volunteer to be on this committee. Although, at this time our community member volunteers do not represent the ethnic and socio-economic make-up of our community, we will be actively working on this so that we have a more uniform representation. Members of the community and parents alike feel that they do have a genuine voice in school decisions especially because our administrators have an open door policy that welcomes community and parental input at all times. Students will consistently report that their perception of Canyon Hills is a place where they feel safe, intellectually challenged by their studies, and respected by their teachers and peers. Although, teachers do perceive Canyon Hills to be a safe place they feel that students are working at their maximum potential, and are somewhat unmotivated. Parents' perceive Canyon Hills as a safe place, but feel their student never has homework and this worries them because in elementary their child had homework.

Since Canyon Hills has gone to a 45 minute period, teachers are more cognizant that they must have an effective and powerful first teach. Teachers understand that when planning a lesson that every minute in that lesson cycle must be used in a purposeful manner.

Learning time is assigned uniformly for every core content and elective. In order to close the gaps in learning, students who did not score well on state assessments are given an extra class of math and/or reading. Canyon Hills is currently undergoing a transformation. Although we have the systems and goals aligned to those of the district we are improving the outcomes of these by solidifying the six exceptional systems needed to maximize student academic and social growth. Our Professional Learning Communities organization includes by content, by grade level, and cross curriculum, and times have been set aside for each of these to meet and collaborate. Each content area meets in PLC and analyzes data to determine the strengths and weaknesses and collaborates to put those needed best practices into place. The daily operations such as schedules, routines, communications, campus-wide discipline techniques, reveal that there are some inconsistencies, and miscommunication, but with the adoption of the "No Excuses University" model Canyon Hills will bridge those gaps. Our operations are developed to accommodate our students and parents, for instance our communication, meetings, and other gatherings are translated and are scheduled to meet family needs.

The decision makers at Canyon Hills are always the stake holders, we have an active Campus Improvement Team, strong department leaders, and the administrative team actively seeks the input from teachers, parents and students for campus decisions

## **Family and Community Involvement Strengths**

1. Courses offered by Parent Outreach Coordinator: "Coffee with the Principal," "Arts and Crafts," "Parenting Classes," and "Workout Wednesdays," "Drug Awareness Classes," "Gang Awareness Classes," "Importance of Uniforms," "Attendance Matter," "Bullying & Cyberbullying," "Magnet School Presentations," "Career and Education Fair," "Humanities Nights" (2/yr), "Self Esteem Classes," and "Computer Classes."
2. A core group of parents who are forming a PTO.
3. An active UIL program.
4. The support of EPCC in National History Day Competition via mentoring and judging.
5. Core community days: 9/17/15 is Constitution Day with National Preamble Challenge--Social Studies; 10/20/15 is National Writing Day--English Language Arts; 3/14/16 is Pi day--Math; 4/22/16 is Earth Day--Science.

Canyon Hills maintains an open door policy. We have a parent liason who actively seeks to improve parent nedds and involement. We have a student produced newsletter informing parents of campus activities and student successes. We use the phone messaging system to communicate campus events in English an Spanish. All meeting are conducted in English and Spanish. We partner with STARS to assist families with social emotional needs.

## **Family and Community Involvement Needs**

1. A fully-functioning PTO
2. A social worker to help provide services and resources to the students/families with the greatest need
3. Parental involvement Community Partnerships to meet student needs.

## **School Context and Organization**

### **School Context and Organization Summary**

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### **School Context and Organization Strengths**

A positive campus wide routine/procedure/discipline plan has been developed by a teacher team. This plan will maximize student responsibility, develop character, and reduce discipline referrals. We have a district supported 8 period academic master schedule, to maximize learning during the 45 minute instructional period we will participate in the explicit instruction model. Professional learning community focus on data and instructional strategies to address student needs. We are committed to developing our six exceptional systems

# **Technology**

## **Technology Summary**

Canyon Hills is making great strides with instructional technology. There has been significant increase in the number of computer devices available for students. Teachers are becoming more proficient with technology devices and applications. There has been an increase in technology applications through instruction.

## **Technology Strengths**

Canyon Hills now has sufficient computer devices for each content area classroom to maintain a class set of 25 devices. The campus maintains an initiative to reduce paper and conduct more business electronically. The position of Active Learning Leader (ALL) has been added to the campus. The ALL is a fulltime position designed to help teachers and students become future ready. The ALL will provide instructional training and resources that includes technology campuswide.

At CHMS teachers and students are receiving instruction in Office 365 and regularly implementing new technology and applications. Student portfolios will be created online. Teachers encourage and support each other in learning new technology applications. Teachers have become more comfortable with the use of technology.

Canyon Hills qualifies as an e-rate campus which allowed us to obtain hot spots in every classroom.

## **Technology Needs**

Guidelines for student portfolios

Guidelines for student destruction of devices.

Updating student labs.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus and/or district planning and decision making committee(s) meeting data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions






## **Student Data: Student Groups**








- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

# Goals

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

**Performance Objective 1:** Increase Level II performance on reading STAAR test for SPED students: 6th grade scores from 33% to 43%, 7th grade from 13% to 25%, and 8th grade from 15% to 25%.









| Strategy Description                                                                                                                                                                                                                                                                                                                                                                          | Title I          | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                                                                      | Formative Reviews |                                                                                       |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                  |                                                                                                                                                                                         | Oct               | Jan                                                                                   | Mar | June |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Students will summarize reading passages both orally and in writing at least twice a week in every content. Students will summarize Cornell Notes.</p>                                                                                                         | 1, 2, 3, 6, 8, 9 | SPED Department                  | writing portfolios with goal sheet monitoring forms, Cornell Notes                                                                                                                      |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) As needed, students will work on the prescribed individual instructional intervention from Renaissance Learning, Star 360</p>                                                                                                                            | 1, 2, 3, 6, 8, 9 | Assistant Principal              | Program reports, student progress monitoring report, Instructional grouping tool, growth report                                                                                         |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6</p> <p>3) Content vocabulary development to increase fluency and proficiency, pre-teach vocabulary, engage students in discussion using academic vocabulary, writing will also include academic vocabulary.</p>                                                                      | 1, 2, 3, 8, 9    | SPED Coach<br>SPED Teachers      | 80% mastery of content,                                                                                                                                                                 |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Student progress will be monitored every 3 weeks.</p>                                                                                                                                                                                                                | 2, 8, 9          | Principal                        | Teachers analyzed pre and post evaluations tailored to tested standards, and benchmarks to determine student progress every 3 weeks. Data analysis folders were turned in to Ms. Lunow. |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) In the Humanities, All lesson will be planned using previous data and the standards based curriculum so that all students will use the Cornell Notes and WICOR system 2-3 times a week to master their Reading TEKS in order for all to achieve an advanced measure on their Reading STAAR in Spring 2016.</p> | 1, 2, 3, 8, 9    | Principal<br>English Teachers    | Lesson plans, student work samples, 20% increased number of standards measured at the recommended and advanced level on STAAR.                                                          |                   |  |     |      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                               |                                                                                                        |                                                                                     |  |  |  |
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| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>6) In the Humanities, students will maintain goal/work portfolios so that students and teachers can track growth in tested TEKS in the development of student independence and responsibility for learning. Both formative and summative data will be used to inform instruction to target mastery of tested TEKS at each grade level at 85%.</p>                                                                                             | 1, 2, 3, 8, 9 | Principal<br>English Teachers | Student portfolios, 20% increase overall students meeting the recommended and advanced level on STAAR. |   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>7) Provide technology and software to support instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | 2, 8, 9       | Principal                     | Students have access to technology and software; evidence is purchase orders and annual inventory.     |  |  |  |  |
| <p align="center">Funding Sources: 211 ESEA Title I (Campus) - \$5000.00</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                               |                                                                                                        |                                                                                     |  |  |  |
| <p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |               |                               |                                                                                                        |                                                                                     |  |  |  |










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

**Performance Objective 2:** Increase Level II performance on 8th grade Social Studies STAAR test from 47% to 60%. Increase Hispanic sub group from 42% to 60%. Increase Economic Disadvantaged sub group performance from 45% to 60%. Increase Special Education sub group performance from 11% to 60 %, Increase ELL sub group performance from 18% to 70%.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I          | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                           | Formative Reviews |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                  |                                                                                                                                              | Oct               | Jan                                                                                 | Mar | June |
| <b>State System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4 CSF 6<br>1) Hire tutors to support instruction                                                                                                                                                                                                                                                                                                                                                                   | 1, 2, 8, 9, 10   | 8th Grade Social Studies Teacher | small group instruction, centers<br><br>Funding Sources: 185 SCE (Campus) - \$3000.00                                                        |                   |  |     |      |
| <b>State System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>2) In PLC, grade level teams will use data from STAAR and the standards based curriculum to develop lessons and assessment for all students to reach 80% mastery of content. Lessons will include AVID strategies for rigor.                                                                                                                                                                | 1, 2, 3, 8, 9    | Principal                        | Lesson Plans, student grades, work samples, 20% increase in the number of standards mastered at the recommended and advanced level on STAAR. |                   |  |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6<br>3) 8th grade Humanities lesson will be developed using 2014-2015 STARR results to target instruction, all students will use Cornell Notes and the WICOR system 1-3 times a week to learn their Social Studies tested TEKS in order for all to achieve an advanced measure on their Social Studies STAAR in May 2016.                                                                                                                          | 1, 2, 3, 4, 8, 9 | Principal<br>Humanities Teacher  | 20% Increased number of standards mastered on STAAR at the recommended and advanced level.                                                   |                   |  |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                  |                                  |                                                                                                                                              |                   |                                                                                     |     |      |








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

**Performance Objective 3:** 20% Increase Level II performance on Math STAAR test for all students and SPED students from 33% to 43 %

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Title I       | Staff Responsible for Monitoring                                 | Evidence that Demonstrates Success                                                                                                                    | Formative Reviews |                                                                                     |     |      |
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| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Hire tutors to support instruction</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | 1, 2, 8, 9    | Principal                                                        | Teacher working with small group while tutor monitors and support whole group. Increase in assessment both formative and summative.                   |                   |  |     |      |
| Funding Sources: 185 SCE (Campus) - \$3000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                                                                  |                                                                                                                                                       |                   |                                                                                     |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) A SPED or LEP student will be paired up with another student and they will:<br/>Go over Cornell notes<br/>Rewrite if needed using sentence stems<br/>Have accountable talk<br/>Write down any Question or misunderstanding and submit to teacher to be address.<br/>SPED teacher and paraprofessionals would assist during this time.<br/>Set up student learning partnerships.</p>                                                                                | 1, 2, 3, 8, 9 | Teachers, Department Chairs, SPED Coach, ALL, TLI teacher leader | Accountable talk, improved content academic language, active participation, increased fluency of content resulting in students mastering SE's at 80%. |                   |  |     |      |
| <p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p> |               |                                                                  |                                                                                                                                                       |                   |                                                                                     |     |      |












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

**Performance Objective 4:** 20% Increase for all students and ELL performance Level II performance on Math STAAR from 57% to 70%.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Title I          | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                        | Formative Reviews |                                                                                     |     |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                                  |                                                                                                           | Oct               | Jan                                                                                 | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Student will speak and write in complete sentences prompted by sentence stems for all academic communication. Every LEP student will be paired up with another student and they will:<br/>Go over Cornell notes<br/>Rewrite if needed using sentence stems<br/>Have accountable talk<br/>Write down any Question or misunderstanding and submit to teacher to be address.</p>                                             | 2, 3, 4, 6, 8, 9 | All Math Teachers                | Walk through observations, writing samples for writing portfolios, student mastery of taught SE at 80%.   |                   |  |     |      |
| 2) Wrap up Fridays, written and oral reflection of weekly math content                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2, 3, 8, 9       | All Math teachers                | Formative and summative assessments, one student from every grade level announcing weekly content summary |                   |  |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                  |                                  |                                                                                                           |                   |                                                                                     |     |      |






**Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.**













**Performance Objective 1:** Faculty, staff, students, and parents will work together to transform the entire campus atmosphere to reflect a college readiness culture.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I                | Staff Responsible for Monitoring  | Evidence that Demonstrates Success                                                                                                                                       | Formative Reviews |                                                                                       |     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |                                   |                                                                                                                                                                          | Oct               | Jan                                                                                   | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>1) Every classroom will display and maintain a college theme from the first week of instruction. A team will attend the national No Excuses University conference to maintain NEU status.</p>                                                                                                                                                                                                                                                           | 2, 4, 8                | Principal                         | College bulletin boards,                                                                                                                                                 |                   |    |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Establish campus wide PBIS routines and procedures for classroom management and discipline plans to decrease referrals and alternative placements by 50%.</p>                                                                                                                                                                                                                                                          | 1, 2, 3, 4, 5, 6, 8, 9 | Principal<br>Assistant Principals | Decrease in discipline referrals , Decrease in alternative placements,<br>Increase in attendance<br>Data analysis every three weeks<br>TIS data base records maintenance |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Every adult will teach and reinforce PBIS, desired student behaviors necessary to establish a culture of universal achievement in a safe and orderly environment.</p>                                                                                                                                                                                                     | 1, 2, 3, 5, 6, 8, 9    | Assistant Principals              | Increase in student grades<br>Decrease in discipline referrals<br>Increase in attendance                                                                                 |                   |    |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Instruction will be supported with appropriate field trips to include buses and entrance fees, and successes celebrated with awards.</p>                                                                                                                                                                                                                                                                                                 |                        | Principal                         | Students field trips to UTEP, the Missions, and Museums. Charges for buses; the Annual Award Ceremonies at the end of the year; receipts for entrance fees.              |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) 6) Monitor attendance weekly</p>                                                                                                                                                                                                                                                                                                                                                | 2, 6, 8, 9, 10         | Assistant Principal               | Increase of student attendance, Intervention attendance contracts                                                                                                        |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 4</p> <p>6) Instruction will be supported with appropriate field trips to include buses and entrance fees, and successes celebrated with awards.</p>                                                                                                                                                                                                                                                                                                                   | 8, 10                  | Assistant Principals              | Students went to UTEP, the Missions, and Museums. Charges for buses; the Annual Award Ceremonies at the end of the year; receipts for entrance fees.                     |                   |  |     |      |
| Funding Sources: 211 ESEA Title I (Campus) - \$5500.00                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                                   |                                                                                                                                                                          |                   |                                                                                       |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                        |                                   |                                                                                                                                                                          |                   |                                                                                       |     |      |

**Goal 2:** El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.








**Performance Objective 2:** The faculty at Canyon Hills will solidify the Six Exceptional Systems to maintain our No Excuses University membership.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                  | Title I                | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                                                                                                                                                | Formative Reviews |                                                                                       |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                       |                        |                                  |                                                                                                                                                                                                                                                                   | Oct               | Jan                                                                                   | Mar | June |
| <p><b>State System Safeguard Strategies</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Faculty and staff will maintain No Excuses University membership, attend the National Convention, and solidify the six exceptional systems.</p>                                                                                                     | 1, 2, 3, 4, 5, 6, 8, 9 | Principal                        | Six Exception Systems, Sign in sheets Collaboration, Data Management, Assessment Calendar, Targeted Intervention calendar and student groups, Aligning Standards. Culture of Universal Achievement                                                                |                   |    |     |      |
| Funding Sources: 211 ESEA Title I (Campus) - \$6000.00, 211 ESEA Title I (Campus) - \$1044.00                                                                                                                                                                                                                                                                                                         |                        |                                  |                                                                                                                                                                                                                                                                   |                   |                                                                                       |     |      |
| <p><b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Faculty members will plan high quality professional development session to address quality first teach and quality assessments.</p>                                                                                                                                                                     | 1, 2, 3, 4, 8, 9       | Principal                        | Quality lesson plans, growth from pre to post test                                                                                                                                                                                                                |                   |    |     |      |
| Funding Sources: 211 ESEA Title I (Campus) - \$1000.00, 211 ESEA Title I (Campus) - \$1500.00                                                                                                                                                                                                                                                                                                         |                        |                                  |                                                                                                                                                                                                                                                                   |                   |                                                                                       |     |      |
| <p><b>State System Safeguard Strategies</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Canyon Hills Middle School will maintain a CULTURE of Universal Achievement.</p>                                                                                                                                                        | 1, 2, 3, 4, 8, 9, 10   | Principal                        | The critical mass of the faculty will agree to the most important goal of our school: Every student will be proficient or advanced in Reading, Writing, and Math, and sign a pledge of commitment.                                                                |                   |    |     |      |
| <p><b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Driven by our one goal, the faculty at Canyon Hills will participate in candid collaboration, and hold each other accountable for developing assessments and lessons that continually result in academic success for all students.</p>                                                      | 1, 2, 3, 4, 8          | Principal                        | Established calendars for PLC, and staff development, faculty will meet on a daily basis to plan, analyze student work assessments and review data. PLC sign-in sheets, lesson plans, and increase in student academic achievement of 80% mastery of taught SE's. |                   |    |     |      |
| <p><b>State System Safeguard Strategies</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers and Administration will continually align standards, identify specific skills to provide focus, design the assessment for the standard, determine an engaging and explicit instructional methods(s), and decide/share resources.</p> | 1, 2, 3, 4, 8, 9       | Principal                        | Lesson plans, PLC                                                                                                                                                                                                                                                 |                   |  |     |      |
| Funding Sources: 185 SCE (Campus)                                                                                                                                                                                                                                                                                                                                                                     |                        |                                  |                                                                                                                                                                                                                                                                   |                   |                                                                                       |     |      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |            |                                                                                                                                                                               |  |                                                                                      |                                                                                     |                                                                                     |
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| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Teachers and Administration will establish a standardized system of when and how we deliver assessments to students. We will align instruction with assessment as well as commit to involving students in the process.</p>                                                                                                                                                                                                                                                                                                                                                | 1, 2, 3, 4, 5, 6, 8, 9, 10 | Principal  | Assessment Grid, Table of contents defining each assessment and how it drives instruction, Assessment calendar, commitment involving students rubric                          |  |    |                                                                                     |                                                                                     |
| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) At the forefront of every conversation, Teachers, Coaches, and Administrators will focus on the data to make decisions about assessment, instruction, and intervention, to answer the question, "How are your students showing growth from one year to the next?"</p>                                                                                                                                                                                                                                                                                                           | 1, 2, 3, 4, 5, 8, 9, 10    | Principal  | Data charts, quality assessments, targeted intervention student groups, quality lesson plans that include specific skills, assessments, instructional methods, and resources. |  |   |                                                                                     |                                                                                     |
| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Students, Teachers and Administrators will collaborate to identify the greatest need for every student, write a goal, and create at least three strategies to help the student reach the goal. Reference Goal 1, Performance Objective 1, Strategy 2., and Goal 2, Performance Objective 1, Strategy 4.</p>                                                                                                                                                                                                                                                               | 1, 2, 4, 6, 8, 9           | Principal  | Student goal folders, data, increase in student achievement, targeted intervention                                                                                            |  |   |  |  |
| <p><b>State System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) Provide substitutes as necessary to ensure teachers have the opportunity to attend quality professional development to enhance instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1, 2, 3, 4, 8, 9, 10       | Principal  | Professional Development Transcripts, Improved delivery of instruction as evidenced in student performance                                                                    |  |   |                                                                                     |                                                                                     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>10) Provide instructional supplies and materials to teachers/counselors for student success.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1, 8, 9                    | Counselors | Students, teachers & counselors are provided necessary instructional materials and supplies evidence through purchase orders                                                  |  |  |                                                                                     |                                                                                     |
| <p>Funding Sources: 185 SCE (Campus) - \$5000.00</p> <p>Funding Sources: 211 ESEA Title I (Campus) - \$12159.00, 185 SCE (Campus) - \$49825.00, 211 ESEA Title I (Campus) - \$350.00</p> <p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p> |                            |            |                                                                                                                                                                               |  |                                                                                      |                                                                                     |                                                                                     |







**Goal 2:** El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

**Performance Objective 3:** Maintain the library that supports student needs

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Title I    | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews                                      |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                  |                                    | Oct                                                    | Jan                                                                                 | Mar | June |
| 1) Ensure library has supplies and materials to support instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1, 2, 8, 9 | Librarian                        | Purchase orders                    |                                                        |  |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                  |                                    | Funding Sources: 211 ESEA Title I (Campus) - \$4000.00 |                                                                                     |     |      |
| 2) Ensure the library has furniture to meet the needs of students.                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1, 2, 8, 9 | Librarian                        | Purchase Orders / Checks           |                                                        |  |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                  |                                    | Funding Sources: 211 ESEA Title I (Campus) - \$3509.79 |                                                                                     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |            |                                  |                                    |                                                        |                                                                                     |     |      |

**Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.**









**Performance Objective 1:** Canyon Hills will maintain 100% compliance with federal, state, and district financial policies

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews                                                                                                                                                                                                                                                                                                      |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                  |                                    | Oct                                                                                                                                                                                                                                                                                                                    | Jan                                                                                 | Mar | June |
| 1) Will pay 100% Benefits due to salaries (FICA, HEALTH CARE, WORKER'S COMP, TRS Stat Minimum, & TRS Surcharge)                                                                                                                                                                                                                                                                                                                                                                                         | 1, 5    | Secretary to Principal           | Accounts were utilized.            |                                                                                                                                                                                                                                                                                                                        |  |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                  |                                    | Funding Sources: 185 SCE (Campus) - \$1040.00, 185 SCE (Campus) - \$285.00, 211 ESEA Title I (Campus) - \$2860.00, 211 ESEA Title I (Campus) - \$1057.00, 211 ESEA Title I (Campus) - \$31932.00, 211 ESEA Title I (Campus) - \$2304.00, 211 ESEA Title I (Campus) - \$14985.00, 211 ESEA Title I (Campus) - \$2883.00 |                                                                                     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                  |                                    |                                                                                                                                                                                                                                                                                                                        |                                                                                     |     |      |



**Goal 3:** El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.

**Performance Objective 2:** Canyon Hills will ensure the physical and emotional safety of all students is a priority.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Title I    | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                                                                                                                                                                                       | Formative Reviews |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                  |                                                                                                                                                                                                                                                                                                          | Oct               | Jan                                                                                 | Mar | June |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>1) 2) Counselors will complete student training on reporting abuse for students.</p>                                                                                                                                                                                                                                                                                                                     | 2          | Counselors                       | El Paso Police Dept provided abuse and neglect reporting presentations to all students. Counselors presented bullying lesson to all students. The dangers of social media were directly addressed; students were made aware of need to ensure their own as well as others' safety through this training. |                   |  |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Counselors will provide advisory curriculum that addresses the CCRP plan students select to educate students on careers and educational requirements. lessons delivered by teachers Tuesdays during advisory; lessons will also address college readiness.</p>                                                                                                                | 2, 6, 8    | Counselors                       | Attendance rosters were turned in. Student folders were maintained with data and goals.                                                                                                                                                                                                                  |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) All teachers, administrators, and counselors will provide students with support and guidance through PBIS, Positive Behavioral Intervention Support to increase positive behavior, reduce discipline referrals, increase attendance, and the overall climate of the school.</p>                                                                                                                                   | 2, 4, 6, 8 | Assistant Principal              | 20% reduction in discipline referrals, 5% increase in attendance                                                                                                                                                                                                                                         |                   |  |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |            |                                  |                                                                                                                                                                                                                                                                                                          |                   |                                                                                     |     |      |







**Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.**

**Performance Objective 1:** Teacher leaders will develop weekly staff development sessions to build capacity for the development and delivery of high quality lessons.

| Strategy Description                                                                                                                                                                                                                                      | Title I                 | Staff Responsible for Monitoring  | Evidence that Demonstrates Success                                                                                                                                                         | Formative Reviews |     |     |      |
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|                                                                                                                                                                                                                                                           |                         |                                   |                                                                                                                                                                                            | Oct               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Based on instructional support needs, weekly staff development sessions</p>                                                                                          | 1, 2, 3, 4, 5, 8, 9     | Principal<br>Assistant Principals | Staff development sign in sheets<br>Staff development lessons<br>Walk through observations<br>Follow-Up Conversation documentation                                                         |                   |     |     |      |
| 2) Conduct semi annual professional development survey                                                                                                                                                                                                    | 2, 3, 4, 5, 8, 9        | Active Learning Leader            | Survey results<br>Professional Development provided based upon critical mass/need per PD survey<br>Sign in sheets<br>Students achieve proficient or advanced in reading, writing, and math |                   |     |     |      |
| 3) Provide substitutes for teacher release time to participate in professional development.                                                                                                                                                               | 1, 2, 3, 4, 5, 8, 9, 10 | Principal                         | Walk through observations, improved assessment and instructional strategies                                                                                                                |                   |     |     |      |
| 4) Provide Supplies and materials need for professional development                                                                                                                                                                                       | 2, 4, 8, 9              | Secretary to Principal            | Materials are available for effective professional development                                                                                                                             |                   |     |     |      |
| Funding Sources: 185 SCE (Campus) - \$2000.00                                                                                                                                                                                                             |                         |                                   |                                                                                                                                                                                            |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Provide staff development sessions aimed at training teachers to incorporate use of technology in lessons that use the SAMR model.</p>                               | 1, 2, 3, 4, 5, 8, 9     | Principal<br>Assistant Principal  | Staff Development sign in sheets<br>Staff Development lessons<br>Walk through observations<br>Follow-up<br>Conversation Documentation                                                      |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Incorporate Best Practices in PLC time to include analyzing student work samples to train teachers to use data, observations, and ideas in their lesson planning</p> | 1, 2, 3, 4, 5, 8, 9     | Principal<br>Assistant Principals | Staff Development sign in sheets<br>Staff Development lessons<br>Walk through observations<br>Follow-up<br>Conversation Documentation                                                      |                   |     |     |      |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue                                                                                                                         |                         |                                   |                                                                                                                                                                                            |                   |     |     |      |







**Goal 4:** El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

**Performance Objective 2:** Hire three teachers to reduce student teacher ratio

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Title I    | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews |                                                                                     |     |      |
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| <p><b>State System Safeguard Strategies</b></p> <p>1) Fund one English Reading and one math teacher and one Social Studies teacher to reduce the student teacher ratio</p>                                                                                                                                                                                                                                                                                                                               | 1, 2, 3, 9 | Principal                        | smaller class sizes                |                   |  |     |      |
| Funding Sources: 211 ESEA Title I (Campus) - \$135609.00                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                  |                                    |                   |                                                                                     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |            |                                  |                                    |                   |                                                                                     |     |      |







**Goal 4:** El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

**Performance Objective 3:** Hire three instructional paraprofessionals to support students needing assistance.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I    | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                   | Formative Reviews |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                  |                                                                                                      | Oct               | Jan                                                                                 | Mar | June |
| <p><b>State System Safeguard Strategies</b></p> <p>1) Schedule paraprofessionals into core classrooms to assist teachers with support of struggling students working in small groups or one on one.</p>                                                                                                                                                                                                                                                                                                                                                           | 1, 2, 8, 9 | Principal                        | walk through observations, increased student engagement, facilitated student to student interaction. |                   |  |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |            |                                  |                                                                                                      |                   |                                                                                     |     |      |










**Goal 4:** El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

**Performance Objective 4:** Hire certified and non-certified tutors to support instruction in the classroom.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I        | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                                                                                                                         | Formative Reviews |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                                  |                                                                                                                                                                                                                                            | Oct               | Jan                                                                                 | Mar | June |
| <p><b>State System Safeguard Strategies</b><br/> <b>Federal System Safeguard Strategies</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 4 CSF 6</p> <p>1) Provide small group and one on one instruction opportunities to increase student engagement in learning for students experiencing difficulty.</p>                                                                                                                                                                                                                                                                           | 1, 2, 8, 9, 10 | Principal                        | Small groups formed based upon needs; tutors go into classrooms and either lead the small group or allowed teacher to lead the small group while tutors worked with the rest of the class. Tutors work in classrooms through out the year. |                   |  |     |      |
| Funding Sources: 185 SCE (Campus) - \$51700.00, 185 SCE (Campus) - \$15000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |                                  |                                                                                                                                                                                                                                            |                   |                                                                                     |     |      |
| <p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p> |                |                                  |                                                                                                                                                                                                                                            |                   |                                                                                     |     |      |

## Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

**Performance Objective 1:** Canyon Hills Middle School will provide opportunities for parents to participate in positive parent/school relationships that support the needs of guiding middle school students.

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Title I                                                 | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                                                                                               | Formative Reviews |                                                                                     |     |      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                         |                                  |                                                                                                                                                  | Oct               | Jan                                                                                 | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) Canyon Hills will develop parent surveys to gather data on parent needs and interests.</p>                                                                                                                                                                                                                                                                                                                                                                                                               | 1, 2, 6, 10                                             | Parent Involvement               | Survey participation                                                                                                                             |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>2) Canyon Hills will create opportunities for parents to participate in the activities identified in the parent survey.</p>                                                                                                                                                                                                                                                                                                                                                                                 | 1, 2, 6, 10                                             | Parent Involvement               | Parent sign in sheets<br>Evaluation of sessions                                                                                                  |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>3) Canyon Hills will work with community organizations with the help of Justice of the Peace 2 to meet the social needs of families</p>                                                                                                                                                                                                                                                                                                                                                                     | 1, 2, 6, 10                                             | Counselors                       | Referral for services                                                                                                                            |                   |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Hire a social worker to address to social needs of families and students experiencing difficulties that continue to interfere with their ability to support students educational needs.</p>                                                                                                                                                                                                                                                                                                  | 2, 6, 9, 10                                             | Counselors                       | Increased intervention based on student and family needs, reduction in repeat offenders in the alternative to prison pipeline, intervention logs |                   |  |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Funding Sources: 211 ESEA Title I (Campus) - \$32000.00 |                                  |                                                                                                                                                  |                   |                                                                                     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |                                                         |                                  |                                                                                                                                                  |                   |                                                                                     |     |      |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description                                                                                                                                                                                                                                                                                                                                             |
|------|-----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | 1         | 1        | Students will summarize reading passages both orally and in writing at least twice a week in every content. Students will summarize Cornell Notes.                                                                                                                                                                                                      |
| 1    | 1         | 2        | As needed, students will work on the prescribed individual instructional intervention from Renaissance Learning, Star 360                                                                                                                                                                                                                               |
| 1    | 1         | 3        | Content vocabulary development to increase fluency and proficiency, pre-teach vocabulary, engage students in discussion using academic vocabulary, writing will also include academic vocabulary.                                                                                                                                                       |
| 1    | 1         | 4        | Student progress will be monitored every 3 weeks.                                                                                                                                                                                                                                                                                                       |
| 1    | 2         | 1        | Hire tutors to support instruction                                                                                                                                                                                                                                                                                                                      |
| 1    | 2         | 2        | In PLC, grade level teams will use data from STAAR and the standards based curriculum to develop lessons and assessment for all students to reach 80% mastery of content. Lessons will include AVID strategies for rigor.                                                                                                                               |
| 1    | 3         | 1        | Hire tutors to support instruction                                                                                                                                                                                                                                                                                                                      |
| 1    | 3         | 2        | A SPED or LEP student will be paired up with another student and they will: Go over Cornell notes Rewrite if needed using sentence stems Have accountable talk Write down any Question or misunderstanding and submit to teacher to be address. SPED teacher and paraprofessionals would assist during this time. Set up student learning partnerships. |
| 2    | 1         | 3        | Every adult will teach and reinforce PBIS, desired student behaviors necessary to establish a culture of universal achievement in a safe and orderly environment.                                                                                                                                                                                       |
| 2    | 1         | 5        | 6) Monitor attendance weekly                                                                                                                                                                                                                                                                                                                            |
| 2    | 2         | 1        | Faculty and staff will maintain No Excuses University membership, attend the National Convention, and solidify the six exceptional systems.                                                                                                                                                                                                             |
| 2    | 2         | 3        | Canyon Hills Middle School will maintain a CULTURE of Universal Achievement.                                                                                                                                                                                                                                                                            |
| 2    | 2         | 5        | Teachers and Administration will continually align standards, identify specific skills to provide focus, design the assessment for the standard, determine an engaging and explicit instructional methods(s), and decide/share resources.                                                                                                               |
| 2    | 2         | 6        | Teachers and Administration will establish a standardized system of when and how we deliver assessments to students. We will align instruction with assessment as well as commit to involving students in the process.                                                                                                                                  |
| 2    | 2         | 7        | At the forefront of every conversation, Teachers, Coaches, and Administrators will focus on the data to make decisions about assessment, instruction, and intervention, to answer the question, "How are your students showing growth from one year to the next?"                                                                                       |

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>                                                                                                                                                                                                                                                                                      |
|-------------|------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2           | 2                | 8               | Students, Teachers and Administrators will collaborate to identify the greatest need for every student, write a goal, and create at least three strategies to help the student reach the goal. Reference Goal 1, Performance Objective 1, Strategy 2., and Goal 2, Performance Objective 1, Strategy 4. |
| 2           | 2                | 9               | Provide substitutes as necessary to ensure teachers have the opportunity to attend quality professional development to enhance instruction.                                                                                                                                                             |
| 3           | 2                | 1               | 2) Counselors will complete student training on reporting abuse for students.                                                                                                                                                                                                                           |
| 3           | 2                | 2               | Counselors will provide advisory curriculum that addresses the CCRP plan students select to educate students on careers and educational requirements. lessons delivered by teachers Tuesdays during advisory; lessons will also address college readiness.                                              |
| 4           | 2                | 1               | Fund one English Reading and one math teacher and one Social Studies teacher to reduce the student teacher ratio                                                                                                                                                                                        |
| 4           | 3                | 1               | Schedule paraprofessionals into core classrooms to assist teachers with support of struggling students working in small groups or one on one.                                                                                                                                                           |
| 4           | 4                | 1               | Provide small group and one on one instruction opportunities to increase student engagement in learning for students experiencing difficulty.                                                                                                                                                           |



## Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description                                                                                                                                   |
|------|-----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 4    | 4         | 1        | Provide small group and one on one instruction opportunities to increase student engagement in learning for students experiencing difficulty. |

## Title I Personnel

| <u>Name</u>        | <u>Position</u>     | <u>Program</u>  | <u>FTE</u> |
|--------------------|---------------------|-----------------|------------|
| Joli Lovejoy       | Teacher             | Math            | 1          |
| Maria Cueto        | Testing Coordinator | Testing         | .5         |
| Michelle Cervantes | Teacher             | English Reading | 1          |
| Wanda Lee Gannon   | Paraprofessional    | Instructional   | 1          |
| Yolanda Melero     | Paraprofessional    | Instructional   | 1          |
| Yvonne Sepulveda   | Teacher             | English Reading | 1          |

## 2015-2016 Campus Improvement Team

| <b>Committee Role</b>       | <b>Name</b>       | <b>Position</b>    |
|-----------------------------|-------------------|--------------------|
| Administrator               | Deborah Lunow     | Principal          |
| Business Representative     | Lori Gabriel      |                    |
| Classroom Teacher           | Vanessa Amos      | teacher            |
| Classroom Teacher           | Michell Cervantes | teacher            |
| Classroom Teacher           | Robin Figueroa    | Teacher            |
| Classroom Teacher           | Karl Kendall      | Teacher            |
| Classroom Teacher           | Serena Proffitt   | teacher            |
| Classroom Teacher           | Juan Vasquez      | teacher            |
| District-level Professional | Eva Cantu         |                    |
| Non-classroom Professional  | Rebecca Bunt      | ALL                |
| Non-classroom Professional  | Guillermo Cordova | Campus Patrol      |
| Non-classroom Professional  | Donna Green       | Librarian          |
| Non-classroom Professional  | Ione Grimm        | TLI Teacher Leader |
| Paraprofessional            | Wanda Lee Gannon  | para               |
| Parent                      | Melody Dunn       |                    |
| Parent                      | Isela Nunez       |                    |
| SPED Coach                  | Aurura Luna       |                    |

## Campus Funding Summary

| <b>185 SCE (Campus)</b>          |                  |                 |                                                                                       |                            |                     |  |
|----------------------------------|------------------|-----------------|---------------------------------------------------------------------------------------|----------------------------|---------------------|--|
| <b>Goal</b>                      | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                                               | <b>Account Code</b>        | <b>Amount</b>       |  |
| 1                                | 2                | 1               | tutors                                                                                | 11.6126.043.30.100.043     | \$3,000.00          |  |
| 1                                | 3                | 1               | tutors                                                                                | 185.11.6126.043.30.100.043 | \$3,000.00          |  |
| 2                                | 2                | 5               |                                                                                       | 11.6119                    | \$0.00              |  |
| 2                                | 2                | 9               | substitutes                                                                           | 11.6112                    | \$5,000.00          |  |
| 2                                | 2                | 10              |                                                                                       | 11.6399                    | \$49,825.00         |  |
| 3                                | 1                | 1               |                                                                                       | 11.6141                    | \$1,040.00          |  |
| 3                                | 1                | 1               |                                                                                       | 11.6148                    | \$285.00            |  |
| 4                                | 1                | 4               | paper, printing, large tablets, infocus, meeting room                                 | 13.6399                    | \$2,000.00          |  |
| 4                                | 4                | 1               | tutors                                                                                | 11.6117                    | \$51,700.00         |  |
| 4                                | 4                | 1               | tutors                                                                                | 11.6126                    | \$15,000.00         |  |
| <b>Sub-Total</b>                 |                  |                 |                                                                                       |                            | <b>\$130,850.00</b> |  |
| <b>211 ESEA Title I (Campus)</b> |                  |                 |                                                                                       |                            |                     |  |
| <b>Goal</b>                      | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                                               | <b>Account Code</b>        | <b>Amount</b>       |  |
| 1                                | 1                | 7               |                                                                                       | 11.6395                    | \$5,000.00          |  |
| 2                                | 1                | 6               |                                                                                       | 11.6499                    | \$5,500.00          |  |
| 2                                | 2                | 1               |                                                                                       | 211.13.6411.043.24.801.043 | \$6,000.00          |  |
| 2                                | 2                | 1               |                                                                                       | 211.23.6411.043.24.801.043 | \$1,044.00          |  |
| 2                                | 2                | 2               |                                                                                       | 13.6117                    | \$1,000.00          |  |
| 2                                | 2                | 2               |                                                                                       | 13.6499                    | \$1,500.00          |  |
| 2                                | 2                | 10              | paper, pencils pens, printer ink, notebooks, folders, binders, filler paper, dividers | 11.6399                    | \$12,159.00         |  |
| 2                                | 2                | 10              |                                                                                       | 31.6399                    | \$350.00            |  |
| 2                                | 3                | 1               |                                                                                       | 211.12.6399.043            | \$4,000.00          |  |
| 2                                | 3                | 2               |                                                                                       | 11.6396                    | \$3,509.79          |  |

|                    |   |   |               |             |              |
|--------------------|---|---|---------------|-------------|--------------|
| 3                  | 1 | 1 |               | 11.6141     | \$2,860.00   |
| 3                  | 1 | 1 |               | 11.6148     | \$1,057.00   |
| 3                  | 1 | 1 |               | 11.6142     | \$31,932.00  |
| 3                  | 1 | 1 |               | 11.6143     | \$2,304.00   |
| 3                  | 1 | 1 |               | 11.6146     | \$14,985.00  |
| 3                  | 1 | 1 |               | 11.6149     | \$2,883.00   |
| 4                  | 2 | 1 | teachers      | 211.11.6119 | \$135,609.00 |
| 5                  | 1 | 4 | Social Worker | 211.32.6119 | \$32,000.00  |
| <b>Sub-Total</b>   |   |   |               |             | \$263,692.79 |
| <b>Grand Total</b> |   |   |               |             | \$394,542.79 |