

El Paso Independent School District
Telles Academy
2022-2023 Campus Improvement Plan



EL PASO
INDEPENDENT
SCHOOL DISTRICT

Mission Statement

Raymond Telles Academy will create a comprehensive campus culture that promotes high levels of learning, social-emotional development, achievement for all students and productive citizenship.

Vision

Our vision at Raymond Telles Academy is for our students to succeed in a supportive and mutually respectful environment.

Value Statement

Administration Value Statement:

The Raymond Telles Academy Administration will provide a safe and supportive environment conducive to learning through positive guidance and interaction with students, faculty and community.

Faculty Value Statement:

The Raymond Telles Faculty will provide a caring environment where professionalism and commitment to excellence are pursued.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on existing data, the populations in most demographic categories have remained the same for the past 4 years. Our SPED population has had a slight percentage increase, especially students who are receiving services in an AIM setting at their home campus. Traditionally, our student mobility rate has been at 100 percent due to the specialized nature and purpose of our school, which is the district alternative placement school. Currently, our school provides 1 social worker and 1 counselor. During the exit interview this generally involves a comprehensive plan of home school contacts, visitations and interviews with the objective of ensuring the student's successful transition back to the home campus. Aside from this, our school provides regular counseling services for students prior to their departure to their home campus. It should be noted that as a district DAEP our school, it doesn't provide for a 12th grade graduation.

Enrollment increased prior to last year (covid). 127 students thru May of 2022 and 25 were coded SpEd.

RTA currently employs 10 teachers, 1/2 administrator, and 12 support staff (counselor, clerks, custodians, social worker, etc.). The majority of the faculty at RTA have 11+ years of experience. 100% of RTA students have received interventions this year during their classes. Edgenuity testing was completed for all students. Results indicated students were multiple grade levels below in reading and math. Professional development sessions provided during the school year have included compliance, instructional-curriculum breakdown of standards, and job related trainings. Examples of training provided are: Schoology/TEKsRS, PBIS, SEL curriculum, Restorative Practices, lockdown procedures, content/campus specific PLC meetings, FERPA/Referrals/Discipline, SPED/Accommodations, Best Practices and Teaching Strategies by our CTC and discipline strategies.

Demographics Strengths

A strength that our school has is our enrollment averages around 35 students at any time which provides for more one on one instruction, credit counseling, and accelerated instruction/RTI opportunities. All students at our school are considered At-Risk which narrows our academic focus toward one direction: to help all students be successful in school, graduate, and become potential college students. Our special needs population, because of our low enrollment regularly receive individualized instruction which is lacking at their home campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students generally express a lack of belonging with caring adults at their home campuses who can nurture and guide them through their emotional and

educational needs. **Root Cause:** Campuses do not have an established team to consistently address students as they return to their home campus.

Student Learning

Student Learning Summary

Due to high mobility, we have limited data but our various performance measures (credits earned, failure rates, state accountability test scores, teacher created formal assessments, etc.) indicate that students are behind cohort and, therefore, require academic intervention activities/strategies. Furthermore, compounding this situation is the fact that many of our students are confronted with psychological and social/emotional stressors.

Student Learning Strengths

Our strength is that most students feel welcomed and enjoy attending RTA in comparison to their home school, so while enrolled, we do work with them to bring up grades and motivate them to continue with successes at their home school. The overall student population enrolled at RTA are not on cohort and/ or grade level but significant improvement is experienced and expressed by both students and parents. Our goal is to show a growth of one academic year in the short time they are enrolled with us.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students feel targeted and not belonging at their home schools. **Root Cause:** Dealing with mental health issues and not motivated to be successful due to low grades /loss of credit and disciplinary issues from home campus.

School Processes & Programs

School Processes & Programs Summary

At RTA, all faculty members and paraprofessional are highly qualified and the attendance and retention rate for employees is high. Need to consistently utilize the PASS/review program as a classroom management tool and review with campus regularly. Overall, the Faculty teaches their subject matter for 6th - 12th grade and a department of one so it makes it difficult to plan and collaborate with other teachers. Monthly meetings are held with the HS facilitators to address any needs of the teachers.

School Processes & Programs Strengths

Highly qualified teachers, good employee attendance and retention, effective and relevant in service trainings through weekly PLC meetings. Teachers adjusted well to virtual instruction and transitioned to face to face with our CTC which provides refreshers on best practices and strategies of effective teaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Motivating DAEP student toward academic success. **Root Cause:** Majority of students are dealing with mental health issues and home issues that are primary concerns which leads to academic success struggles.

Perceptions

Perceptions Summary

Raymond Telles Academy will create a comprehensive campus culture that promotes high levels of learning, social-emotional development, achievement for all students and productive citizenship.

Faculty and staff work collaboratively to assist students who are experiencing attendance issues, contact parents to work alongside to minimize misbehavior and provide extra opportunities to bring up grades/make up credits before students are returned to their home campuses.

Beginning 2022-2023 Climate Survey will be given to parent upon completion/release of student placement at RTA.

No student/campus surveys have been made available.

Perceptions Strengths

Students learn to respect others.

Students feel safe at school.

Students feel the school day is structured for them.

Overall the school is clean.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overall parent involvement is minimal and inconsistent. **Root Cause:** Parents are at a loss dealing with their child's needs and in most cases don't know what else they can do for their children.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Active Learning





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

Directly Supports:
Board Goals 1-3

Performance Objective 1: By the end of the 2022-23 school year, 72 % of students enrolled at RTA will show an increase in academic levels on reading assessments.

Evaluation Data Sources: Ellevation reports, teacher created assessments, class grade reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use benchmarks and HMH diagnostic/ common lit diagnostic assessments to measure lexile levels. Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. Staff Responsible for Monitoring: Administration, teachers and counselor	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monday, Thursday and Friday tutoring will be available to students during the teachers' daily work schedules, supplies and snacks will be provided. Strategy's Expected Result/Impact: Improved grade reports and passing rates. Staff Responsible for Monitoring: Administration and teachers Funding Sources: Misc. Operating Cost - 211 ESEA Title I (Campus) - 211.11.6499.027.24.801.027 - \$0	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Master schedule will continue to include 15 minutes at the end of each period for RTI/literacy and math activities. Strategy's Expected Result/Impact: Improved literacy in all core content areas. Staff Responsible for Monitoring: Administration, teachers and counselor	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will support instructional practices by conducting targeted walk throughs and providing teacher feedback.</p> <p>Strategy's Expected Result/Impact: Student success as evidenced by walk through documentation.</p> <p>Increase student learning outcomes through continuous improvement.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: High impact campus tutors(teachers) and high impact tutors will provided extra instructional opportunities for all students in STAAR and EOC subjects.</p> <p>Strategy's Expected Result/Impact: Will decrease the learning gap.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III ARP Funds - 282.6126.027.24.100.027, - 282 ESSER III ARP Funds - 282.11.6117.027.24.100.027</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide specialty support teachers for at risk students.</p> <p>Strategy's Expected Result/Impact: Provide additional support for at risk students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: District (BUD-845) Funded positions - 185 SCE (District) - 185.11.61XX.027.29.000.845</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning





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Directly Supports:
Board Goals 1-3

Performance Objective 2: By the end of the 2022-23 school year, 77% of students enrolled at RTA will show an increase in academic levels on math assessments.

Evaluation Data Sources: Teacher created assessments, class grade reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use benchmark assessments to measure math performance levels. Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. Staff Responsible for Monitoring: Administration, teachers and counselor</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
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Strategy 3 Details	Reviews			
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Strategy 4 Details	Reviews			
<p>Strategy 4: Master schedule will continue to include 15 minutes at the end of each period for RTI/literacy activities. Strategy's Expected Result/Impact: Improved literacy in all core content areas. Staff Responsible for Monitoring: Administration and teachers</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue	


Goal 2: Great Community Schools


El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.


Performance Objective 1: Campus will continue with Tier 2 PBIS activities and strategies through monthly meetings.


Evaluation Data Sources: Attendance reports, discipline reports and student surveys (i.e. Gallup Poll), meeting minutes and agenda.

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS Team will conduct fidelity checks using PBIS benchmarks four times a year, to identify areas of success, patterns and develop plans to address immediate needs.</p> <p>Strategy's Expected Result/Impact: Increase positive interactions for adults and students to establish a climate in which appropriate behavior is a norm. Offering incentives for grades, attendance and behavior.</p> <p>Staff Responsible for Monitoring: Administrators and teachers.</p> <p>Funding Sources: Misc. Operating Cost - 185 SCE (Campus) - 185.11.6499.027.29.000.027, Misc. Operating Cost - 211 ESEA Title I (Campus) - 211.11.6499.027.24.801.027</p>	Formative			Summative
	Oct	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Campus will implement/maintain restorative justice practices during zero period.

Evaluation Data Sources: Targeted walk through reports and student/teacher surveys.





Strategy 1 Details	Reviews			
<p>Strategy 1: On-going staff development in the areas of PBIS/restorative justice and classroom management.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in attendance, positive student/teacher feedback and student exit interviews.</p> <p>Staff Responsible for Monitoring: Administration, counselor, social worker and faculty.</p> <p>Funding Sources: Misc. Operating Cost - 185 SCE (Campus) - 185.13.6499.027.29.000.027, Teacher Development - 211 ESEA Title I (Campus) - 211.13.6499.027.24.801.027 - \$700</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Campus personnel will ensure that our campus is safe for all students and staff and that main areas will be monitored by campus patrol.

Evaluation Data Sources: Daily monitoring of building to include basketball court, hallways, cafeteria, etc.

Strategy 1 Details	Reviews			
Strategy 1: Ongoing monitoring of campus entrance, exits, parking lot, blacktop and hallways. Strategy's Expected Result/Impact: Reduction of fights, assaults, theft of property, and/or vandalism. Staff Responsible for Monitoring: Administrators, campus patrol, teachers and campus SRO.	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 4: Create a campus culture and climate committee and will meet monthly to discuss how to improve school relationships and address social emotional learning on campus.





Evaluation Data Sources: Exit Survey

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Targeted/purposeful professional development in the areas of reading, math and social/emotional learning.

Evaluation Data Sources: Professional development debrief forms and teacher lead campus based PD related to off-campus training sessions attended.





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will attend a minimum of two off-campus professional development trainings related to reading/math., overall best teaching practices and SEL.</p> <p>Strategy's Expected Result/Impact: Evidence of best practices utilized in the delivery of instruction through targeted walk throughs and PLC discussion groups.</p> <p>Staff Responsible for Monitoring: Administration, principal's secretary and campus leadership team.</p> <p>Funding Sources: Travel Subsistence Employee - 211 ESEA Title I (Campus) - 211.13.6411.027.24.801.0277 - \$2,000, Substitute Teachers/Profs - 185 SCE (Campus) - 185.11.6112.027.29.362.027, Fringes - 185 SCE (Campus) - 185.11.6141.027.29.362.027 - \$12, Misc. Operating Cost - 185 SCE (Campus) - 185.13.6499.027.29.000.027 - \$700</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide retail materials to supplement instruction.</p> <p>Strategy's Expected Result/Impact: Improve reading skills.</p> <p>Staff Responsible for Monitoring: Administration, Principal's secretary.</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 2: Monitor the delivery of effective instruction for successful student outcomes through walk through documentation.

Evaluation Data Sources: T-TESS walk through data, curriculum calendars and student grade reports and the active learning snapshot document.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will use TEKsRS YAG tool to conduct monthly check ins with teachers to monitor scope and sequence.</p> <p>Strategy's Expected Result/Impact: Improvement in all academic performance levels.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: Lead with Character and Ethics


El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.


Performance Objective 3: Ensure that all purchased instructional/non-instructional materials and equipment are used for their intended purpose on a monthly basis.


Evaluation Data Sources: Inventory/observation checklists

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct targeted surveys specific to the purchase and usage of reading/ instructional material/non instructional materials and technology equipment/furniture</p> <p>Strategy's Expected Result/Impact: Survey results may show a need for technology equipment/furniture replacement and upgrade.</p> <p>Staff Responsible for Monitoring: Administration and principal's secretary</p> <p>Funding Sources: General supplies - 211 ESEA Title I (Campus) - 211.11.6399.027.24.801.027 - \$2,400, Technology and Equipment - 211 ESEA Title I (Campus) - 211.11.6395.027.24.801.027 - \$5,600, Reading Material - 185 SCE (Campus) - 185.11.6329.027.29.000.027 - \$0, Technology and Equipment - 185 SCE (Campus) - 185.11.6395.027.29.000.027 - \$2,888, General Supplies - 185 SCE (Campus) - 185.11.6399.027.29.000.027 - \$900</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 4: Allow for professional development for administration, social worker and counselor.





Strategy 1 Details	Reviews			
Strategy 1: Administration, social worker and counselor will attend professional training. Strategy's Expected Result/Impact: Build capacity for best instructional/counseling practices. Staff Responsible for Monitoring: Administration, principal's secretary, social worker and counselor.	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Collaborate with families and community agencies to provide services for students.

Evaluation Data Sources: Campus visitor sign in sheets, student sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule parent meetings and include community agency representatives to include the purchase of supplies and snacks.</p> <p>Strategy's Expected Result/Impact: Increase parent/family access to community services.</p> <p>Staff Responsible for Monitoring: Parent engagement leader, social worker and counselor</p> <p>Funding Sources: Misc. Operating Cost - 211 ESEA Title I (Campus) - 211.61.6499.027.24.801.027 - \$300, General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.027.24.801.027 - \$300, Misc. Operating Cost - 185 SCE (Campus) - 185.11.6499.027.29.000.027 - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Provide reading materials for parent meetings.</p> <p>Strategy's Expected Result/Impact: Increase parent/family engagement activities.</p> <p>Staff Responsible for Monitoring: Parent engagement leader.</p> <p>Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.61.6329.027.24.801.027 - \$300</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Active Learning

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

Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 1: For the 2020-2021 school year, Increase Student Achievement Domain 1 at approaches, meets, masters, CCMR, and graduation by 3% from 81% to 84%, with no campuses D or F.

C&I Kristine Ferret

High Priority

HB3 Goal

Evaluation Data Sources: TEA District Achievement Summary, 2019

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Performance Objective 2: For the 2020/2021 school year, EPISD students, encompassing all special and sub populations, will increase achievement in reading and math by decreasing the achievement gap between all students and special education students identified in RDA and STAAR data by June 2021.

Special Education - (L. Enloe)

Evaluation Data Sources: RDA and 2021 STAAR/EOC assessments

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Performance Objective 3: Provide district-wide services/accommodations for English Learners (EL) and Dual Language program in order to graduate bilingual/bi-literate students.

CL&DL(Laila Ferris)

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Performance Objective 4: Increase the number of students in Kindergarten, First, and Second grade who will show a years or more growth in literacy. Early childhood (Laila Ferris)

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Performance Objective 5: For the 2019-2020 school year, all departments will foster academic excellence by fully engaging students in the areas of Fine Arts, Physical Education, Academic Speech and UIL thereby increasing student participation.

21st Century Learning & Well Being - (M. Phillips)

Evaluation Data Sources: Board Goal 3 Goal Progress Measures 1 and 2.

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Performance Objective 6: The Alpha Initiative and the Department for Student Retention and Truancy Prevention will provide resources and support for campuses in the area of Attendance Increase and Truancy Reduction.

St. Retention & Truancy Prevention (M. Mendoza)

Evaluation Data Sources: Attendance report, home visits, campus visits

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Performance Objective 7: Active Learning will support student academic excellence and quality teacher professional development by providing teaching and learning opportunities through the Active Learning Best Practices, Active Learning Framework, and meaningful Educational Technology Integration in instruction and collaboration to include and not limited to active, blended, virtual/online, competency-based, project-based, and cross-curricular learning.
Active Learning-(Maria Dickerson)

Evaluation Data Sources: Board Goal 3

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Performance Objective 8: Career & Technical Education (CTE) will begin the transition to the 2021 state-approved TEA programs of study while continuing to provide currently enrolled CTE EPISD students with rigorous and relevant industry-specific technical skills using project based learning strategies, including dual/articulated CTE credit, industry certifications, and work-based learning opportunities district-wide.

CTE (Eric Winkelman)

Evaluation Data Sources: RDA CTE Report, (certification data), A-F Accountability Data CCMR (Student Achievement), PEIMS CTE indicator data, TSDS CTE reports

Goal 5: Active Learning

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

Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 9: 2019-2020 Student and Parent Services (SPS) will work with campuses to improve the district's attendance percentage and meet the Board Goals for attendance.

Student & Parent Services-(Cheryll Felder)

Evaluation Data Sources: District and campus attendance reports.

Goal 5: Active Learning

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Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 10: The Accountability, Strategy, Assessment and PEIMS Department (ASAP) will provide supplementary support to district-level Title I and SCE funded departments/programs to identify areas for improvement that will help facilitate improved student performance. Strategy and Evaluation (Victoria J. Orozco)

Evaluation Data Sources: Title I and SCE evaluation reports based on qualitative/quantitative data in support of Title I and SCE program reporting.
Board Goal 3

Goal 5: Active Learning

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Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 11: The district will ensure that all Coordinated School Health Strategies are supported

Evaluation Data Sources: Wellness Team Leader accountability forms

Goal 5: Active Learning

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Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 12: The District will ensure that students participate in the district's required physical activity and physical education programs and continue to offer new and innovative programs.

Evaluation Data Sources: PD evaluations, Schools signing up for DrumFIT for following years, Fitnessgram Reports, ABLL Participation numbers, WSCC related procedures/practices developed/utilized

Goal 5: Active Learning

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Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 13: 1. Support campuses with district initiatives to improve literacy and overall academic performance.
2. Support update of library resources and collections in order to meet library standards and to promote literacy.

- Evaluation Data Sources:** 1. Look number of participating campuses in library initiatives
2. Use collection analysis to track progress

Goal 5: Active Learning

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Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 14: To empower school leaders, educators and partnerships through innovative systems, transformative programs, and high capacity talent for continuous student success.

Evaluation Data Sources: Transformation Zone and School Transformation Fund actions.

Goal 5: Active Learning

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

Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 15: To increase the number of high school students earning college credit by June 2021.

Evaluation Data Sources: Number of students earning and accepting the UT OnRamps credits.

Goal 5: Active Learning

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

Directly Supports:

Board Goals

1. Increase pre-college completion rate and enrollment in trade, military, 2-year and 4 year college from 76% to 86% by 2022
2. All 10 comprehensive high schools will achieve a graduation rate of 90% or greater, increased from 3 high schools by 2022
3. Increase student engagement in the classroom from 48% to 60% by 2022

Performance Objective 16: To provide all campuses with the equipment necessary to facilitate hybrid instructional models in light of the COVID-19 pandemic situation.

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: 100% of campuses will implement, as appropriate, programs, trainings, other resources so that students will be educated in learning environments that are appropriate, safe, drug and violence free, and conducive to learning.

Counseling and Advising-(Manuel Castruita)

High Priority

Evaluation Data Sources: CPO

Rosters

Agendas

Evaluations

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: 100% of campuses will implement, as appropriate, programs, trainings, other resources so that students will be educated in a fully supportive climate to include the affective domain.

Counseling & Advising (Manuel Castruita)

High Priority

Evaluation Data Sources: CPO

Rosters

Agendas

Evaluations

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Counseling and Advising will provide additional supplemental counseling supports for Summer School 2021 for identified students.

High Priority

Evaluation Data Sources: Summer School Data numbers

Graduation Completion numbers

Referral numbers for social-emotional needs

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 4: For the 2020-21 school year, 100 % of faculty and staff will receive professional development during the academic school year on targeted skills that will enable them to perform assigned duties at the highest quality.

Staff Development (Kathy Seufert)

Evaluation Data Sources: Surveys, number of teachers who receive attendance credit, number of training opportunities.

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 5: By the end of the 2020-2021 school year EPISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Human Resources (Rosa Ramos)

Evaluation Data Sources: All core academic teachers and support personnel meet the 100% Qualified status

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 6: For the 2019-2020 school year, 100% of campuses will implement campus discipline strategies to provide a safe environment for students.

Student and Parent Services - (C. Felder)

Evaluation Data Sources: Campus discipline audits

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 7: By June 2021, Students in grades 3-12 will demonstrate at least one quintile growth, or higher, when comparing beginning of year (BOY) and end of year (EOY) data, as measured on the social-emotional learning student growth measure (SEL SGM).

Student and Family Empowerment (R. Lozano)

High Priority

Evaluation Data Sources: SEL Student Growth Measure

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 8: The Health Services department will provide 100% assistance to campuses to promote and serve students health care needs.
Health Services-Goal (Alana Bejarano)

Evaluation Data Sources: Vouchers

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 9: By June 2021, 100 % of the Accountability, Strategy, Assessment and PEIMS Department evaluation staff will receive professional development during the academic school year on specific targeted and job related evaluator skills that will enable them to perform assigned duties at the highest quality. Strategy and Evaluation (Victoria J. Orozco)

Evaluation Data Sources: Assigned staff will provide workshop registration updates, in-house turn around training, and enhanced completed reports.

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 10: Career and Technical Education (CTE) will continue to provide industry specific professional development opportunities for CTE teachers utilizing District academic best-practices, strategies and resources. Additionally, CTE will provide District-wide training opportunities, in the new TEA state-approved, workforce aligned, programs of studies to be implemented in 2021.

CTE (Eric Winkelman)

Evaluation Data Sources: CTE teacher EPISD University PDC transcripts, PD travel PO's, CTE PD sign-in sheets, District NTAP attendance, NTSA CTE participation, MENTOR CTE participation

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 11:

For the 2020-2021 school year, a new cohort of assistant principals and teachers will receive professional development and hands-on training in the areas of instructional readiness, data analysis, budget analysis, policy application, building a climate of collaboration, and student/staff safety that will equip them with the skills and knowledge needed to become Principals or Assistant Principals in the District. The first cohort will continue to receive professional development and hands-on-training.

Academics and School Leadership (Dr. Carla Gonzales)

Evaluation Data Sources: Sign-In Sheets, Evaluations

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 12: School Leadership Division will support campuses by providing substitutes for designated professional development.

Evaluation Data Sources: Sign-In Sheet, Evaluations

Goal 6: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 13: To provide Middle School Math Teachers with coaching and training to improve Tier 1 differentiated math instruction and improve students' academic success.

Evaluation Data Sources: Evaluations

Goal 7: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Develop adequate planning processes, plans, implementation strategies, action steps and communication protocols to guide district initiatives, program direction and system operations.

School Leadership-(Assistant Superintendents)

Evaluation Data Sources: TPESS and TTESS

Goal 7: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 2: External Funding - Budget and External Financial Management Office will provide excellent, timely and efficient customer service. We will efficiently manage operations in an environment that fosters teamwork to achieve high levels of fiscal and programmatic compliance. We will also develop framework for continuous improvement. (M. Aguirre)

Goal 8: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: By June 2021, 70% of surveyed parents will report that the majority of their family engagement opportunities at their child's school are linked to learning.

Student Family Empowerment (R. Lozano)

Evaluation Data Sources: School Climate Survey Data, Title I Parent Survey

Goal 8: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Fine Arts will partner with the El Paso Community Foundation to provide and support Active Learning through the Fine Arts with elementary core teachers.

Fine Arts (Phillip Barraza)

Evaluation Data Sources: Sign in sheets, training modules, resources in TEKS Resource System

Goal 8: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 3: Career and Technical Education (CTE) will continue to establish working relationships with postsecondary institutions, local businesses, industry partners and regional advisory committees involved in workforce preparation.

CTE (Eric Winkelman)

Evaluation Data Sources: Articulation agreements, TSDS dual credit and ATC report, affiliation agreements, training plans

Goal 8: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 4: EPISD has developed a team of professionals that represents the district on the National Urban School Wellness Coalition. This coalition works on improving school health and wellness by sharing strategies, brainstorming solutions to current health risk trends in schools, and meeting to discuss these trends and solutions. The coalition meets monthly via teleconference and then annually at a national convening.

Evaluation Data Sources: Policy updates, changes in program practices

Goal 8: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 5: June 2020, 75% of parents, staff and community partners served by Community Schools will report that they are pleased with how they are supported. (Ray Lozano)

Evaluation Data Sources: Survey of partners and staff
Title I parent survey (Bowie Feeder Pattern and Zavala Elementary)

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Misc. Operating Cost	185.11.6499.027.29.000.027	\$0.00
2	2	1	Misc. Operating Cost	185.13.6499.027.29.000.027	\$0.00
3	1	1	Fringes	185.11.6141.027.29.362.027	\$12.00
3	1	1	Misc. Operating Cost	185.13.6499.027.29.000.027	\$700.00
3	1	1	Substitute Teachers/Profs	185.11.6112.027.29.362.027	\$0.00
3	3	1	Reading Material	185.11.6329.027.29.000.027	\$0.00
3	3	1	General Supplies	185.11.6399.027.29.000.027	\$900.00
3	3	1	Technology and Equipment	185.11.6395.027.29.000.027	\$2,888.00
4	1	1	Misc. Operating Cost	185.11.6499.027.29.000.027	\$0.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc. Operating Cost	211.11.6499.027.24.801.027	\$0.00
2	1	1	Misc. Operating Cost	211.11.6499.027.24.801.027	\$0.00
2	2	1	Teacher Development	211.13.6499.027.24.801.027	\$700.00
3	1	1	Travel Subsistence Employee	211.13.6411.027.24.801.0277	\$2,000.00
3	3	1	General supplies	211.11.6399.027.24.801.027	\$2,400.00
3	3	1	Technology and Equipment	211.11.6395.027.24.801.027	\$5,600.00
4	1	1	Misc. Operating Cost	211.61.6499.027.24.801.027	\$300.00
4	1	1	General Supplies	211.61.6399.027.24.801.027	\$300.00
4	1	2	Reading Materials	211.61.6329.027.24.801.027	\$300.00
Sub-Total					\$11,600.00
Budgeted Fund Source Amount					\$11,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$16,100.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$16,100.00
				+/- Difference	\$0.00