

El Paso Independent School District

Andress High School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: B



Mission Statement

Andress High School will foster an active learning environment that will promote essential skills such as critical thinking, problem solving, and interpersonal skills to increase future college and career opportunities for our student, ultimately creating conscientious, compassionate, and productive citizens.

Vision

Andress high school will be a high performing campus, empowering youth to achieve excellence through rigorous instruction, to contribute to an ever-growing global economy.

Value Statement

We believe ALL students can learn at higher levels with a viable curriculum and effective instruction.

We believe high quality instruction is the foundation of student success.

We believe in differentiated instruction to meet the needs of diverse learners.

We believe in professional learning communities with a growth mindset and a focus on improving learner outcomes.

We believe in shared responsibility and accountability for student achievement.

We value the diversity of our academic community and promote respect among all.

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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.

Evaluation Data Sources: Parent, Student and Faculty Surveys

Strategy 1 Details	Reviews			
Strategy 1: Opportunities for students to practice SEL in Class, Athletics, DAEP Alternative, ISS, Detention will be given. SEL strategies, community circles, reflection sheets. Strategy's Expected Result/Impact: Lower discipline referrals, and increase in empathy from teachers and students Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementing Advisory to provide check-in opportunities with students. Building positive relationships, and communication. Strategy's Expected Result/Impact: Increase communication and knowledge of student levels Staff Responsible for Monitoring: Teachers, administration Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
<p>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.</p> <p>Prioritized Need 2: Discipline referrals for ISS were primarily 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.</p>

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 1097 participants to 1125.

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. Strategy's Expected Result/Impact: Increased participation in UIL and extra curricular activities Staff Responsible for Monitoring: Administrators, UIL sponsors, Coaches Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Tutoring for all students, including extracurricular Strategy's Expected Result/Impact: Increase in passing rates in class, and student participation increases due to passing classes	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1</p> <p>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</p>				
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Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Increase academic success in all academically diverse populations on EOC exams 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)
Prioritized Need 1: 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 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.
L5 Equity by Design (Demographics)
Prioritized Need 1: 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

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.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Create community outreach opportunities, such as food drives, clothing drives, supply distributions. student celebrations, festivals. Strategy's Expected Result/Impact: Community involvement will increase Staff Responsible for Monitoring: Administrator, ROTC, Sponsors Title I: 4.1 - 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	Formative			Summative
	Oct	Jan	Mar	June

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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 classrooms.

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 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 Title I: 2.5, 2.6 - 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		Formative			Summative
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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.

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement calming corners, community circles, reflection forms. Check ins and check outs during Advisory Strategy's Expected Result/Impact: Decrease in referrals and placement into ISS, OSS and DAEP Placements Staff Responsible for Monitoring: Teachers, Counselors, Adminsitrators Title I: 2.5, 2.6 - 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				
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Performance Objective 5 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 2: Discipline referrals for ISS were primarily 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.

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. Strategy's Expected Result/Impact: Increase success by completion of course Staff Responsible for Monitoring: Assistant Principals, Teachers, Counselors Title I: 2.4 - 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 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
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Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom

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 80% of all classes.

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 Strategy's Expected Result/Impact: Increase in STAAR scores and passing classes Staff Responsible for Monitoring: Administration Title I: 2.4 - 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 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 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.

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

Performance Objective 2: By June 2024, Andress increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 48%.

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Collaborative PLC's, Tutoring and improved Tier 1 Instruction Strategy's Expected Result/Impact: Increase in STAAR Scores Staff Responsible for Monitoring: Administration and CTC Title I: 2.4, 2.5 - 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 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2	Formative			Summative
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Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom

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

Performance Objective 3: By June 2024, Andress will increase overall 4-year graduation rate from 90% to 93% as well as SPED student group increasing from 75% to 78% and Emer.. Bil.. student group increasing from 88% to 90%.

Evaluation Data Sources: TAPR

Strategy 1 Details		Reviews			
Strategy 1: Improved Tier 1 Instruction, consistent audits of students who fall behind schedule Strategy's Expected Result/Impact: Student will increase STAAR scores and class passing rates Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
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Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom

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 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]

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 Strategy's Expected Result/Impact: Increase in CCR completion rates Staff Responsible for Monitoring: Counselors, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2		Formative			Summative
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Performance Objective 4 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom

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 ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 from 40% to 95% and 100% of Seniors complete FAFSA

HB3 Goal

Evaluation Data Sources: TSIA

Strategy 1 Details	Reviews			
Strategy 1: Increase TSIA2 performance by incorporating reviews through advisory. Strategy's Expected Result/Impact: Increase of TSIA2 test taking to reach 100% of all students by end of sophomore year. Staff Responsible for Monitoring: Principal, CCMR Advisor Title I: 2.4, 2.5 Prioritized Needs: L2 Academic Excellence (Student Achievement) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Have students complete FAFSA through advisory in order to satisfy requirement and encourage students to attend post-secondary educational institutions. Strategy's Expected Result/Impact: Ensure that all students complete the FAFSA. Staff Responsible for Monitoring: CCMR Advisor, counselors. Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2	Formative			Summative
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Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Increase number of students successfully completing SAT, PSAT, TSI and Certifications **Root Cause:** Students and parents are not aware of how scores and certifications effect college entrance and completion rates for future

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

Prioritized Need 2: 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.).

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 students average SAT score from 952 to 989

HB3 Goal
Evaluation Data Sources: SAT

Strategy 1 Details	Reviews			
Strategy 1: Regular audits of students, consistent implementation of SAT preparation through advisory. Strategy's Expected Result/Impact: Increase in SAT participation and scores Staff Responsible for Monitoring: Administration, Counselors Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Student Achievement) 2	Formative			Summative
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Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Increase number of students successfully completing SAT, PSAT, TSI and Certifications Root Cause: Students and parents are not aware of how scores and certifications effect college entrance and completion rates for future

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 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]

HB3 Goal
Evaluation Data Sources: CCMR outcome Bonus

Strategy 1 Details		Reviews			
Strategy 1: Increase certification preparation through CTE classrooms, Strategy's Expected Result/Impact: Increase in CCMR outcome bonuses Staff Responsible for Monitoring: Administration, ccte Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2		Formative			Summative
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Performance Objective 7 Prioritized Needs:

L2 Academic Excellence (Student Achievement)	
Prioritized Need 2: Increase number of students successfully completing SAT, PSAT, TSI and Certifications Root Cause: Students and parents are not aware of how scores and certifications effect college entrance and completion rates for future	

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 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]

HB3 Goal
Evaluation Data Sources: TAPR
IBC data
Level I data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will be enrolled in classes which prepare them for certifications and given the opportunity to take all certificates they are able to take for certification. Strategy's Expected Result/Impact: Increase in Certificate completion Staff Responsible for Monitoring: Administration and CCTE Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2				
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Performance Objective 8 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom

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%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Andress will make home visits to find students who have not enrolled, and do monthly reviews of transfer students and enrolling students. Strategy's Expected Result/Impact: Increase in enrollment Staff Responsible for Monitoring: Administration, Registrar, Graduation Coach Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				
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Performance Objective 1 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 2: By June 2024, Andress will strengthen the campuses financial solvency by creating a facilities master plan that includes facilities assessment, demographic study, school boundary outlook, recommended program expansion, and rightsizing measures.

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. Strategy's Expected Result/Impact: Less breakdown of equipment Staff Responsible for Monitoring: Administration, Maintance TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
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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 .

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. Strategy's Expected Result/Impact: Recruitment and staffing increase Staff Responsible for Monitoring: Adminsitration Title I: 2.4, 2.6 - 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 Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June

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Performance Objective 3 Prioritized Needs:

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

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.

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, , and RTI to include funding for sub and participation both in and out of town for faculty and administration Strategy's Expected Result/Impact: Increase in Tier 1 Instruction Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1 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	Formative			Summative
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Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: 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 differentiation in order to meet the needs of all students in the classroom
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: 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.

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 Andress community resulting in Improving the campuses image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms.

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. 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 Title I: 4.1, 4.2 - 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	Formative			Summative
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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 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%.

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 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 Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
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. 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	Formative			Summative
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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.

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
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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 Title I: 4.1, 4.2 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 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				
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Performance Objective 2 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Opportunities 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 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: 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).

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 Strategy's Expected Result/Impact: Student data tied to programs and initiatives will show an increase in skill and edevelopment of knowledge Staff Responsible for Monitoring: Principal Secretary Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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 maintaining a healthy unassigned general fund balance of no less than 76 days.





Evaluation Data Sources: Financial Data

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Students will have necessary resource to be successful in the classroom therefore increasing STAAR scores and graduation rates</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>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</p>	Formative			Summative
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Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 5: During the 2023-2024 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.

Evaluation Data Sources: Feedback and parent surveys

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 return phone calls and emails within 24 hours. Strategy's Expected Result/Impact: Increase in positive responses to campus initiatives and a reduction in complaints Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
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Performance Objective 5 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Opportunities 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.

Evaluation Data Sources: Equity Study

Strategy 1 Details	Reviews			
Strategy 1: Increase communication to parents and students to learn of needs and possible discrepancies Strategy's Expected Result/Impact: Increase understanding of equity on campus Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
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Performance Objective 1 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Opportunities 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 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).

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. 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 Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
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Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Increase number of students successfully completing SAT, PSAT, TSI and Certifications Root Cause: Students and parents are not aware of how scores and certifications effect college entrance and completion rates for future
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 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]

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Increase tutoring and 1st teach in ESOL Classes, while monitoring TELPAS scores. Strategy's Expected Result/Impact: Reduction of long term Emergent Bilinguals Achieving Staff Responsible for Monitoring: Administration, and ESOL Title I: 2.4, 2.5, 2.6 - 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 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
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Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Increase academic success in all academically diverse populations on EOC exams 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)
Prioritized Need 1: 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.

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.

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 cognizant of equity amongst students and programs. Strategy's Expected Result/Impact: Resources will be differentiate and equal amongst programs and students Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L5 Equity by Design (Demographics)
Prioritized Need 1: 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

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.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend Professional development in their areas for continued growth, and have successes celebrated amongst peers and campus, PLC Celebrations, Department Celebrations. Opportunity to show what they are doing in their classrooms to peers Strategy's Expected Result/Impact: Increased Teacher satisfaction, less roll over Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
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Performance Objective 5 Prioritized Needs:

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