El Paso Independent School District

Andress High School

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

SEL is found in various settings

DAEP Discretionary Placements 80 Students

ISS 221 Placements

OSS 62 Placements

PBIS Matrix and Values are identified and being reintroduced

L1 Whole Child (Culture & Climate) Strengths

Awareness of PBIS/SEL on campus

There was a decrease in discipline referrals during the 2022-2023 school year

Faculty is aware of cultural differences

Faculty and staff work together to meet the needs of student academically and social emotionally, by assisting in getting students the assistance they need, tutoring, counseling, outside agency assistance

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

Prioritized Need 1 (Prioritized): PBIS/SEL implementation on campus needs to be rolled out on campus. All stakeholders should have not only awareness but knowledge of each and their differences.   **Root Cause:** Faculty is focused on academics and raising EOC scores.

Prioritized Need 2 (Prioritized): Discipline referrals for ISS were primarliy for tardies, system needs to be in place to address tardies.   **Root Cause:** Students are tardy to 1st period. Students know they are not considered absent up to 15 minutes, therefore the come close to the 15 minute mark.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Increase in all areas of STAAR assessments. Students are increasing in the area of approached grade level.

Increase rigor in instruction in order to meet or masters grade level

Following curriculum and standards is being done, needs more rigor

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Student Increase in all areas in STAAR Assessments, review data in PLC

Teachers following curriculum, Meet in PLC to plan

Tutoring is being provided for students needing additional assistance.

Advisory is being put in place to address needs of students in areas of need.

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

Prioritized Need 1 (Prioritized): Walkthroughs needed to be consistent, with administration focusing on same domain   **Root Cause:** Walkthrough are not being done to provide documented feedback for teacher growth. Accountability for conducting weekly walkthroughs. Admin meetings to discuss areas of focus for the week to include teacher feedback.

Prioritized Need 2 (Prioritized): Increased rigor in instruction and strong 1st teach   **Root Cause:** Differentiated instruction for all populations. 1st teach is reaching the average student, 1st teach needs to have diffentiation in order to meet the needs of all students in the classroom

Prioritized Need 3 (Prioritized): Not all populations are academically successful on all EOC.   **Root Cause:** A diverse academic population requires deep understanding of the needs of various learners while there is need for implementing tested RTI methods specifically designed for these populations, tier three interventions.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Algebra 1 - 74% Approaches, 35% Meets, 13% Masters, Domain 1 - D 26%
Biology - 86% Approaches, 39% Meets, 7% Masters, Domain 1 - C 44%
English 1 - 67% Approaches, 47% Meets, 7% Masters, Domain 1 - D 40%
English 2 - 69% Approaches, 50% Meets, 2% Masters, Domain 1 - D 39%
US History - 93% Approaches, 60% Meets, 18% Masters, Domain 1 - B 57%
TSI Participation by grade level 9th - 21% 10th - 27%   11th - 39%   12th - 60%

TSIA - ELA 36% Participation, Math 31% Participation, ELA/Math 26% participation

L2 Academic Excellence (Student Achievement) Strengths

Students are participating in tutoring

Teachers are beginning to differentiate for needs of all student populations

Training in PLC's for stronger 1st teach

Planning in PLC's

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Differentiation during 1st teach needs to be increased and more evident for all student populations in order to meet. **Root Cause:** Teachers are planning for the "average" student. SPED, ESL are not getting the differentiation needed to understand the content.

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

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

28 teachers were observed during the 2022-2023 school year using T-TESS
Teacher Certification: 22 ESL Certified, 18 English, 15 Math, 10 Social Studies, 7 PE, 16 SPED, 13 Science, 47 other certification (music etc.)
Andress Administration participated in EPISD's Job Fairs to recruit employees.
Teacher/Admin attend P-TECH, IB and other staff developments in city and out of town.

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

Faculty is in place for programs such as P-TECH, and IB.

A great percentage of Faculty are Andress Alumni and understand the student population and community.

Teachers are given opportunities to attend PD not only on campus but off campus, in city and out of town.

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

Prioritized Need 1 (Prioritized): Faculty and staff positions are filled as needed. Applicants are not always in system to fill positions. Need to advertise and get Andress name out in overall EPISD Community   **Root Cause:** In the past Andress has had a negative aura. There is a need to show Andress n a positive light, and everything it has to offer.

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

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

As of January 23, 2023, enrollment was 1530, female 673, male 857
83.27% student economic disadvantage,

IB graduated its first class during the 2022-2023 school year

P-Tech had its first Cohort in 2022-2023 and as increased recruitment efforts for the 2023-2024 school year, 2022-2023 87 students, 2023-2024 67 students

Students had laptops updated with latest programs needed throughout the 2023-2024 school year

The following assessment occur at Andress; Benchmarks, ACT, PSAT, SAT, TSI, STAAR EOC, Semester Exams, AP, IB, and Dual Credit all of these tests implement set standards. In addition, the tests assess student's ability to retain knowledge, understand key concepts, apply standard methods. To some extent the tests also test student's ability to analyze and present information, evaluate and construct arguments and solve problems creatively.

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

Increase in IB and P-Tech recruitment

Laptops updated during the 2023-2024 school year

School has received new furniture for all classroom during the summer of 2023.

AC system will be upgraded during the 2023-2024 school year

High expectations of both faculty, staff, and students, as well as having district and campus provided tools and support available, have helped to ensure that we are achieving our mission.

Faculty regularly met through PLC with administration, our campus ALL, with support from the Special Education Department, counselors, and other support staff on campus to ensure that the needs of our students were being met. The focus throughout the year has been and continues to be helping students achieve academic success. To that end, each PLC focused on developing engaging, high quality, curriculum focused lessons, reviewing best practices, reviewing data and identifying targeted areas where reteaching was necessary.

The goal at Andress High School has always been to give students the tools necessary to continue their successes beyond high school, thus the implementation of the various program and course offerings on campus. To that end, we strive to ensure students are college ready by the time they reach graduation. Through our English department students begin preparing to write college admissions essays and resumes and complete their Apply Texas College applications, which is the first step in preparing for college enrollment. Through the Social Studies department, students in Economics also work on resume writing, learn about different career pathways, financing their education, and complete their Free Application for Federal Student Aid (FAFSA). Our College Readiness Coordinator tracks student progress on Apply Texas and the FASFA and provides several opportunities for

students needing assistance in completing these as they prepare for college. The College Readiness Coordinator also offers multiple opportunities for students to take the TSI, the admissions test required for students wanting to take on dual credit courses or even planning to enroll in community college after high school. Additionally, campus counselors update each student's program of study (POS) every year to ensure the courses they are taking match their chosen pathway.

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

Prioritized Need 1 (Prioritized): Increase advertisement of Programs available at Andress High School to community, through parent meetings and student presentations in Andress Feeder Pattern   **Root Cause:** Community is not aware of programs available at Andress High School, Andress needs to showcase what is available.

Prioritized Need 2 (Prioritized): Increase senior participation in FAFSA applications   **Root Cause:** Students may be needing to work to help their families and may be less focused on college. Students may be confused as to how to proceed since many struggle in the online environment (less likely to ask questions, distractions at home, etc.).

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Andress HS parent involvement liaison will holds parent workshops, meetings, presentations per

month that are directly connected to student learning & academic achievement & others that focus on empowering and

building family relationships, & dynamics.

Food drives, clothes drives, event which bring the community into the school and gives resources

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Parent Liason attends meetings to bring new information to parents.

Works with different faculty and staff to being the programs needed for parents (Food drives, sock drive, clothes drive)

Monthly meetings with parents

Assisted in the parent conference held on campus

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

Prioritized Need 1 (Prioritized): Opportunties to present to faculty, what is being presented to parents and get input from faculty / staff on systems which can be put in place to increase parent/teacher relationships   **Root Cause:** Teachers and parents communicate mostly when grades, attendance or issues in classroom, Positive communication is not the norm.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Student enrollment August 2023 1432 students

2022-2023

13 of 59

L5 Equity by Design (Demographics) Strengths

Attendance has shown a steady increase

Increase in TELPAS in areas of Speaking and reading in areas of Advance and Advance High was seen from 2021 to 2023

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Special Populations are not meeting the STAAR standards on assessments.   **Root Cause:** Differentiation needs to be implemented on 1st teach, RTI and tutoring. Follow up and monitoring of these students needs to be in place

Prioritized Needs

Prioritized Need 1: Discipline referrals for ISS were primarliy for tardies, system needs to be in place to address tardies.

Root Cause 1: Students are tardy to 1st period. Students know they are not considered absent up to 15 minutes, therefore the come close to the 15 minute mark.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Walkthroughs needed to be consistent, with administration focusing on same domain

Root Cause 2: Walkthrough are not being done to provide documented feedback for teacher growth. Accountability for conducting weekly walkthroughs. Admin meetings to discuss areas of focus for the week to include teacher feedback.

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

Prioritized Need 3: PBIS/SEL implementation on campus needs to be rolled out on campus. All stakeholders should have not only awareness but knowledge of each and their differences.

Root Cause 3: Faculty is focused on academics and raising EOC scores.

Prioritized Need 3 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 4: Increased rigor in instruction and strong 1st teach

Root Cause 4: Differentiated instruction for all populations. 1st teach is reaching the average student, 1st teach needs to have diffentiation in order to meet the needs of all students in the classroom

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

Prioritized Need 5: Not all populations are academically successful on all EOC.

Root Cause 5: A diverse academic population requires deep understanding of the needs of various learners while there is need for implementing tested RTI methods specifically designed for these populations, tier three interventions.

Prioritized Need 5 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 6: Faculty and staff positions are filled as needed. Applicants are not always in system to fill positions. Need to advertise and get Andress name out in overall EPISD Community

Root Cause 6: In the past Andress has had a negative aura. There is a need to show Andress n a positive light, and everything it has to offer.

Prioritized Need 6 Areas: L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

Prioritized Need 7: Increase advertisement of Programs available at Andress High School to community, through parent meetings and student presentations in Andress Feeder Pattern

Root Cause 7: Community is not aware of programs available at Andress High School, Andress needs to showcase what is available.

Prioritized Need 7 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 8: Increase senior participation in FAFSA applications

Root Cause 8: Students may be needing to work to help their families and may be less focused on college. Students may be confused as to how to proceed since many struggle in the online environment (less likely to ask questions, distractions at home, etc.).

Prioritized Need 8 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 9: Opportunties to present to faculty, what is being presented to parents and get input from faculty / staff on systems which can be put in place to increase parent/ teacher relationships

Root Cause 9: Teachers and parents communicate mostly when grades, attendance or issues in classroom, Positive communication is not the norm.

Prioritized Need 9 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 10: Special Populations are not meeting the STAAR standards on assessments.

Root Cause 10: Differentiation needs to be implemented on 1st teach, RTI and tutoring. Follow up and monitoring of these students needs to be in place

Prioritized Need 10 Areas: L5 Equity by Design (Demographics)

Prioritized Need 11: Differentiation during 1st teach needs to be increased and more evident for all student populations in order to meet.

Root Cause 11: Teachers are planning for the "average" student. SPED, ESL are not getting the differentiation needed to understand the content.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

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

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

High Priority

Evaluation Data Sources: Parent, Student and Faculty Surveys

Strategy 1 Details	Reviews			
Strategy 1: Opportunities for students to practice SEL in Class, Athletices, DAEP Alternative, ISS, Detention will be given. SEL strategies, community circles, reflection sheets.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Lower discipline referrals, and increase in empathy from teachers and students **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				
Strategy 2 Details	Reviews			
Strategy 2: Implementing Advisory to provide check-in opportunities with students. Building positive relationships, and communication.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase communication and knowledge of student levels **Staff Responsible for Monitoring:** Teachers, administration **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: PBIS/SEL implementation on campus needs to be rolled out on campus. All stakeholders should have not only awareness but knowledge of each and their differences.   **Root Cause**: Faculty is focused on academics and raising EOC scores.

Prioritized Need 2: Discipline referrals for ISS were primarliy for tardies, system needs to be in place to address tardies.   **Root Cause**: Students are tardy to 1st period. Students know they are not considered absent up to 15 minutes, therefore the come close to the 15 minute mark.

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

Performance Objective 2: By June 2024, Andress increase student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 19,704 participants to 20,689. (Student Services)

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Present awareness and benefits of participating in UIL, extra-curricular activities at Middle School and High School levels.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increaased participation in UIL and extra curricular activities **Staff Responsible for Monitoring:** Admininstrators, UIL sponsors, Coaches **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: Tutoring for all students, including extracurricular	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in passing rates in class, and student participation increases due to passing classes	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Tutoring - 211 ESEA Title I Part A (Campus) - 211.11.6117.001.24.100.001 - $45,000, Tutoring Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6141.001.24.100.001 - $653, Tutoring Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6146.001.24.100.001 - $3,938, Tutoring Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6148.001.24.100.001 - $338, Tutoring Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6149.001.24.100.001 - $810				

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

Performance Objective 2 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase advertisement of Programs available at Andress High School to community, through parent meetings and student presentations in Andress Feeder Pattern   **Root Cause**: Community is not aware of programs available at Andress High School, Andress needs to showcase what is available.

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

Performance Objective 3: By June 2024, Andress will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district. # (Legal & Equity & Stakeholder Engagement)

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details			Reviews		
Strategy 1: Create commuity outreach opportunities, such as food drives, clothing drives, supply distributions. student celebrations, festivals.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Community involvement will increase **Staff Responsible for Monitoring:** Administrator, ROTC, Sponsors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		**Oct**	**Jan**	**Mar**	**June**

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

Performance Objective 3 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase advertisement of Programs available at Andress High School to community, through parent meetings and student presentations in Andress Feeder Pattern   **Root Cause**: Community is not aware of programs available at Andress High School, Andress needs to showcase what is available.

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

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

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: :Schoolwide behavior expectatiions (PBIS) classroom procedures, instruction and student and faculty/staff self awareness, with 70% of campus self reflecting, students and teachers	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will participate in class, positivecommunication between teachers and students will increase, increasing academic success **Staff Responsible for Monitoring:** Faculty and Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

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

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: PBIS/SEL implementation on campus needs to be rolled out on campus. All stakeholders should have not only awareness but knowledge of each and their differences. **Root Cause**: Faculty is focused on academics and raising EOC scores.

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

Performance Objective 5: By June 2024, Andress will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 5% to 3% and reduce the overall number of disciplinary removals from 568 to 525. (Student Services)

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details			Reviews		
Strategy 1: : Implement calming corners, community circles, reflection forms. Check ins and check outs during Advisory			**Formative**		**Summative**
Strategy's Expected Result/Impact: Decrease in referrals and placement into ISS, OSS and DAEP Placements	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Counselors, Adminsitrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

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

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Discipline referrals for ISS were primarliy for tardies, system needs to be in place to address tardies.   **Root Cause**: Students are tardy to 1st period. Students know they are not considered absent up to 15 minutes, therefore the come close to the 15 minute mark.

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

Performance Objective 6: By June 2024, Andress will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP)/International Baccalaureate (IB), On Ramps, dual credit course from. (Academics-College Career Readiness)

High Priority

HB3 Goal

Evaluation Data Sources: College completion rates

Strategy 1 Details	Reviews			
Strategy 1: Meet with Advanced Placement (AP), International Baccalaureate (IB) , On Ramps or Dual credit teachers to increase rigor in instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase success by completion of course **Staff Responsible for Monitoring:** Assistant Principals, Teachers, Counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

High Priority

Evaluation Data Sources: Walk through data

Strategy 1 Details	Reviews			
Strategy 1: Collaborative :PLC's as well as Walkthrough feedback conferences to ensure rigor is happening in the classroom	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in STAAR scores and passing classes **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

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

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

High Priority

Evaluation Data Sources: Walk through data

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

Performance Objective 3: By June 2024, Andress increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 48%. (Academics-Teaching and Learning & School Leadership)

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Collaborative PLC's, Tutoring and improved Tier 1 Instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in STAAR Scores	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and CTC **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: By June 2024, Andress will increase overall 4-year graduation rate from 90% to 93% as well as SPED student group increasing from ___ to ___ and Emer.. Bil.. student group increasing from ___ to ___. (School Leadership)

High Priority

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Improved Tier 1 Instruction, consistent audits of students who fall behind schedule	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

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

Performance Objective 5: By June 2024, Andress will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 64% to 70% with all student groups meeting board approved metrics [HB3] (Academics-College Career Readiness)

High Priority

HB3 Goal

Evaluation Data Sources: TAPR, OnPoint Early Indicator, Tableau

Strategy 1 Details	Reviews			
Strategy 1: Regularly scheduled audits by counselors, increase IBC exam preparation and administration	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in CCR completion rates	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, Adminstration				
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

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

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

Performance Objective 6: By June 2024, Andress will ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 from X to X (Academics-College Career Readiness)

 High Priority

 HB3 Goal

 Evaluation Data Sources: TSIA

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

Performance Objective 7: By June 2024, Andress will ensure all students graduate prepared for college as measured by increase students average SAT score from 952 to 989 (Academics-College Career Readiness)a

High Priority

HB3 Goal

Evaluation Data Sources: SAT

Strategy 1 Details	Reviews			
Strategy 1: Regular audits of students, consistent implementation of SAT preparation through advisory.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in SAT participation and scores	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Counselors				
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 8: By June 2024, Andress will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% [from 706 students (Econ Dis),700 students (Non-Econ Dis), 17 (SPED) to 741 students (Econ Dis) , 735 (Non-Econ Dis), 18 SPED [HB3] (Academics-College Career Readiness)

High Priority

HB3 Goal

Evaluation Data Sources: CCMR outcome Bonus

Strategy 1 Details	Reviews			
Strategy 1: Increase certification preparation through CTE classrooms,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in CCMR outcome bonuses	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, ccte **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 9: By June 2024, Andress will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing an associates degree from 4% to 5%, Level 1 certificate from 0% to 2%, or industry certification in an aligned program of study from 5% to 14% [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
IBC data
Level I data

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

Performance Objective 1: By June 2024, Andress will stabilize enrollment by increasing the number of new students enrolling or transferring back to Andress by .05%

> **High Priority**

> **Evaluation Data Sources:** On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details	Reviews			
Strategy 1: Andress will make home visits to find students who have not enrolled, and do monthly reviews of transfer students and enrolling students.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in enrollment
     Staff Responsible for Monitoring: Administration, Registrar, Graduation Coach
 	
     TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Oct	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: By June 2024, Andress will strengthen the district's financial solvency by creating a facilities master plan that includes facilities assessment, demographic study, school boundary outlook, recommended program expansion, and rightsizing measures. (OTE)

High Priority

Evaluation Data Sources: Facilities Master Plan

Strategy 1 Details	Reviews			
Strategy 1: Timely work orders to address maintance requiring funds. Regular maintenace to reduce break down and maintance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Less breakdown of exquipment **Staff Responsible for Monitoring:** Administration, Maintance **ESF Levers:** Lever 1: Strong School Leadership and Planning				

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

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

Performance Objective 3: By June 2024, Andress will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school .

High Priority

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
Strategy 1: Will attend recruiting sessions at various locations throughout the region, Look for to talent candidates to fill positions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruitment and staffing increase **Staff Responsible for Monitoring:** Adminsitration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 4: During the 2023-2024 school year, 100% of teachers will attend professional development that focuses on TIER 1 instruction by focusing on skills necessary to
address student needs. Administration and CTCs will conduct data driven PLCs to improve Tier 1 Instruction and address students needs regularly. Walkthroughs will focus on Tier 1 Instruction and done with fidelity.

High Priority

Evaluation Data Sources: Professional Development Plan Success Metrics

Strategy 1 Details		Reviews			
Strategy 1: The instructional leadership team will provide professional development on effective classroom practices, active learning, and RTI to include funding for sub and participation both in and out of town for faculty and administration		**Formative**			**Summative**
		Oct	Jan	Mar	June
Funding Sources: Model Schools Conference - 185 SCE (Campus) - 185.23.6411.001.30.000.001 - $9,000, Subs needed to cover teachers for professional development - 211 ESEA Title I Part A (Campus) - 211.11.6112.001.24.362.001 - $4,000, Subs Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6141.001.24.362.001 - $58					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 5: By June 2024, Andress will effectively market and communicate information to the district's public resulting in Improving the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms. (Communications)

> **High Priority**

> **Evaluation Data Sources:** Communication Platform data

Strategy 1 Details	Reviews			
Strategy 1: Outreach to Feeder pattern, presentation will be given at PTA meetings, recruiting events for programs, participation in parades, social media posts, community events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in enrollment at Andress high school and increased positive refection on campus and community **Staff Responsible for Monitoring:** Administration, counselors, parent liason, athletics **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 5 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase advertisement of Programs available at Andress High School to community, through parent meetings and student presentations in Andress Feeder Pattern   **Root Cause**: Community is not aware of programs available at Andress High School, Andress needs to showcase what is available.

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

Performance Objective 6: By June 2024, Andress will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan. (Technology)

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: The campus will continue to expand and upgrade technology equipment and software campus-wide to include technology subscriptions in order to enhance educational opportunities, PLCs, and for all students populations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Funding Sources: Library Computer Lab - 211 ESEA Title I Part A (Campus) - 211.12.6395.001.24.801.001 - $8,000				

Strategy 2 Details	Reviews			
Strategy 2: Andress will also work with IT to repair and update technology to ensure all student needs are met. Logs will be kept to ensure tracking of technology and needs. Will monitor location of technology and its current status.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have the technology needed, to be successful in the classroom , in a timely manner **Staff Responsible for Monitoring:** Administration, bookroom clerk, IT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

Performance Objective 1: By June 2024, Andress will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 87% to 92%. (Student Services)

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details			Reviews			
Strategy 1: Campus will continue providing safety and crisis management training for students, faculty, and staff to include monthly fire drills, lock downs, and evacuation. Students will have access to counselors and a list of adults they can go to if in need of support			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: students will feel school is a safe place and attend classes, thus increasing attendance						
Staff Responsible for Monitoring: Adminstration, Crisis Team						
ESF Levers: Lever 3: Positive School Culture						

Strategy 2 Details			Reviews			
Strategy 2: Teachers will communicate and log students and parents communcation, in regards to student progress in a timely manner, within 24 hours of calls or emails, along with sharing positive news.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student increase in attendance and completed assignments.						
Staff Responsible for Monitoring: Teachers , Adminsitrators						
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction						

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

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

Performance Objective 2: By June 2024, Andress will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events. (OTE- Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
Strategy 1: Andress HS parent involvement liaison will hold one or more parent workshops, meetings, presentations per month that are directly connected to student learning & academic achievement & others that focus on empowering and building family relationships, & dynamics. Andress HS. parent involvement liaison needs for supplies, technology, and food for meetings, workshops, and presentations **Funding Sources:** Pay Teachers for parent classes - 211 ESEA Title I Part A (Campus) - 211.61.6117.001.24.100.001 - $1,000, Parent Classes Fringes - 211 ESEA Title I Part A (Campus) - 211.61.6141.001.24.100.001 - $15, Parent Classes Fringes - 211 ESEA Title I Part A (Campus) - 211.61.6146.001.24.100.001 - $88, Parent Classes Fringes - 211 ESEA Title I Part A (Campus) - 211.61.6149.001.24.100.001 - $18, Parent Classes and Meetings Refreshments - 211 ESEA Title I Part A (Campus) - 211.61.6499.001.24.801.001 - $500, Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6499.001.24.801.001 - $1,000	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: By June 2024, Andress will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days). (Communications)

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

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

Performance Objective 4: By June 2024, Andress will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by ensuring quality program implementation and strategic investments in Federal programs and Increasing the annual percentage of entitlement program expenditures (Title IA, Title IIA, Title IIIA, and Title IV). (OTE-Federal and State Programs and Fund Development)

High Priority

Evaluation Data Sources: Tableau Dashboard

Strategy 1 Details	Reviews			
Strategy 1: CIT will monitor use and effectiveness of all programs, resources, budget and student progress on a monthly basis	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Student date tied to programs and initiatives will show an increase in skill and edevelopment of knowledge **Staff Responsible for Monitoring:** Principal Secretary **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

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

Performance Objective 5: By June 2024,Andress will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by maintaining a healthy unassigned general fund balance of no less than 76 days. (Business Services)

High Priority

Evaluation Data Sources: Financial Data

Strategy 1 Details	Reviews			
Strategy 1: Supplies and other learning resources for teachers, staff and building will be purchased with fiscal responsibility and as determined by student/building need. This includes supplies from AP/IB/DC	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have necessary resource to be successful in the classroom therefore increasing STAAR scores and graduation rates **Staff Responsible for Monitoring:** Adminstration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Supplies for teachers - 185 SCE (Campus) - 185.11.6399.001.30.000.001 - $32,150, Supplies for campus teaching coaches - 185 SCE (Campus) - 185.13.6399.001.30.000.001 - $2,000, Supplies for teachers - 211 ESEA Title I Part A (Campus) - 211.11.6399.001.24.801.001 - $159,382, Reading materials for band - 211 ESEA Title I Part A (Campus) - 211.11.6329.001.24.801.001 - $10,000, Testing Materials - 185 SCE (Campus) - 185.11.6339.001.30.000.001 - $10,000, Reading Materials for library - 211 ESEA Title I Part A (Campus) - 211.12.6329.001.24.801.001 - $20,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 6: During the 2022-2023 school year, Andress will Provide excellent, timely and efficient customer service and manage operations in an environment that fosters teamwork to achieve high levels of fiscal and programmatic compliance through a framework for continuous improvement. (BEFM)

Strategy 1 Details	Reviews			
Strategy 1: All staff will call parents as mandated by district policy and IEPs. We will also provide a safe and welcoming environment for all customers. Faculty, and staff will returne phone calls and emails within 24 hours.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in positive responses to campus initiatives and a reduction in complaints
    Staff Responsible for Monitoring: Adminstration
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1				

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

Performance Objective 6 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Opportunties to present to faculty, what is being presented to parents and get input from faculty / staff on systems which can be put in place to increase parent/ teacher relationships   **Root Cause**: Teachers and parents communicate mostly when grades, attendance or issues in classroom, Positive communication is not the norm.

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

Performance Objective 1: By June 2024, Andress will foster equitable access to opportunities by eliminating barriers for all students by developing and implementing a Comprehensive Equity Plan designed to address system equity disparities based on the result of an equity audit. (OTE)

High Priority

Evaluation Data Sources: Equity Study

Strategy 1 Details			Reviews		
Strategy 1: Increase communication to parents and students to learn of needs and possible discrepancies		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase understanding of equity on campus **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	➡ Continue/Modify		❌ Discontinue	

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

Performance Objective 2: By June 2024, Andress will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP/IB, On Ramps, and Dual Credit).   (Academics-College Career Readiness, Specialized Learning)

High Priority

Evaluation Data Sources: Frontline Data

Strategy 1 Details	Reviews			
Strategy 1: Andress will hold parent night sessions about the different advanced academic courses: AP/IB/DC/On Ramps, P-Tech.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase enrollment in programs with underrepresented populations. **Staff Responsible for Monitoring:** Instructional Leadership team, Administration, IB coordinator, PTech Coordinator, Sped Coach **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: By June 2024, Andress will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA] (Academics-Connecting Languages)

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details			Reviews		
Strategy 1: Increase tutoring and 1st teach in ESOL Classes, while monitoring TELPAS scores.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of long term Emergent Bilinguals Achieving	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, and ESOL				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

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

Performance Objective 4: By June 2024, Andress wil provide high-quality, relevant, and differentiated resources matched to each school's needs and strengths by designing and implementing an Equity/Diversified Funding Model aligned with recommendations from Equity Study. (OTE)

High Priority

Evaluation Data Sources: Equity Study Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: Will evaluate current resources found on campus and determine the best use of resources to meet the needs of all students being congnizant of equity amongst students and programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Resources will be differentiate and equal amongst programs and students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 5: By June 2024, Andress will increase the percent of campus staff that have 5+ years of experience and are certified in the roles to which they are assigned and decrease the rate of staff mobility in the lowest performing campuses. (HR)

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

Performance Objective 6: By June 2024, Andress will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs. (HR)

High Priority

Evaluation Data Sources: Tableau, TAPR, Teacher Profile Success Criteria

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Implementing Advisory to provide check-in opportunities with students. Building positive relationships, and communication.
1	2	2	Tutoring for all students, including extracurricular
1	3	1	Create commuity outreach opportunities, such as food drives, clothing drives, supply distributions. student celebrations, festivals.

Campus Funding Summary

			185 SCE (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1	Model Schools Conference	185.23.6411.001.30.000.001	$9,000.00
4	5	1	Testing Materials	185.11.6339.001.30.000.001	$10,000.00
4	5	1	Supplies for teachers	185.11.6399.001.30.000.001	$32,150.00
4	5	1	Supplies for campus teaching coaches	185.13.6399.001.30.000.001	$2,000.00
				Sub-Total	$53,150.00
				Budgeted Fund Source Amount	$53,150.00
				+/- Difference	$0.00
			211 ESEA Title I Part A (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Tutoring Fringes	211.11.6149.001.24.100.001	$810.00
1	2	2	Tutoring Fringes	211.11.6148.001.24.100.001	$338.00
1	2	2	Tutoring	211.11.6117.001.24.100.001	$45,000.00
1	2	2	Tutoring Fringes	211.11.6141.001.24.100.001	$653.00
1	2	2	Tutoring Fringes	211.11.6146.001.24.100.001	$3,938.00
3	4	1	Subs Fringes	211.11.6141.001.24.362.001	$58.00
3	4	1	Subs needed to cover teachers for professional development	211.11.6112.001.24.362.001	$4,000.00
3	6	1	Library Computer Lab	211.12.6395.001.24.801.001	$8,000.00
4	2	1	Pay Teachers for parent classes	211.61.6117.001.24.100.001	$1,000.00
4	2	1	Parent Classes Fringes	211.61.6149.001.24.100.001	$18.00
4	2	1	Supplies	211.61.6499.001.24.801.001	$1,000.00
4	2	1	Parent Classes Fringes	211.61.6146.001.24.100.001	$88.00
4	2	1	Parent Classes Fringes	211.61.6141.001.24.100.001	$15.00
4	2	1	Parent Classes and Meetings Refreshments	211.61.6499.001.24.801.001	$500.00
4	5	1	Reading Materials for library	211.12.6329.001.24.801.001	$20,000.00
4	5	1	Reading materials for band	211.11.6329.001.24.801.001	$10,000.00
4	5	1	Supplies for teachers	211.11.6399.001.24.801.001	$159,382.00
				Sub-Total	$254,800.00

211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$254,800.00
				+/- Difference	$0.00
				Grand Total Budgeted	$307,950.00
				Grand Total Spent	$307,950.00
				+/- Difference	$0.00