

El Paso Independent School District
District Improvement Plan
2023-2024 Formative Review

Accountability Rating: B



Board Approval Date: October 17, 2023

Mission Statement

In partnership with our families and community, we will uphold the highest standards to provide inclusive and fair learning experiences that support the whole child.

Vision

INSPIRE and EMPOWER learners to THRIVE.

Core Beliefs

Core Beliefs



Whole Child

We champion a well-rounded educational experience to ensure all students are healthy, safe, valued, engaged, and academically challenged.



Equity

We commit to removing barriers to ensure our schools and programs are inclusive and equitable.



Opportunity

We honor and cultivate the unique needs and interests of all learners through relationships and personalization.



Community

We build community through authentic engagement, collaboration, and honoring diversity of thought.



Excellence

We embrace a culture of creativity, exploration, and innovation to sustain our growth and improvement.



Accountability

We foster high expectations, continuous growth, and high achievement.

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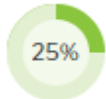







Goals

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

Performance Objective 1: By June 2024, EPISD will create and implement an Employee, student, and parent culture climate survey designed to inform progress on ensuring students are supported by caring adults. (Community Engagement)

High Priority

Evaluation Data Sources: CK-12 Survey


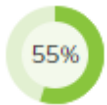

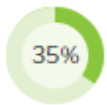
| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Launch two research-based school climate surveys in mid-September and mid-March. Strategy's Expected Result/Impact: The purpose of these initiatives is to gather comprehensive feedback and insights that will guide us in creating a more enriching, supportive, and engaging learning environment for everyone in the El Paso ISD community. Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 5 Funding Sources: K-12 surveys - 282 ESSER III ARP Funds - \$5,000, Research and Focus groups - 282 ESSER III ARP Funds - \$29,000, Hanover climate survey - 211 ESEA Title I Part A (District) - \$32,500 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Conduct focus groups to gain a deeper understanding of the reasons behind the opinions and perspectives shared by our students and staff. Strategy's Expected Result/Impact: These focus groups will provide a collaborative platform for open and honest discussions, allowing us to gather qualitative data that complements the quantitative findings from the surveys. By actively involving students and staff in the process, we aim to foster a sense of ownership and empowerment, embracing their voices as we work together to shape the future of our district. Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 5 Funding Sources: Research and focus groups - 282 ESSER III ARP Funds - \$25,000 | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, EPISD will increase PK-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by adding additional opportunities and a monitoring system. (Student Services)

High Priority

Evaluation Data Sources: Survey results

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Implement 6th grade intramural program to increase extra-curricular opportunities (September 2023 - May 2024) as well as 4th and 5th grade intermural program to increase extra-curricular opportunities (Aug 2023 - May 2024) Strategy's Expected Result/Impact: Increase opportunities for extra curricular for Elementary and 6th grade students Staff Responsible for Monitoring: Student Services-Athletics Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Intermurals stipends and equipment and supplies - 289 Title IV - \$263,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement comprehensive fine arts program with extended extra-curricular and co-curricular activities including Live On-Stage Production, Kids Excel, Creative Minds K-12 Visual Arts Project, and Fine Arts Accelerated Learning, EPISD Middle School District Honor Band, Summer camps offered in band, choir, dance, and orchestra. Strategy's Expected Result/Impact: Increased extra-curricular and co-curricular opportunities Staff Responsible for Monitoring: Student Services-Fine Arts Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Fine Arts-Live On-Stage program costs - 289 Title IV - \$100,000, Accelerated Learning and Creative Minds - 282 ESSER III ARP Funds - \$160,000, EPISD Middle School Honor Band - 289 Title IV - \$12,600, Summer camps offered in band, choir, dance, orchestra, visual arts - 289 Title IV - \$50,000 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Increase EPISD community/regional shows at the Gene Roddenberry Planetarium as well as increase planetarium show offerings throughout EPISD through Portable Planetariums. Strategy's Expected Result/Impact: Increased co-curricular opportunities Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Extended Day Learning Centers -Group leaders and Coordinator (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$500,000 | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

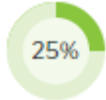





Performance Objective 3: By June 2024, EPISD will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 6 extended learning opportunities by from one (1) Extended Day Site to four (4) Extended Day Sites and 32 After school Learning sites to 45 After-school Learning Sites. (School Leadership) (College, Career, Innovation)

High Priority

Evaluation Data Sources: District tracking tool

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Increase and deepen community partnerships to advance Early Learning in EPISD through Early Childhood Work Groups and collaboration with organizations such as Early Matters El Paso, UTEP, and other Educational Agencies throughout the region. Strategy's Expected Result/Impact: Increase Early Learning Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 2: Implement key activities to launch four (4) Extended Learning sites, Aoy, Cielo Vista, Whitaker, and Zach White. (initial staffing, licensure, materials, supplies etc.) Strategy's Expected Result/Impact: Four Extended Learning sites Staff Responsible for Monitoring: School Leadership Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: Extended Day Learning Centers -Group leaders and Coordinator (Salary & Fringes) as wells as Extended Learning Sites materials - 282 ESSER III ARP Funds - \$500,000 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Partner with YWCA, BGCA club, EP Parks and Rec. Department, Martial Arts Character building program to implement additional extended learning opportunities at two (2) Middle schools/PK-8 Pilot schools. Strategy's Expected Result/Impact: Increased extra-curricular opportunities Staff Responsible for Monitoring: School Leadership Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide supports community school/extended day learning though after-school supper meal participation to include establishing staffing guidelines, monitoring enrollment and non-instructional staff Strategy's Expected Result/Impact: Increase extended day learning opportunities Staff Responsible for Monitoring: Business Services-Food Services Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Increase Early Learning opportunities throughout the district, to include Montessori, PreK-3 Full-Day, PreK-3 Half-Day, PreK-4 Full-Day, Monolingual, Dual Language, and Extended Day learning options (before and after school) Strategy's Expected Result/Impact: Increase Early Learning Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: Facilitator Montessori(Salary & Fringes), leader, supplies, and materials - 211 ESEA Title I Part A (District) - \$440,000, Montessori (Enrichment) - 289 Title IV - \$50,000 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
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| Strategy 6: Increase extended learning opportunities through enrichment camps during intersession and summer Strategy's Expected Result/Impact: Increase opportunities for enrichment in science, technology, wellness, and fine arts Staff Responsible for Monitoring: Academics-Teaching and Learning Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Enrichment Camps (summer and intersession) - 289 Title IV - \$550,000 | Formative | | | Summative |
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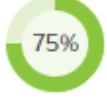
Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.








Performance Objective 4: By June 2024, EPISD will create an integrated system of school supports, and community partnerships by identifying meaningful community and youth-based organizations in formal partnerships with the district as well as identify under-utilized opportunities and implement a tracking/monitoring system.# (Legal & Equity & Stakeholder Engagement)

High Priority

Evaluation Data Sources: District Tracking Tool

| Strategy 1 Details | Reviews | | | |
|---|-----------|---|-----|-----------|
| Strategy 1: Redesign the Community Schools implementation model to include expansion into the El Paso feeder pattern and to provide a blueprint for expansion in all Zones of Excellence, consulting services, teacher and administrator training, and community outreach. Technology equipment to support the ongoing implementation. Provide Family Engagement Staff with technology to conduct on-site professional learning support facilitate parental engagement.Implement Include Extra-duty pay for Teachers on Planning and Implementation Team to engage in data analysis, program refinements, Community School updates. Community schools Hub in Central/South/Northeast. Teachers to conduct home visits (PHTV Project). Strategy's Expected Result/Impact: Use Community Schools to build integrated systems of supports Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 8 Funding Sources: Community Schools Program costs (Consulting, Technology, furniture, contracted services, substitutes for training & Consultant) - 211 ESEA Title I Part A (District) - \$150,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| Strategy 2: Provide parents and community members with ESL and other parent classes in the Northeast and Westside Zones of Excellence. Connect with community organizations to provide similar support in the Central-East ZoE. Strategy's Expected Result/Impact: Use Community Schools to build integrated systems of supports Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 8 Funding Sources: Community Schools: Instructors for ESL and other parent classes for parents and community - 211 ESEA Title I Part A (District) - \$33,000 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Transition P/T Parent Engagement Liaisons to F/T to support the expansion of the Community Schools program and to create more opportunities for family and community engagement at campuses. Strategy's Expected Result/Impact: Use Parent Engagement Liaisons to build integrated systems of supports Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 8 Funding Sources: Parent Engagement Liaisons (Campus) (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$1,500,000, Parent Engagement program costs to include Professional Development registration parents and families (Region 19) (\$10,500) Professional development and program implementation costs for Equity and Stakeholder Engagement team - 211 ESEA Title I Part A (District) - \$24,500 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Establish Family Resource Centers in all Central-South Zone of Excellence feeder patterns and Canyon Hills. Basic features will include food and clothing pantries, hygiene closet, meeting spaces including furniture and supplies, supplies for after-school activities, and technology. Facilitate a collaborative needs assessment at all FRCs that is inclusive of input from families, staff, students and community and tailor program supports to meet the needs of each specific community. Strategy's Expected Result/Impact: Use Community Schools to build integrated systems of supports Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L1 Whole Child (Culture & Climate) 8 Funding Sources: Family Resource centers start up costs - 211 ESEA Title I Part A (District) - \$100,000 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| Strategy 5: Implement systems to track and monitor meaningful partnerships (Cobblestone) Strategy's Expected Result/Impact: Increased ability to identify underutilized partnerships Staff Responsible for Monitoring: Legal Prioritized Needs: L1 Whole Child (Culture & Climate) 6 | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, EPISD will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Elementary counselors carry a caseload of 1:500 students or less in at least 67% of campuses (29 out of 43) and PK-8 and middle school counselors carry a caseload of 1:350 students or less in 100% of campuses (15 out of 15). (HR)

High Priority

Evaluation Data Sources: TEAMS

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Human Resources personnel will work with campus administrators, school leadership, and BEFM to request a PCN, post, and hire counselors to ensure that the case load of counselor to students is maintained. Strategy's Expected Result/Impact: Additional counselors in schools serving students Staff Responsible for Monitoring: HR Prioritized Needs: L1 Whole Child (Culture & Climate) 3 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Human Resources will work with the Director of Counseling and Advising to update the job description that addresses established school counselor responsibilities. Staff Responsible for Monitoring: HR Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
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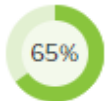
Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.







Performance Objective 6: By June 2024, EPISD will establish and implement a strong MTSS and PBIS/SEL framework that meets foundational implementation elements for school-wide behavior expectations, clear systems for students to access resources and support, and student and staff awareness as evidenced by implementation support data of the established foundational implementation elements and student and staff surveys that reflect student perception of academic and social-emotional learning in 50% of all campuses.(Academics-Learner Support and Intervention)










High Priority

Evaluation Data Sources: District Developed Tracking Rubric

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Develop and refine inventory instruments that measure PBIS/SEL foundational implementation elements & student perception and sense of belonging Strategy's Expected Result/Impact: Build mindsets, healthy habit and skills that strengthen students' social emotional and academic competence Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention Prioritized Needs: L1 Whole Child (Culture & Climate) 4 Funding Sources: Panorama Platform - 282 ESSER III ARP Funds - \$330,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide professional learning and support for school administrators, teachers, academic support teams, and ancillary personnel on school-wide expectations outlined in the PBIS/SEL inventory instrument. Strategy's Expected Result/Impact: Build mindsets, healthy habit and skills that strengthen students' social emotional and academic competence Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention Prioritized Needs: L1 Whole Child (Culture & Climate) 4 Funding Sources: PBIS/SEL Professional Learning and resources such as PD materials and technology - 185 SCE (District) - \$57,000, PBIS/SEL Professional Development Travel Subsistence - Employee - 185 SCE (District) - \$9,000, PBIS/SEL Program Personnel (Salary & Fringes) - 185 SCE (District) - \$700,000 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Collaborate with cross functional teams to create a tiered variety of interventions (MTSS) to address the needs of students with different levels of support and ensure progress monitoring of the DAEP student group. Strategy's Expected Result/Impact: Increased students access to resources and support, Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L1 Whole Child (Culture & Climate) 10 Funding Sources: Behavior Interventionist at identified campuses (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$1,000,000, Materials for MTSS to include Tier 3 reading intervention (SIPPS) - 211 ESEA Title I Part A (District) - \$125,000, Part-time personnel support for math and literacy and mental health and fringes - 211 ESEA Title I Part A (District) - \$2,500,000, Interventionists Additional Interventionists for High Needs Campuses - 211 ESEA Title I Part A (District) - \$1,100,000, Prof. Dev. Training for Teacher/Parent relationships/contracted services and certifications for dyslexia/VAPE Prevention/Restorative Practices & Student Support - 255 Title II (District) - \$601,000, Vaping prevention Program - 289 Title IV - \$100,000, Kickscooter and Biking Elementary Program - 289 Title IV - \$25,000 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Support campus leaders with building cultures that foster positive teacher and student/family relationships to promote a strong sense of belonging through foundational structures and ongoing professional learning opportunities. (MTSS) Strategy's Expected Result/Impact: Fully developed Multi-Tiered System of Support (MTSS) Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention Prioritized Needs: L1 Whole Child (Culture & Climate) 9 Funding Sources: MTSS: Professional Learning, support, and PL Resources to include technology. - 185 SCE (District) - \$24,000 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Coordinate professional development activities and provide trainings and resources as needed to develop campus-based personnel capacity: (1) to meet the state-mandated as well as supplemental professional development for School Mental Health Components as required by TEC 38.351, e.g. Crisis Management: Child Abuse Prevention, Human Trafficking, David's Law, Suicide Prevention, Grief and Loss, Trauma-Informed Care, etc. and (2) to implement the Texas Model for Comprehensive School Counseling Programs. Strategy's Expected Result/Impact: Increase support for students as well as implement state-mandated trainings Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: Counseling: Professional development materials - 289 Title IV - \$10,000 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 6: Collaborate with campus personnel to identify and provide academic, behavioral, physical, social-emotional, and whole learner support services for students living in homeless situations Strategy's Expected Result/Impact: Supports for Homeless Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Equity Plan Prioritized Needs: L1 Whole Child (Culture & Climate) 10 Funding Sources: Homeless Services - 211 ESEA Title I Part A (District) - \$62,000, Homeless Transportation - 211 ESEA Title I Part A (District) - \$1,000,000, Social Worker - Homeless (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$71,594 | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Utilize Focus on Children and Families to contract for professional services to provide parents and students with therapeutic services to target academic and social-emotional support. In addition, provide First Chance Program for students and families to support students who have been recommended to the Alternative Education Program. Strategy's Expected Result/Impact: Increase in students. & families receiving supports needed Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Prioritized Needs: L1 Whole Child (Culture & Climate) 4 Funding Sources: Focus on Family Program costs - 289 Title IV - \$80,000, Focus on Family Personnel (Salary and Fringes) - 185 SCE (District) - \$1,700,000, First Chance Program costs - 211 ESEA Title I Part A (District) - \$16,200 | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Implement guidance sessions for students on: a. higher education admissions; b. types of financial aid; c. the TEXAS grant program and d. online college resources as well as utilize College Tutors to assist individual and small groups of students under the supervision of a certified professional school counselor, counseling team or administrator, in developing the necessary skills needed to support, encourage, and prepare high school students for entry and success in postsecondary education access. Strategy's Expected Result/Impact: Additional students prepared and enrolling in college Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Prioritized Needs: L1 Whole Child (Culture & Climate) 11 | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
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| Strategy 9: Coordinate campus support for student health care needs to include specific support to our uninsured and under-insured students who need help obtaining an eye exam and eye glasses after failing their State Mandated Vision Screening. Strategy's Expected Result/Impact: Students who fail their vision screening will be given the opportunity to be successful in the classroom without the hindrance of vision issues. Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Health Services Prioritized Needs: L1 Whole Child (Culture & Climate) 8, 10 Funding Sources: Fees for vision exams and eyeglasses - 211 ESEA Title I Part A (District) - \$30,000 | Formative | | | Summative |
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| Strategy 10 Details | Reviews | | | |
| Strategy 10: Implement dropout prevention supports to include Graduation Coaches at all high schools Strategy's Expected Result/Impact: Reduced rates of drop out Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Prioritized Needs: L1 Whole Child (Culture & Climate) 10 Funding Sources: Graduation coaches (Salary & Fringes) to reduce drop out - 185 SCE (District) - \$800,000 | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
| Strategy 11: Implement dyslexia reading supports to include identification, staffing, training, and instructional materials. Strategy's Expected Result/Impact: Students with dyslexia will receive supports according to need Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention Prioritized Needs: L1 Whole Child (Culture & Climate) 10 | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 7: By June 2024, EPISD will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by a reduction of all ISS, OSS, Disciplinary Removal for all student groups from 8% to 7%. (Administrative Services)

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Implement discipline training for campus Admin. and teachers (Progressive discipline, MTSS, PBIS implementation & fidelity, classroom management as well as monitor and track discipline transition plans. Strategy's Expected Result/Impact: Reduce student removals from instruction Staff Responsible for Monitoring: School Leadership Prioritized Needs: L1 Whole Child (Culture & Climate) 7 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop and implement monthly lessons on character traits based on a Counseling and Advising approved character education curriculum. Components addressed: a. conflict resolution programs [TEC 11.252(3)(B)(ii)] b. violence prevention programs to include dating violence. [TEC 11.252(3)(B)(iii)] Strategy's Expected Result/Impact: Increase students' ability to manage and own their behavior Staff Responsible for Monitoring: Academics-Whole Learner Support and Intervention-Counseling Prioritized Needs: L1 Whole Child (Culture & Climate) 7 Funding Sources: Character Education Curriculum - 289 Title IV - \$15,000 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implement practices and procedures designed to reduce the percentage of bullying reports for all grade levels - bullying procedures for investigation - Implement procedure plans for Bullying Prevention Committees - Implement bullying reviews to ensure Board Policy and District procedures are followed - Implement the Minimum Bullying Standards required by the Texas Education Agency - Coordinate bullying staff development to include on-going discipline training with support Strategy's Expected Result/Impact: Reduce incidents of bullying Staff Responsible for Monitoring: Administrative Services Prioritized Needs: L1 Whole Child (Culture & Climate) 4 | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
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| Strategy 4: Implement practices and procedures designed to reduce the percentage of ISS, OSS and DAEP for all grade levels: - Coordinate Discipline training with all administrators to include on-going discipline training with real-time support to include academic progress monitoring of the DAEP student group - Implement Discipline Audits to ensure proper coding - Implementation of a discipline dashboard to monitor ISS, OSS and removals - Coordination of Discipline Plan Implementation along with the implementation of an electronic template Strategy's Expected Result/Impact: reduce the percentage of ISS, OSS and DAEP for all grade levels Staff Responsible for Monitoring: Administrative Services Prioritized Needs: L1 Whole Child (Culture & Climate) 7 | | Formative | | | Summative |
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Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 8: By June 2024, EPISD 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) from 23% to 25%, On Ramps from 15% to 22%, or dual credit course from 35% to 41%. (Academics-College Career Readiness)

TEA Priorities:

Connect high school to career and college










High Priority

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability),

TAPR (final)

District Created Tableau dashboard

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Provide Advanced Placement (AP) supports, monitoring systems and resources to include exam funding, teacher training, and technological support to increase student Advanced Placement (AP) course access, enrollment and exam success Strategy's Expected Result/Impact: Increase students earning college credit Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 8 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement comprehensive UT OnRamps and National Educational Equity Lab (NEEL) structures, supports, resources and training to include course funding and teacher training to increase UT OnRamps and NEEL course access, enrollment and success. Strategy's Expected Result/Impact: Increase # students earning College Credit (CCR measure) Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 8 Funding Sources: UT Onramps (course fees, Professional Learning Institute, Teacher registration, teacher stipends and substitutes) - 289 Title IV - \$536,500, NEL course fees, and misc teacher pay - 289 Title IV - \$72,000, Summer Dual Credit - 289 Title IV - \$100,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Providing Dual Credit Systems, structures and, monitoring support and resources course funding, resources as well as supporting teachers' pursuit of Dual Credit course credentialing through El Paso Community College (EPCC) to increase student Dual Credit course access, enrollment and success. Strategy's Expected Result/Impact: Increase # students earning College Credit (CCR measure) Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 8 Funding Sources: Dual Credit Summer - 289 Title IV - \$100,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Implement comprehensive GT Program ensure TEA compliance and effective implementation of all six component areas of the state plan (Fidelity of Service, Student Assessment, Service Design, Curriculum and Instruction, Professional Learning, and Family/Community Involvement). Strategy's Expected Result/Impact: Quality implementation of services to GT students Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L1 Whole Child (Culture & Climate) 9 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By June 2024, EPISD will develop and implement a guaranteed and viable student-centered District curriculum as measured by principal and academic support team curriculum fidelity walkthrough data. Curriculum fidelity walkthroughs, (measured by an inventory instrument) will meet all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in at least 50% of all campuses. (Academics-Teaching and Learning)







TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

High Priority

Evaluation Data Sources: Learning Walk data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Design and Implement new K-12 curriculum aligned with High Quality Instructional Materials (HQIM). Engage stakeholders by forming a teacher cadre to collaborate in curriculum development, as part of an annual plan. Conduct curriculum fidelity walks at campuses using an instrument to observe rigor, instructional models and scope and sequence. Provide support with on-going professional development on resources and HQIM. Strategy's Expected Result/Impact: High Quality Tier 1 Instruction Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 Funding Sources: HQI (14M), Professional development & subs (1M)K) - 282 ESSER III ARP Funds - \$14,471,972.86, Professional Development on Curriculum resources (to include cont. services, & subs) - 255 Title II (District) - \$360,000, Teacher Cadre Stipends (fringes included) - 255 Title II (District) - \$451,000, Professional Development for School Leaders (Academics) - 255 Title II (District) - \$123,000, Science equipment, lab materials and suppl printed materials to support instruction (Ex. Eureka, math) - 211 ESEA Title I Part A (District) - \$370,000, Substitutes (fringes included) - Academic Training - 255 Title II (District) - \$112,750, General Supplies and Materials - Professional Development Trainings - 255 Title II (District) - \$15,000, Substitute Teachers/Professionals (fringes included) - 185 SCE (District) - \$51,088, Testing Materials - 185 SCE (District) - \$85,000, Miscellaneous Contracted Services - 185 SCE (District) - \$8,000, General Supplies and Materials - 185 SCE (District) - \$3,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Implement systems and support to include professional development and monitoring tools that ensure High Quality PreK is in place at every campus. Strategy's Expected Result/Impact: High Quality Tier 1 Instruction (Pre-K) Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: CLASS Observation materials and Professional Development through Teachstone - 255 Title II (District) - \$20,000, Public Montessori: Spring / Summer PD for all Montessori employees - 255 Title II (District) | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.



Performance Objective 2: By June 2024, EPISD will develop and implement a guaranteed and viable student-centered District curriculum as measured by principal and academic support team dual language fidelity walkthrough data. Curriculum fidelity walkthroughs (measured by an inventory instrument) will meet all established percentages for instructional model, classroom environment and instruction, and language acquisition in at least 50% of all campuses with a dual language program. (Academics-Specialized Learning-Connecting Languages)







TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

High Priority

Evaluation Data Sources: Learning Walk Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Design and implement dual language model. Provide support implementation to include instruction, resources, and professional development Strategy's Expected Result/Impact: High Quality Tier 1 Instruction Staff Responsible for Monitoring: Academics-Specialized Learning Results Driven Accountability - Equity Plan Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3, 4 Funding Sources: Professional Learning to include Teacher Training/Dual Language Institute (400K), GLAD training (100K), SIOP Training (470K), Parent event (190K) - 263 Title III - \$1,210,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 2: Design and implement ESL (ELLA, ESOL, ELD) model and support implementation to include instruction resources professional development Strategy's Expected Result/Impact: Quality Tier 1 Instruction Staff Responsible for Monitoring: Academics-Specialized Learning Results Driven Accountability - Equity Plan Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: Instructional resources to include Summit K-12 (200K), Classroom Supplemental Devices & technology (850K), voice amplifying devices (800K), Summer Bridge (300K) - 263 Title III - \$400,000, Professional Learning to include La Cosecha Conference (80K), SIOP (475K) - 263 Title III - \$80,000 | Formative | | | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |









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

Performance Objective 3: By June 2024, EPISD will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 47%. (Academics-Teaching and Learning & School Leadership)

TEA Priorities:
Build a foundation of reading and math

High Priority

Evaluation Data Sources: Tableau, Eduphoria,
TAPR

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement Principal and School leaders support including Coaching, Mentoring, Learning Walks, PD on Tier 1 instruction and T-TESS alignment. as well as establishing smart goals aligned to Domain 1 on T-PESS. Monitoring campus data. Strategy's Expected Result/Impact: Increase in High Quality Tier 1 Instruction Staff Responsible for Monitoring: School Leadership Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Professional learning for School Leaders to include Leadership training & travel, Prof. Learning supplies, Portable desks, & Leadership book study - 255 Title II (District) - \$550,000, Stipends for principal mentors. - 255 Title II (District) - 255.23.6118.808.24.000.808 - \$30,750 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement district-wide systems and support including high quality instructional practices, Tier 1,2,& 3 supports to include intersession and summer, for Elementary, Middle School and High School, Academics Title 1 Personnel, and High School Reading teachers Strategy's Expected Result/Impact: Increased student outcomes as measured on Domain 1: STAAR/EOC Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Intersession & Summer transportation, utilities, nurses, & Personnel - 211 ESEA Title I Part A (District) - \$1,000,000, Intersession & Summer teachers 3-12th grade - 185 SCE (District) - \$5,000,000, Academics Title I Personnel (Salary & fringes)(Title I Coordinators, Coordinator Academic Operations, Coordinator Extended Learning, Facilitator Elementary Integrate. Literacy & SS) - 211 ESEA Title I Part A (District) - \$425,000, Campus Teaching Coaches Literacy and Math (Salaries and Personnel) - 185 SCE (District) - \$10,000,000, High School Reading Teachers (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$700,000 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 4: By June 2024, EPISD will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 51% to 58% with all student groups meeting board approved metrics. [HB3]. (Academics-Teaching and Learning & School Leadership)

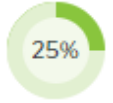







TEA Priorities:

Build a foundation of reading and math

High Priority

HB3 Goal

Evaluation Data Sources: TEA data files & TAPR

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement Principal and campus support to include professional Learning Communities recommendations. Learning Walks, Monitor HB1416 and campus/District feedback. Strategy's Expected Result/Impact: Campus supported in implementing key practices Staff Responsible for Monitoring: School Leadership Prioritized Needs: Student Achievement 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement systems and support to include Prof. Dev. and monitoring for Elementary Literacy Strategy's Expected Result/Impact: Student Outcomes will increase in 3rd gr. reading Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 3 Funding Sources: Reading Interventionists(Salary & Fringes) - 211 ESEA Title I Part A (District) - \$3,000,000 | Formative | | | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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

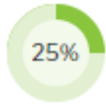

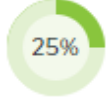





Performance Objective 5: By June 2024, EPISD will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 41% to 54% with all student groups meeting board approved metrics. [HB3]

TEA Priorities:
Build a foundation of reading and math

High Priority

HB3 Goal

Evaluation Data Sources: TEA data files and TAPR

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Provide principal and campus support to include Professional Learning Communities recommendations. Learning Walks, Monitor HB1416 and campus/District feedback. Strategy's Expected Result/Impact: Increase in student outcomes in Elementary Mathematics Staff Responsible for Monitoring: School Leadership Prioritized Needs: L2 Academic Excellence (Student Achievement) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement systems and support to include Prof. Dev. and monitoring for Elementary Mathematics Strategy's Expected Result/Impact: Student Outcomes will increase in 3rd gr. mathematics Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 4 Funding Sources: Math Interventionists (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$3,000,000, STEM Supplemental Materials & Equipment - 211 ESEA Title I Part A (District) - \$80,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 6: By June 2024, EPISD will increase student achievement outcomes in Reading "All students" from 48% to 52% and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 13% - 16%, & EB from 33% - 37%) (Academics-Teaching and Learning, SPED, Conn. Languages)









TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

High Priority

HB3 Goal

Evaluation Data Sources: TEA data file & District Dashboard (Tableau)

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Design Middle School master schedule guidance to include Master schedule is built to support literacy and math through double block schedule. Daily Middle School "What I Need" (WIN) time for Tier 2 and Tier 3 support SPED Coach support and CTC support. Strategy's Expected Result/Impact: Increased Tier 1 Instruction as well as Tier 2,3 supports Staff Responsible for Monitoring: School Leadership Prioritized Needs: L2 Academic Excellence (Student Achievement) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement systems and support to include Prof. Dev. and monitoring for MS Literacy Strategy's Expected Result/Impact: Increase in student outcomes in MS Literacy Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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









Performance Objective 7: By June 2024, EPISD will increase student achievement outcomes in Math "All students" (from 30% -34%) and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 10%, & EB from 23% - 26%) (Academics-Teaching and Learning, SPED, Conn. Languages)

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

High Priority

Evaluation Data Sources: TEA data file & District Dashboard (Tableau)

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Design Middle School master schedule guidance to include Master schedule is built to support literacy and/or math through double block schedule when applicable. Daily Middle School "What I Need" (WIN) time for Tier 2 and Tier 3 support SPED Coach support and CTC support. Strategy's Expected Result/Impact: Increased Tier 1 Instruction as well as Tier 2,3 supports Staff Responsible for Monitoring: School Leadership Prioritized Needs: L2 Academic Excellence (Student Achievement) 6 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement systems and support to include Prof. Dev. and monitoring for Middle School Mathematics Strategy's Expected Result/Impact: Increase in student outcomes in MS Mathematics Staff Responsible for Monitoring: Academics-Teaching and Learning & Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 6 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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




Performance Objective 8: By June 2024, EPISD will increase overall 4-year graduation rate from 85% to 91% . (School Leadership)













TEA Priorities:

Connect high school to career and college

High Priority

Evaluation Data Sources: TAPR








| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Implement BOY/MOY/EOY progress monitoring of graduating cohort, to include 1) ensuring all graduation requirements are monitored to include (FAFSA, Interaction with Peace Officer, CPR, EOCs, etc,) 2) offering evening classes for all cohort 9-12, and 3) utilizing intersession for credit recovery. Strategy's Expected Result/Impact: Increase percentage of students graduating in 4 years Staff Responsible for Monitoring: School Leadership Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Provide testing support and purchasing of CBE exams for campuses for the purposes of testing students for credit recovery Strategy's Expected Result/Impact: Increase the percentage of students graduating in 4 years Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 Funding Sources: Credit by Exam testing materials for at-risk - 185 SCE (District) - \$30,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide supports for home-bound students to include online connectivity (hot spot), equipment and instructional materials Strategy's Expected Result/Impact: Increase academic outcomes for home-bound students Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Develop contractual relationships with other entities to ensure that all Special Education students living within our boundaries receive appropriate services Strategy's Expected Result/Impact: Increase Academic outcomes for students receiving Special Education services. Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Provide supports and structures for HS credit recovery and EOC re-testers Strategy's Expected Result/Impact: increase in students on-track to graduate in 4 years Staff Responsible for Monitoring: Academics-Teaching and Learning Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 Funding Sources: Credit recovery software-Imagine Learning & Region 19 TEKS bank - 185 SCE (District) - \$405,034.10 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 9: By June 2024, EPISD will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 61% to 70% with all student groups meeting board approved metrics [HB3] (Academics-College Career Readiness)







- TEA Priorities:
 - Connect high school to career and college
- High Priority
- HB3 Goal
- Evaluation Data Sources: TAPR, OnPoint Early Indicator, Tableau

| Strategy 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 1: Implement supports and monitoring systems for tracking CCMR focus measures Strategy's Expected Result/Impact: Increase in students who earn at least one College, Career and Readiness (CCR) Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 8 | | Formative | | | Summative |
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| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

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

Performance Objective 10: By June 2024, EPISD will ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 reading from 34% to 44% , the percent of 10th-12th grade students completing TSIA2 math from 36% to 46%, and the percent of 10th-12th grade students completing both from 30% to 40% with all student groups reaching board approved metrics. [HB3 Progress Measure] (Academics-College Career Readiness)

- TEA Priorities:
 - Connect high school to career and college
- High Priority
- HB3 Goal
- Evaluation Data Sources: TSIA

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement TSIA systems and structures as well as exam funding and teacher training to increase student Accuplacer (TSIA2) access and success. Strategy's Expected Result/Impact: Increase in students college ready through TSIA Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 9 Funding Sources: TSIA2 Training - 289 Title IV - \$19,000 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 11: By June 2024, EPISD will ensure all students graduate prepared for college as measured by increase students average SAT score from 952 to 975. (Academics-College Career Readiness)








TEA Priorities:

Connect high school to career and college

High Priority

HB3 Goal

Evaluation Data Sources: SAT

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Implement PSAT/SAT school-wide days as well as exam funding, teacher training and PSAT/SAT resources to increase student PSAT, SAT access and success. Strategy's Expected Result/Impact: Increase in students college ready as demonstrated through PSAT/SAT Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 7 Funding Sources: PSAT, SAT Test Preparation Resources - 289 Title IV - \$180,000, PSAT, SAT Training - 289 Title IV - \$20,000 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 12: By June 2024, EPISD 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 3% from:








32% to 35% (Overall)
25% to 28% (Econ Dis)
53% to 56% (Non-Econ Dis)
6% to 7%](SPED) [HB3] (Academics-College Career Readiness)

TEA Priorities:
Connect high school to career and college

High Priority

HB3 Goal

Evaluation Data Sources: CCMR outcome Bonus

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Provide supports and monitoring systems for CCMR Outcome bonus Strategy's Expected Result/Impact: Increase in students college ready and enrolled in college or career ready Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 10 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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

Performance Objective 13: By June 2024, EPISD 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 industry certification in an aligned program of study from 8% to 10% [HB3]

TEA Priorities:
Connect high school to career and college










High Priority

HB3 Goal








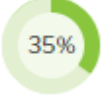




Evaluation Data Sources: TAPR

IBC data

Level I data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Providing IBC exam funding, teacher training, resources, monitoring systems and technological support to increase student Industry Based Certification (IBC) access and success. Strategy's Expected Result/Impact: Increase in students career ready Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L2 Academic Excellence (Student Achievement) 11 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide students with deep, meaningful educational experiences that stimulate learning and motivate them to build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school utilizing Xello. This software program allows students to document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences at the middle school level. Strategy's Expected Result/Impact: Deeper awareness of career options as well as alignment to programs of study and pathways. Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: Student Achievement 11 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.**Performance Objective 1:** By June 2024, EPISD will stabilize enrollment by increasing the number of new students enrolling .5% (above 5 yr ave.) from 9,077 to 9122 or transferring back to EPISD by .5% from 1748 to 1757 for a total of 10932 new students. (OTE)**High Priority****Evaluation Data Sources:** On Point (Fall PEIMS snapshot) and Tableau







| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Provide an ongoing collection, review, analysis, and reporting of key data elements; enrollment trends, projections, registration tracking, class loads, staffing ratios, etc. Strategy's Expected Result/Impact: Dashboards to Support Monitor and Adjust Enrollment Stabilization efforts Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 6 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure systems and support for verifying all Assessment and Accountability including STAAR redesign and Accountability refresh Strategy's Expected Result/Impact: Processes and systems will ensure accurate data reporting Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Conduct and monitor program expansion across the four zones of excellence, to include enrollment trends and campus impact. Strategy's Expected Result/Impact: Increased opportunity for programming Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Conduct and monitor program expansion across the four zones of excellence, to include enrollment trends and campus impact. Strategy's Expected Result/Impact: Ensure all zones have quality program offerings Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, EPISD will reduce the projected deficit (as presented in the June 2023 forecast) by 50% (Business Services)

High Priority

Evaluation Data Sources: Financial Projection Data



| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Monitor staffing guidelines, assist with departments to identify salary and operating savings, and continuous monitoring of revenue Strategy's Expected Result/Impact: Reduced projected deficit Staff Responsible for Monitoring: Business Services Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 7 | Formative | | | Summative |
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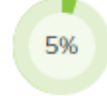


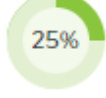





Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, EPISD will strengthen the district's financial solvency by creating a facilities master plan that includes facilities assessment, demographic study, school boundary outlook, recommended program expansion, and rightsizing measures. (OTE)

High Priority

Evaluation Data Sources: Facilities Master Plan

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Collaborate, provide input and data in partnership with vendor to complete demographic study and utilize data in development next steps with attendance boundaries. Strategy's Expected Result/Impact: Demographics study data points to inform attendance boundaries Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 2: Complete strategic planning to include standardized facilities master plan Strategy's Expected Result/Impact: Strengthen the district's financial solvency by strategically rightsizing facilities Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Collaborate & manage capital improvement projects to update facilities Strategy's Expected Result/Impact: Increase district perception as a recognized Destination District Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Demolish surplus properties for expeditious sale & reduce upkeep expenditures Strategy's Expected Result/Impact: Support fiscal responsiveness Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A |  | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Develop and implement campus maintenance refresh plan to include capital assets Strategy's Expected Result/Impact: Increase district perception as a recognized Destination District Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Establish campus facilities operations management plan and provide campus review & guidance Strategy's Expected Result/Impact: Consistency in facilities operations Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.




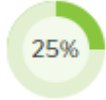

Performance Objective 4: By June 2024, EPISD will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled teacher positions on first day of school from 91% to 97%. (HR)







TEA Priorities:

Recruit, support, retain teachers and principals

High Priority

Evaluation Data Sources: # Vacancies data





| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Host local recruiting fairs and expand the recruiting efforts beyond the city, state, and country to fill vacant positions. Strategy's Expected Result/Impact: Increase % filled positions on first day of school Staff Responsible for Monitoring: HR Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: HR-Recruitment activities - 255 Title II (District) - \$228,000, HR-Recruitment Activities (Organizational Culture and Retention) - 282 ESSER III ARP Funds - \$15,899 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Increase awareness of continuing education and certification reimbursements. Strategy's Expected Result/Impact: Increase employee retention Staff Responsible for Monitoring: HR Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 Funding Sources: Reimbursements for continuing education - 255 Title II (District) - \$80,000 | Formative | | | Summative |
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| | N/A |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Promote the district as the district of choice through different platforms as we showcase the different stipends and reimbursements. Strategy's Expected Result/Impact: Increase community satisfaction Staff Responsible for Monitoring: HR Prioritized Needs: L1 Whole Child (Culture & Climate) 5 Funding Sources: Employee Stipends and Sign-On Bonuses - 255 Title II (District) - \$250,000 | Formative | | | Summative |
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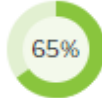

| Strategy 4 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 4: Educate, support and empower employees to improve and maintain their overall health and well-being through healthy lifestyle choices and to create a culture of wellness by providing emotional physical and mental support. Strategy's Expected Result/Impact: Increase Employee wellness and job satisfaction Staff Responsible for Monitoring: HR Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 Funding Sources: Employee Wellness - 282 ESSER III ARP Funds - \$40,000 | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 5: By June 2024, EPISD will grow top talent by implementing a Comprehensive Professional Development Plan (Leadership and Talent Development)

- TEA Priorities:**
Recruit, support, retain teachers and principals
- High Priority**
- Evaluation Data Sources:** Professional Development Plan Success Metrics

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Support 100% of faculty and staff receiving professional learning during the academic school year on targeted best teaching practices that will enable them to perform assigned duties at the highest quality in alignment with the Strategic Blueprint.</p> <p>Strategy's Expected Result/Impact: Increased implementation of aligned best practices</p> <p>Staff Responsible for Monitoring: OTE-Leadership and Talent Development</p> <p>Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 5</p> <p>Funding Sources: Contracted Services (Region 19) (Reading Academies) - 282 ESSER III ARP Funds - \$150,000, (\$22,500) stipends to pay for after school professional learning (\$8,000) supplies for prof. learning sessions (\$2,388) membership for prof. learning organizations - 255 Title II (District) - \$32,888, Leadership and Talent Development Prof. Dev. (Travel Learning Forward) - 255 Title II (District) - \$18,000, Leadership and Talent Development Prof. Dev. (Travel Learning Forward) - 282 ESSER III ARP Funds - \$13,981, Technology for Professional Learning Environment) - 282 ESSER III ARP Funds - \$5,025, Substitutes (Reading Academies) - 282 ESSER III ARP Funds - \$88,284.87, PLC rooms to support professional learning (supplies, materials, and furniture) - 255 Title II (District) - \$700,000, Professional Development supplies and snacks - 211 ESEA Title I Part A (District) - \$400</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Ensure district administrators/campus leaders are supported to supplement their leadership skills through their engagement at the summer conference and monthly professional learning.</p> <p>Strategy's Expected Result/Impact: Improved leadership skills of district and campus leaders</p> <p>Staff Responsible for Monitoring: OTE-Leadership and Talent Development</p> <p>Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 5</p> <p>Funding Sources: Professional Development for Principals and Teachers Misc. Contracted Services (Ex. DeWitt, Tips and Tools, Carney, Shari Harley)) - 255 Title II (District) - \$91,132, Misc Operating Costs - 255 Title II (District) - \$5,000, Professional Development to include Conference for the Human Resources Dept - 255 Title II (District) - \$20,000</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 3: Ensure the Teacher Induction Program will provide 100% of new teachers 0-2 years' experience professional learning support through an Induction program that includes the M.E.N.T.O.R. Program (Making Every New Teacher Our Responsibility), New Teacher Support Academy and professional learning opportunities comprised of quality professional development to increase teacher retention and capacity. Strategy's Expected Result/Impact: Increase teacher retention Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 3, 5 Funding Sources: (\$50,000) subs for new teachers to attend 4 sessions throughout the year (\$33,750) stipend for new teachers to attend NTSA during the summer, Supplies (\$1400) - 255 Title II (District) - \$83,750, Leadership and Talent Development Coordinator (Salary and Fringes) - 255 Title II (District) - \$80,000 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Ensure 100% of campus and district leaders will be supported to enhance their leadership skills through a variety of professional learning opportunities including book studies, instructional leadership development and travel to state/national conferences. Strategy's Expected Result/Impact: Increased implementation of instructional leadership Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 5 Funding Sources: Leadership Book Study to include (Beneath)(LtoL) - 255 Title II (District) - \$7,500, Leadership by Design (working lunch) - 282 ESSER III ARP Funds - \$2,000, Registration and Travel for ACET for Coordinator Improvement Planning - 211 ESEA Title I, Part D - \$2,000 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Ensure 100% of Year-Long Teacher Residents, in collaboration with the University of Texas at El Paso will be supported through: A) district and UTEP professional learning opportunities B) feedback rounds C) observations (POP cycles) D) mentoring Strategy's Expected Result/Impact: Increased Teacher Pipeline candidates Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: Asst. Director Leadership and Talent Development (Salary and fringes) - 255 Title II (District) - \$95,000 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 6: By June 2024, 100% of Resident Mentor Teachers in collaboration with the University of Texas at El Paso will be supported through: A) professional learning B) building capacity on instructional leadership C) Modeling, Coaching and reflection D) Walkthroughs and mentoring from campus administration Strategy's Expected Result/Impact: Increased Teacher Pipeline candidates Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: Resident Mentor Program to include Mentors, stipends, subs - 255 Title II (District) - \$263,800 | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: By June 2024, 100% of teachers seeking National Board Certification will be provided the opportunity to achieve National Board Certification through a technical assistance provider. EPISD will provide technical assistance to participants and pay for fees associated with the program. Participants will receive a stipend upon completion of each course. Strategy's Expected Result/Impact: Increase # teachers with National Board Certification eligible to receive Teacher Incentive Allotment Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 Funding Sources: National Board Certification - 255 Title II (District) - \$31,132 | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: By June 2024, 100% of teachers seeking a Masters through the UTEP Principal Pipeline will be supported through their engagement with UTEP, quarterly support meetings, opportunities to shadow high performing principals, and tuition for AEL. Strategy's Expected Result/Impact: Increased Teacher Pipeline candidates Staff Responsible for Monitoring: OTE-Leadership and Talent Development Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: AEL tuition and substitutes - 255 Title II (District) - \$23,700 | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 6: By June 2024, EPISD will effectively market and communicate information to the district's public resulting in improving the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms. (Community Engagement)

High Priority

Evaluation Data Sources: Communication Platform data
Increase (website traffic, social media followers)

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Develop a comprehensive communication strategy to ensure efficiency, consistency, and high-quality message delivery to include media releases, create press kits, provide messaging training, and handle crisis communications. Strategy's Expected Result/Impact: Increase positive impressions as defined by increase enrollment and hiring applicants Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: Resources for comprehensive communication plan - 282 ESSER III ARP Funds - \$800,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Engage with our community by developing and executing targeted and effective community outreach programs. Strategy's Expected Result/Impact: Community feels connected and has an increased positive impressions Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide training sessions and resources to staff and administration members to enhance customer service internal and external. Strategy's Expected Result/Impact: Increase positive impressions as defined by increase enrollment and hiring applicants Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
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| Strategy 4: Differentiate ourselves from competitors by developing and managing the El Paso ISD brand identity. Also develop and execute events that inform our stakeholders on status of current state of education. Strategy's Expected Result/Impact: Increase positive impressions as defined by increase enrollment and hiring applicants Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L4 Culture of Accountability (Parent & Community Engagement) 3, 6 Funding Sources: - 282 ESSER III ARP Funds - \$880,000 | | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.







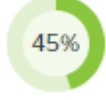

Performance Objective 7: By June 2024, EPISD will expand the integration of 21st century learning and innovation skills by developing and implementing a comprehensive instructional technology campus support plan. (Technology)

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | | |
|--|--|---|---|-----|-----------|
| Strategy 1: Increase modernization of the 21st century classrooms district-wide through the installation of 4,000 interactive flat panels & minicomputers for every district classroom Strategy's Expected Result/Impact: Increased access to Learning Opportunities Staff Responsible for Monitoring: Technology Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Flat screen panels for core content classrooms - 211 ESEA Title I Part A (District) - \$1,050,000 | | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Develop an instructional technology framework for delivery, and campus support to include realignment of organizational structure Strategy's Expected Result/Impact: Increased access to Learning Opportunities Staff Responsible for Monitoring: Technology Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Integrate 21st century learning and innovation tools, cloud, and digital resources Strategy's Expected Result/Impact: Increased access to 21st century Learning Opportunities Staff Responsible for Monitoring: Technology Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 Funding Sources: Instructional Technology Specialist (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$746,261, Professional Development Instructional Technology, Travel Subsistence Employee - 255 Title II (District) - \$15,000 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Extend innovative Science, Technology, Engineering, Art and Mathematics (STEAM) extracurricular & after-school programs such as Robotics, Drones, eSports and Makerspaces Strategy's Expected Result/Impact: Increased access to 21st century Learning Opportunities Staff Responsible for Monitoring: Technology Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 Funding Sources: Robotics for Elementary, Middle, and High Schools for extension and makerspace - 211 ESEA Title I Part A (District) - \$700,000 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Train and support teachers and campus instructional & administration in 21st century learning and innovation Strategy's Expected Result/Impact: Increased access to 21st century Learning Opportunities Staff Responsible for Monitoring: Technology Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 Funding Sources: Professional Development Instructional Technology- Other Payroll Payments - 255 Title II (District) - \$50,000, Professional Development Instructional Technology, Travel Subsistence Employee - 255 Title II (District) - \$15,000, Professional Development Instructional Technology, Payroll Payments - 289 Title IV - \$50,000, PLC room technology to include Interactive flatscreen, Mini PC, table top charges, & monitors) - 255 Title II (District) - \$200,000 | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By June 2024, EPISD will increase student attendance rate from 90.6% to 94%. (Student Services)

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data




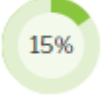
| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Implement Attendance procedure training with all campus administrators and campus clerks. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Student Services and Alpha Team Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement ALPHA retention team working with 45-day plans, truancy court, intervention plans, NOA's, and supports for families to meet attendance requirements Strategy's Expected Result/Impact: Increased attendance rate (ADA) Staff Responsible for Monitoring: Student Services Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Alpha Team Personnel (Salary and Fringes) - 185 SCE (District) - \$800,000, Technology - 185 SCE (District) - 185.32.6395.816.24.144.816 - \$1,000, Software - 185 SCE (District) - 185.32.6397.816.24.144.816 - \$0, Supplies - 185 SCE (District) - 185.32.6399.816.24.144.816 - \$0, Travel - 185 SCE (District) - 185.32.6411.816.24.144.816 - \$5,740, Misc. Operating Costs - 185 SCE (District) - 185.32.6499.816.24.144.816 - \$800 | 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, EPISD will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events. (OTE- Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Community Events Documentation








| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Conduct monthly district-led family learning sessions to familiarize parents with district resources and programs. Facilitate community meetings to provide stakeholders with opportunities to provide input on key decisions and organizational shifts. Host Family and Community Engagement Conferences in October 2023 and February 2024. Strategy's Expected Result/Impact: Increase Parent and Community Engagement Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 Funding Sources: Family and Community Engagement Conference Supplies & Materials - 211 ESEA Title I Part A (District) - \$30,000 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop a manual and train designated administrators and the campus PEL on quality standards and best practices for active engagement strategies at family and community events. Present a Leadership by Design or Leading and Learning meetings bimonthly to enhance communication with all principals regarding quality family engagement and compliance timelines and requirements. Utilize a representative work group of Principals, Parent Engagement Liaisons (PEL), and Parents to inform the design of District standards for required family and community events, to include the frequency of those events. Strategy's Expected Result/Impact: Increase Parent Engagement as supported through PEL Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 Funding Sources: Parent Engagement: Supplies, materials, and printing for PEL training - 211 ESEA Title I Part A (District) - \$2,500 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 3: Support campus family engagement activities to include Parent Success Center Kits in English and Spanish for placement in the front office of all schools. Provide parents, families and parent engagement liaisons with supplemental supplies, reading materials and resources to facilitate parent engagement approaches that link to learning. Strategy's Expected Result/Impact: Increased Parent Engagement Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 Funding Sources: Parent Engagement (Parent Success Center Kits) Reading Materials - 211 ESEA Title I Part A (District) - \$2,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Monitor CIPs and Title 1 Crate for required community events and additional campus event calendar. Strategy's Expected Result/Impact: 100% of Title I Campuses will provide Title I community events Staff Responsible for Monitoring: School Leadership Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: San Jacinto Adult Learning Center - Implement programs and classes organized around three main goals of adult students: to obtain a job or start a career, attend college or post-secondary training and to develop basic English language skills to function effectively as a parent or citizen. All classes and certifications are offered at no cost to students who qualify and are accepted into a program of study. Strategy's Expected Result/Impact: Increase access to for community adult learning Staff Responsible for Monitoring: OTE-Equity Stakeholder Engagement Funding Sources: San Jacinto Program Cost (1st quarter) - 282 ESSER III ARP Funds - \$118,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |







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

Performance Objective 3: By June 2024, EPISD will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (2 district-wide times per year with 35% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 8.5 and response rate from 10.5 days to 5 days). (Community Engagement)

High Priority

| Strategy 1 Details | Reviews | | | |
|---|--|--|---|-----------|
| Strategy 1: Utilize Multiple 2-way Communication Channels: Employ a combination of traditional and digital communication channels, including email, newsletters, social media platforms, and the district website, to ensure messages reach a wider audience. Strategy's Expected Result/Impact: Different stakeholders have varying preferences for communication, and using multiple channels will increase the likelihood of engagement. Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Administer Thought Exchange surveys three times per year to gather input from family and community stakeholders Strategy's Expected Result/Impact: Promote the value of participation and ensure that the surveys are accessible and user-friendly. Encourage a response rate of 40% by implementing targeted outreach efforts, such as personalized email reminders and social media campaigns. Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Enhance the Let's Talk Platform to facilitate efficient and timely responses to stakeholders' inquiries. Set a goal to increase the customer satisfaction rating from 7.8 to 8.5 by focusing on providing comprehensive and helpful responses. Implement internal processes to ensure prompt response times, aiming to decrease the response rate from 10.5 days to 5 days. Regularly evaluate the platform's performance and make necessary adjustments to enhance user experience. Strategy's Expected Result/Impact: Enhance two-way communication Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 4: Organize interactive workshops and training sessions to inform families and community members about important district matters and provide opportunities for feedback. These sessions could cover topics such as academic programs, student well-being, and initiatives addressing community needs. Offer a mix of in-person and virtual sessions to accommodate diverse schedules and preferences. Strategy's Expected Result/Impact: Enhance two-way communication Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Hold regular community meetings to encourage open dialogue between district representatives and stakeholders. These should be structured to allow participants to ask questions, share concerns, and propose ideas. Consider a mix of in-person meetings and virtual platforms to maximize participation from a wider range of stakeholders. Strategy's Expected Result/Impact: Enhance two-way communication Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Engage Parent-Teacher Associations (PTAs): Leverage the influence and reach of PTAs to promote communication and engagement. Collaborate with PTAs to organize information sessions, parent education workshops, and volunteer opportunities. Encourage PTAs to use their networks to distribute key messages and encourage participation in surveys and other engagement opportunities Strategy's Expected Result/Impact: Enhance two-way communication Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Transparent Communication: Emphasize transparency in all communications to build trust within the community. Share updates, successes, and challenges promptly and organically. Be proactive in addressing concerns and provide clear channels for feedback. Regularly publish progress reports, ensuring stakeholders are kept informed on how their input is being incorporated. Strategy's Expected Result/Impact: Increase in Transparent Communication: Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 8: Celebrate Successes: Recognize and celebrate the contributions and successes of engaged stakeholders. This can include highlighting notable feedback received, showcasing community initiatives, or showcasing individual achievements. Publicly acknowledge and express gratitude for community involvement to foster a positive relationship with stakeholders. Strategy's Expected Result/Impact: Enhances Community Engagement Staff Responsible for Monitoring: Community Engagement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 3 | Formative | | | Summative |
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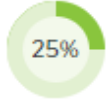

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

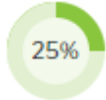









Performance Objective 4: By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by ensuring quality program implementation and strategic investments in Federal programs and increasing the annual percentage of entitlement program expenditures to 85% or higher in all Federal Programs (Title IA, Title IIA, Title IIIA, and Title IV). (OTE-Federal and State Programs and Fund Development)

High Priority

Evaluation Data Sources: Tableau Dashboard

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Implement Federal Program department to include processes, procedures, and monitoring strategies to monitor spending & compliance to include coordinating services with ESC service center (ie. migrant). Strategy's Expected Result/Impact: Increase is annual percentage of entitlement program expenditures Staff Responsible for Monitoring: OTE-Federal/State Programs & Fund Development Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 Funding Sources: Hardware for Federal Program responsible employees to administer Federal Program Requirements - 211 ESEA Title I Part A (District) - \$3,600, Coordinator Federal/State Programs (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$163,560 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 2: Provide Federal Program training and supports on systems to effectively implement federal and state programs compliance measures. Strategy's Expected Result/Impact: Effective and timely utilization of Federal Entitlement Funds and Program Implementation Staff Responsible for Monitoring: OTE-Federal/State Programs & Fund Development Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 Funding Sources: Federal & State Programs Dept. training to include travel and program materials/supplies - 211 ESEA Title I Part A (District) - \$7,500 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Facilitate the development of and monitoring of key strategic planning and improvement planning activities with Stakeholder input to include District Strategic Blueprint, District Improvement Plan, Campus Improvement Plan and Community Based Accountability system and ensure alignment to Needs Assessment Strategy's Expected Result/Impact: Enhance Equity and Accountability Staff Responsible for Monitoring: OTE-SPAA Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 4 Funding Sources: Campus and District Improvement Planning resources to include Plan4Learning (\$112,500 resource, Supplies (\$500) Prof. Dev. \$2,500) - 211 ESEA Title I Part A (District) - \$115,500, Training on Community Based Accountability (contracted service) - 211 ESEA Title I Part A (District) - \$24,500, Coordinator Improvement Planning (Salary & Fringes) - 211 ESEA Title I Part A (District) - \$82,337, Printing materials for ESSA Strategic Planning & stakeholder engagement - 211 ESEA Title I Part A (District) - \$2,000, Campus CIT team training Spring CIP/CNA development (subs and fringes and materials) - 255 Title II (District) - \$5,500 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Conduct External Funding comprehensive on-going training to campuses, departments and Private Non-Profits in the effective management of all external funding budgets in a variety of formats to include virtual platforms as well as implement systems to support high quality customer service. Strategy's Expected Result/Impact: Effective and timely utilization of Federal Entitlement Funds and Program Implementation Staff Responsible for Monitoring: Business Services-BEFM Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 Funding Sources: Professional development (BEFM and district team) - 185 SCE (District) - \$16,500, BEFM salaries /fringes program personnel - 211 ESEA Title I Part A (District) - \$462,596, BEFM program implementation costs - 211 ESEA Title I Part A (District) - \$36,850 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
|--|--|--|-----|-----------|
| Strategy 5: Provide supports resulting in equitable services in ESSA federal programs to Private Non-Profit schools to address professional development, tutoring services, supplies, materials, equipment and software as well services provided for students residing in Facilities for the Neglected (Lee Moor Children's Home). Strategy's Expected Result/Impact: Effective and timely utilization of Federal Entitlement Funds and Program Implementation Staff Responsible for Monitoring: Business Services-BEFM Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 Funding Sources: PNP services (\$184,977) & Lee Moore Services (\$28,779) - 211 ESEA Title I Part A (District) - \$213,756, PNP services \$150,644 - 255 Title II (District) - \$150,644, PNP services - 263 Title III - \$47,396, PNP Services \$107,189 - 289 Title IV - \$107,189 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Implement procedures and systems to support efficient fiscally responsible, and compliant procurement of goods and services. Strategy's Expected Result/Impact: Effective and timely utilization of Federal Entitlement Funds and Program Implementation Staff Responsible for Monitoring: Business Services-Procurement Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Facilitate the development and monitoring of ESSER III close out strategies and fund utilization plans to ensure equitable distribution of services and compliance to use of funds strategy. Strategy's Expected Result/Impact: Effective and timely utilization of ESSER III Funds Staff Responsible for Monitoring: OTE-Federal/State Programs & Fund Development Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 4 Funding Sources: Resources, supplies and equipment for Health, Wellness, and P.E. student use - 282 ESSER III ARP Funds - \$91,093, Organizational Culture and Retention Supplies for Principals - School Leadership - 282 ESSER III ARP Funds - \$2,000 | 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: By June 2024, EPISD 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 increasing the annual percentage of state allotment expenditures for Bilingual and State Compensatory Education to ensure compliance with state requirements (100%). (OTE-Federal and State Programs and Fund Development)

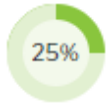





High Priority
Evaluation Data Sources: Tableau Dashboard and Financial Reports

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement State Program processes, procedures, and monitoring strategies to monitor spending & compliance with bilingual and State Compensatory Education (SCE) Strategy's Expected Result/Impact: Effective and timely utilization of Federal Entitlement Funds and Program Implementation Staff Responsible for Monitoring: OTE-Federal/State Programs & Fund Development Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement systems and supports for monitoring PIC compliance to Include monitoring budgets and fiscal requirements monthly to improve accountability. Strategy's Expected Result/Impact: Meet PIC compliance Staff Responsible for Monitoring: Business Services-BEFM Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 5 | Formative | | | Summative |
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Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.


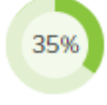




Performance Objective 6: By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, and efficient in its use of resources by maintaining a healthy unassigned general fund balance of no less than 76 days. (Business Services)

High Priority
Evaluation Data Sources: Financial Data

| Strategy 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 1: Provide annual and multi-year forecasts, quarterly reports and resources to departments, and schedule meetings to review expenditures Strategy's Expected Result/Impact: Opportunities for Strategic Investments Staff Responsible for Monitoring: Business Services-Financial Services Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 6 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 7: By June 2024, EPISD 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 and will be recognized in areas of financial transparency in one or more distinguished categories (Business Services)










| Strategy 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 1: Implement best practices aligned with recognitions of: - ASBO Certificate of Excellence in Financial Reporting - Financial Services - ASBO Meritorious Budget Award - Budget & External Financial Management - GFOA Certificate of Achievement for Excellence in Financial Reporting - Financial Services - State of Texas High Performer Performance Based Oversight - Risk Management - Award of Excellence - Business Services - Award of Merit - Procurement & School Resources Strategy's Expected Result/Impact: El Paso ISD is recognized for high levels of accountability, fiscal responsibility, efficiency with resources and transparency Staff Responsible for Monitoring: Business Services Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 4 - L4 Culture of Accountability (Parent & Community Engagement) 6 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 8: By June 2024, EPISD will implement systems and structures resulting in safe environment where all students, family, staff, and community feel supported (Operations and Facilities)

High Priority

Evaluation Data Sources: Safety audits










| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Upgrade and enhance safety & security environments district-wide to include campus safety, security communications, and technology mandates Strategy's Expected Result/Impact: Increase in safe and secure learning environment Staff Responsible for Monitoring: Technology Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 7 Funding Sources: Building labeling and perimeter security - 282 ESSER III ARP Funds - \$25,000,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Remain abreast of transportation enhancements & technologies and refresh resources for efficient, improve and safe fleet management, student transportation & continued learning environments Strategy's Expected Result/Impact: Increased opportunity for enhancements and resources Staff Responsible for Monitoring: Operations and Facilities Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Ensure campus and district facilities are maintained & presentable and transcend a welcoming environment for all students, family, staff, and community. Strategy's Expected Result/Impact: Environments welcoming and conducive to learning Staff Responsible for Monitoring: Operations and Facilities Funding Sources: Autoscrubbers - purchase 33 Stand On Tennant T300 and 22 walk behind Tennant T300 - 282 ESSER III ARP Funds - \$533,591.08, Hand Soap - purchase 1864 cases of soap to be distributed districtwide - 282 ESSER III ARP Funds - \$65,054 | Formative | | | Summative |
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Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, EPISD will foster equitable access to opportunities by taking steps to eliminate 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. (Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Equity Study

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Implement equity work to include equity assessment, and action plan and provide opportunities for professional learning to address any findings and increase department capacity to develop deep equity work and systemically coordinate the implementation of the equity plan . Strategy's Expected Result/Impact: Development of a systemic action plan that facilitates equitable student outcomes. Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L5 Equity by Design (Demographics) 6 Funding Sources: Equity Work to include Equity Assessment, and professional learning - 211 ESEA Title I Part A (District) - \$350,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement an Equity and Stakeholder Engagement Department to include: Equity Coordinator, Asst. Dir. Equity and Stakeholder Engagement, Coordinator Family and Community Engagement (3), and Dept. Clerk. Hire an equity coordinator to support campuses and departments with the implementation of the equity plan. Strategy's Expected Result/Impact: The coordinator will coordinate with department leaders to facilitate the implementation of the equity plan, collect, analyze data, monitor progress, and prepare status reports for leadership and the community as requested. systemic implementation of the equity action plan. Staff Responsible for Monitoring: OTE-Equity & Stakeholder Engagement Prioritized Needs: L5 Equity by Design (Demographics) 6 Funding Sources: Equity and Stakeholder Engagement Dept. Personnel - 211 ESEA Title I Part A (District) - \$408,906 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |







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

Performance Objective 2: By June 2024, EPISD will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits. (Academics-Connecting Languages, & Specialized Learning)

EB Overall 96%
Alg. 1. 20%
LOTE 74%
SPED Overall 93%
Alg. 1. 7%
LOTE. 37%

High Priority

Evaluation Data Sources: Frontline Data

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Coordinate with stakeholders to eliminate barriers and increase access for middle school students to earn high school credits Strategy's Expected Result/Impact: Additional underrepresented students will earn high school credits Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L5 Equity by Design (Demographics) 4 | Formative | | | Summative |
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| |  |  | N/A | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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

Performance Objective 3: By June 2024, EPISD will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP/IB, On Ramps, and Dual Credit). (Academics-College Career Readiness, Specialized Learning)







EB from 37% to 39%
SPED from 11% to 13%

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

High Priority

Evaluation Data Sources: Frontline Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Increase Emergent Bilingual (EB) student and Special Education (SPED) student access and success in all advanced academic courses listed by supporting teacher professional development, creating and implementing department systems to monitor enrollment by campus and adjust EPISD interventions accordingly. Strategy's Expected Result/Impact: Increase in underrepresented students in Advanced academic courses Staff Responsible for Monitoring: Academics-College, Career Readiness & Innovation Prioritized Needs: L5 Equity by Design (Demographics) 4 | Formative | | | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |







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

Performance Objective 4: By June 2024, EPISD 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 43% to 25% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 37% to 12% [RDA] (Academics-Connecting Languages)

TEA Priorities:
Build a foundation of reading and math

High Priority

Evaluation Data Sources: TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: Develop support systems, training, resources and campus monitoring designed to Increase the percentage of students advancing one or more proficiency levels in English language acquisition as measured by TELPAS. Strategy's Expected Result/Impact: Reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 43% to 25% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 37% to 12% Staff Responsible for Monitoring: Academics-Specialized Learning Prioritized Needs: L5 Equity by Design (Demographics) 5 Funding Sources: TELPAS English Language development support systems, training, resources to include Summit K-12 (500K), Seidlitz (19K), Student Interactive technology (160K), and local symposium implementation (300K) - 263 Title III - \$900,000 |  |  | | |
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Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

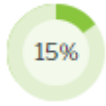
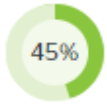
Performance Objective 5: By June 2024, EPISD will provide high-quality, relevant, and differentiated resources matched to each school's needs and strengths by designing and implementing an Equity/Diversified Funding Model aligned with recommendations from Equity Study. (OTE)








TEA Priorities:

Improve low-performing schools

High Priority

Evaluation Data Sources: Equity Study Success Criteria

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: Implement systems to ensure funding model for federal and state programs meets needs and program intent. Strategy's Expected Result/Impact: Facilitate systemic implementation of the equity action plan. Staff Responsible for Monitoring: OTE-Federal/State Programs & Fund Development Prioritized Needs: L5 Equity by Design (Demographics) 6 Funding Sources: Supplemental Instructional Support Teachers- based on Bilingual, Econ Dis., Military Enrollment - 211 ESEA Title I, Part D - \$9,900,000 |  |  | | |

| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Develop an Equity Funding Model based on the results of the Equity Audit. Strategy's Expected Result/Impact: Ensure resources are designed to Close the gap as. well as facilitate systemic implementation of the equity action plan. Staff Responsible for Monitoring: Business Services Prioritized Needs: L5 Equity by Design (Demographics) 6 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implement district supports aligned with Title IA Program needs to include transportation for after-school tutoring as well as transportation for foster students. Strategy's Expected Result/Impact: Increased participation in after-school tutoring. Staff Responsible for Monitoring: Business Services-BEFM Funding Sources: Transportation for tutoring (tutoring buses) - 211 ESEA Title I Part A (District) - \$150,000, Transportation for foster students - 211 ESEA Title I Part A (District) - \$20,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 6: By June 2024, EPISD will increase the percent of campus staff that:







- have 5+ years of experience to 80% and
- are certified in the roles to which they are assigned to 100% with bilingual <84 waivers and
- implement mobility staffing guidelines for lowest performing campuses (HR)

TEA Priorities:

Recruit, support, retain teachers and principals

High Priority

Evaluation Data Sources: District tracking tools

| Strategy 1 Details | | Reviews | | | |
|--|--|--|---|-----|-----------|
| Strategy 1: Assess data and find resources to increase the percentage of staff with 5+ years of experience at low performing campuses. Strategy's Expected Result/Impact: Employee Retention Staff Responsible for Monitoring: HR Prioritized Needs: L5 Equity by Design (Demographics) 7 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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







Performance Objective 7: By June 2024, EPISD will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs. (HR)

TEA Priorities:

Recruit, support, retain teachers and principals

High Priority

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

| Strategy 1 Details | | Reviews | | | |
|---|--|--|---|-----|-----------|
| Strategy 1: Seek resources that will assist in developing a teacher profile and rubric that reflects teacher experience and effectiveness Strategy's Expected Result/Impact: Recruiting aligned with district needs Staff Responsible for Monitoring: HR Prioritized Needs: L5 Equity by Design (Demographics) 7 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |