

El Paso Independent School District
El Paso High School
2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: B



Mission Statement

Honoring the Past, Inspiring the Future!

Vision

Engage students in a multicultural environment through innovative exploration and creative expression, preparing them for global challenges.

Value Statement

All students can learn at high levels. Respect, Open-minded, Achievement, and Responsibility are key traits that make EPHS Tigers "ROAR".

Table of Contents

Goals	4
Goal 1: WHOLE CHILD DEVELOPMENT El Paso High School will foster learning environments for the whole child to thrive.	4
Goal 2: ACADEMIC EXCELLENCE El Paso High School empowers all learners to excel in current and future pursuits.	14
Goal 3: DESTINATION DISTRICT El Paso High School solidifies its position as El Paso's school of choice.	30
Goal 4: CULTURE OF ACCOUNTABILITY El Paso High School cultivates a culture of transparency, care, and service.	37
Goal 5: EQUITY BY DESIGN El Paso High School champions a targeted approach to universal access and system equity.	41

Goals





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

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

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Administration and teachers will create and hand out surveys that target El Paso High culture and climate. Strategy's Expected Result/Impact: Target what student and parent needs in the survey to address culture and climate needs. Staff Responsible for Monitoring: Leadership team. Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Postage for mail outs - 211 ESEA Title I Part A (Campus), Supplies, such as, paper, envelopes, incentives to participate - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for students to implement Social Emotional Learning Skills (SEL) in Advisory WIN class, DAEP, and athletics. Strategy's Expected Result/Impact: Build student/teacher/parent rapport, decrease discipline incidents. Staff Responsible for Monitoring: EPHS Leadership Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: McKinney Vento students and families will meet with Graduation Coach upon enrollment and throughout the school year to ensure all needs are met to provide a well rounded education at El Paso High School. If resources are needed, they will be provided i.e. transportation, food and/or hygiene needs, additional community resources) Strategy's Expected Result/Impact: McKinney Vento students and families feel welcome and included in all EHPS activities and daily routines. Staff Responsible for Monitoring: Graduation Coach Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Library will provide a safe learning environment which nurtures their physical, cognitive, emotional and social growth for all students. Strategy's Expected Result/Impact: Diverse reading materials and general supplies for library maintenance promote culture, empathy, understanding and cognitive development. Educational games, technology, puzzles , arts and crafts that encourage hands on activities, problem solving , curiosity, critical thinking, creativity and develop social team building skills. Staff Responsible for Monitoring: Librarian Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Reading materials in English and Spanish books and ebooks, General supplies for library material such as book tape, maker space supplies for arts and crafts - 185 SCE (Campus) - \$1,000, Reading materials in English and Spanish books and ebooks General supplies for library material such as book tape, maker space supplies for arts and crafts - 211 ESEA Title I Part A (Campus) - \$4,000		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.
L5 Equity by Design (Demographics)
Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit Root Cause: Some causes are test bias, poverty, and insufficient professional development for working with diverse students.

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

Performance Objective 2: By June 2024, EPHS will increase 9th-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by actively monitoring the number of student participation.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: El Paso High will target special needs , emergent bilingual and At-Risk population with the intent of increasing involvement by creating then informing student of clubs and organization that appeal to these specific students. Strategy's Expected Result/Impact: Will create more appealing organizations and clubs per student survey. Staff Responsible for Monitoring: EPHS Leadership, Athletic Coordinator, Coaches, UIL Sponsors Title I: 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Incentives for student participation such as, EPHS t-shirts and lanyards. - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure student athletes and UIL students attend tutoring. Strategy's Expected Result/Impact: More students will be able to participate because they are passing their classes. Staff Responsible for Monitoring: EPHS Leadership, Athletic Coordinator, Coaches, UIL Sponsors Title I: 2.4, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1 Funding Sources: Funds for student tutoring - 185 SCE (Campus), Funds for student tutoring - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports **Root Cause:** At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus **Root Cause:** -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk





L5 Equity by Design (Demographics)

Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit **Root Cause:** Some causes are test bias, poverty, and insufficient professional development for working with diverse students.

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

Performance Objective 3: By June 2024, EPHS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school-wide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of the campus.

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: El Paso High School will adapt SEL/PBIS topics/ discussions/ presentations integrated within the curriculum such as a warm up or exit ticket. Strategy's Expected Result/Impact: Students and teacher will have target the social emotional needs of students that arise through out the year. Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.

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

Performance Objective 4: By June 2024, EPHS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 93 to 80 and reduce the overall number of disciplinary removals from 125 to 100.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Making sure all students are involved in extra curricular activities to promote positive behaviors and school/campus pride. Strategy's Expected Result/Impact: Teachers will promote student organizations and clubs through out the year to encourage student to enroll and attend activities diminishing misbehavior. Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Promotional resources and supplies, such as, poster boards, butcher paper, markers, laminating machine. - 185 SCE (Campus), Supplies, such as, ink for printers, large poster maker. - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Refer students to Emergence Health to support student SEL. Strategy's Expected Result/Impact: Students will receive the support and skills to make better decision. Staff Responsible for Monitoring: Teachers, EPHS Leadership, Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports **Root Cause:** At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus **Root Cause:** -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk

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

Performance Objective 5: By June 2024, EPHS will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP)/International Baccalaureate (IB), On Ramps, and dual credit course by at least 5%.

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability),
TAPR (final)
District Created Tableau dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold parent/ student meetings to promote and inform about AP/On Ramps/Dual credit programs and testing that is offered in El Paso High School.</p> <p>Strategy's Expected Result/Impact: Make and all call to all parents informing about programs to offer guidance to registers. Teacher will implement relevant and challenging coursework for student retention.</p> <p>Staff Responsible for Monitoring: Magnets Coordinator, College Advisor, Admin, and Teachers</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p> <p>Funding Sources: Meeting supplies, such was snacks and water for parents. - 185 SCE (Campus), Outreach supplies, such as, postage for parent/community invitations, paper, ink, envelops. - 211 ESEA Title I Part A (Campus)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide student content support for mastery of college exams such as TSIA, PSAT, and SAT through teacher and outsourced resources Strategy's Expected Result/Impact: Students will meet TSIA criteria as defined by TEA by the end of 12th grade and show and increase in test scores yearly. Staff Responsible for Monitoring: College Advisor and G&I Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PLC/PD for teachers educate and prepare teachers to better serve the needs of special population students in advanced courses (such as AP/DC/UT) that are offered at El Paso High School. Strategy's Expected Result/Impact: Teachers will elevate their rigor for student learning expectations in advance courses and develop lessons to meet course expectations, support student retention, and academic growth. Staff Responsible for Monitoring: Magnet coordinator, Admin, CTCs Title I: 2.4, 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: - 185 SCE (Campus), - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports **Root Cause:** At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration **Root Cause:** Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus **Root Cause:** -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk





L5 Equity by Design (Demographics)

Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit **Root Cause:** Some causes are test bias, poverty, and insufficient professional development for working with diverse students.

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

Performance Objective 1: By June 2024, EPHS will implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

Evaluation Data Sources: Tableau data & Schoology

Strategy 1 Details	Reviews			
Strategy 1: Utilize PLC's to train teachers on the District curriculum and have a strong 1st teach. Strategy's Expected Result/Impact: Ensure curriculum is being used with fidelity to ensure rigor. Staff Responsible for Monitoring: Admin, CTC's Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Substitutes for teachers attending PD - 211 ESEA Title I Part A (Campus) - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Admin will conduct at least 5 classroom walk-through a week. Strategy's Expected Result/Impact: Ensure the curriculum is being used with fidelity to ensure rigor. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)	
Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration Root Cause: Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.	
L2 Academic Excellence (Student Achievement)	
Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk	

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

Performance Objective 2: By June 2024, EPHS will implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition for the dual language program.

Evaluation Data Sources: Tableau data & Schoology

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize structured PLC time to review lesson plans, and adjust in accordance with data to effectively address student needs and TEKS. Strategy's Expected Result/Impact: Strong 1st teach, 75%-80% of students will meet understanding of TEKS per lesson through active learning. Staff Responsible for Monitoring: Administration, Campus teaching coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send teachers to training that help internalize the new curriculum. Strategy's Expected Result/Impact: Meaningful lessons are planned. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June

<p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1</p> <p>Funding Sources: Substitutes for teachers attending PD, training fees - 211 ESEA Title I Part A (Campus)</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration Root Cause: Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk</p>
L5 Equity by Design (Demographics)
<p>Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit Root Cause: Some causes are test bias, poverty, and insufficient professional development for working with diverse students.</p>

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

Performance Objective 3: By June 2024, EPHS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 83% (B) to 90% (A).

Science 58% to 63%

Math 48% to 53%

Social Studies 67% to 69%

English 1 46% to 49%

English 2 47% to 50%

HB3 Goal

Evaluation Data Sources: Tableau data, Cambium





Strategy 1 Details	Reviews			
<p>Strategy 1: In science teachers will deliver and adjust lessons that are centered on active cooperation and include opportunities for practice, discussions, personal connections-to include lab based instruction, and student to student teaching-all founded on student data (EOC, benchmarks, and consistent formative checks for understanding)</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic growth in science TEKS in summative evaluations at the (certain # weeks? each nine weeks? end of unit?).</p> <p>Staff Responsible for Monitoring: Administration, Campus Teaching Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1</p> <p>Funding Sources: Instructional resources and supplies such as chart tables, dry erase markers and other student supplies - 185 SCE (Campus), Instructional resources and supplies such as online subscriptions, lab materials, EOC materials - 211 ESEA Title I Part A (Campus)</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Retesters will be provided with tutoring opportunities during WIN, before school, after school, and Saturdays. Strategy's Expected Result/Impact: Increase EOC retester passing percentages. Staff Responsible for Monitoring: EPHS Leadership Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Funds for tutoring and supplemental resources to support student and supplies, such as paper, markers, white board. - 211 ESEA Title I Part A (Campus), Incentives for students to tutoring such as snacks and EPHS wear. - 211 ESEA Title I Part A (Campus)		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: In Algebra I, II and Geometry, teachers will use new Carnegie curriculum with fidelity. Lesson plans are provided by Carnegie however, math teachers will include their own strategies to differentiate for special populations (SPED, Emergent Bilinguals, etc...). Teachers will attend professional development to better implement Carnegie when provided by the district. Strategy's Expected Result/Impact: Teacher will monitor progress of student achievement and demonstrate growth in Algebra I, II and Geometry TEKS. Staff Responsible for Monitoring: Assistant Principal, Campus Teaching Coach (Math), and Math Teachers Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Professional Development - 211 ESEA Title I Part A (Campus), Professional Development - 185 SCE (Campus)		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Substitutes will be needed for planning day for Alg I, II and Geometry teachers. Strategy's Expected Result/Impact: Teachers will use the substitutes to plan and create strategies new Carnegie curriculum 1 day per 9weeks. Staff Responsible for Monitoring: Campus Teaching Coach, Administration Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Substitutes - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Fine Art teachers located in the Fine Arts building need a copier. Strategy's Expected Result/Impact: Access to copy machine New instrument Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Copier - 185 SCE (Campus), Instruments - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: For Social Studies, upload and follow lesson plans with fidelity. Continue to work with students toward TEK mastery and allow them to experience success. SEL in the classroom as needed. Strategy's Expected Result/Impact: Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 67% to 69%. Staff Responsible for Monitoring: Administration Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Fine Arts teachers need materials such as piano adaptors (\$100), art supplies, theatre supplies, and items for recording studio. Strategy's Expected Result/Impact: Teachers will use supplies to provide 100% access to learning environment and to make learning successful and engaging. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Piano adaptors, art supplies, theatre supplies, recording supplies - 185 SCE (Campus), Piano adaptors, art supplies, theatre supplies, recording supplies - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Math teachers will use TI-Nspire and online Desmos calculators in teaching Math concepts that require further discovery. Strategy's Expected Result/Impact: Increase student achievement and understand higher order thinking and reasonableness in mathematical concepts. Staff Responsible for Monitoring: Campus Teaching Coach, Administration Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: TI-Nspire Calculators - 185 SCE (Campus), TI-Nspire Calculators - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: ELA Teachers will implement new EPISD ELA curriculum with fidelity and differentiate according to class/student needs. Strategy's Expected Result/Impact: Enhance student learning and attaining TEK Mastery. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: ELA Teachers will implement district resource HMH in lessons to support student learning of objective/TEKS. Teachers have a district wide resource that supports differentiation and higher order thinking questions and activities to implement in lessons. Strategy's Expected Result/Impact: Will impact student learning using HMH resource preparing our students for TEK mastery and STAAR preparedness. Staff Responsible for Monitoring: Administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: ELA teachers attend PLCs, and Professional development on curriculum and HMH resource to better understand and implement new curriculum and district wide resource HMH. Strategy's Expected Result/Impact: Teachers will have a better understanding of new curriculum and HMH resource		Formative			Summative
		Oct	Jan	Mar	June

<p>to implement with fidelity and enhance student learning with effective instruction.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration Root Cause: Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk</p>

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

Performance Objective 4: By June 2024, EPHS will increase 4-year graduation rate from 92.59 % to 100% with SPED student group increasing from 25 to 27 and Emergent Bilingual student group increasing from 20.5% to 26 % .

HB3 Goal

Evaluation Data Sources: Tableau data, Cambium

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Special Education Teachers will have monthly all day Professional Development to pin point students that need tutoring, extra support, grade checks, student/parent individual conferences and IEP checks. Strategy's Expected Result/Impact: All students with active IEP will graduate within the 4 year expected time. Staff Responsible for Monitoring: Administrators and Special Education Staff Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: Teacher PD/training fees - 211 ESEA Title I Part A (Campus)				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration Root Cause: Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.





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

Performance Objective 5: By June 2024, EPHS will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure by 4% with all student groups meeting board approved metrics [HB3]

HB3 Goal

Evaluation Data Sources: Tableau data

Strategy 1 Details		Reviews			
Strategy 1: To test all students in every grade level early in TSIA.2 in order to place them in the right academic setting. Strategy's Expected Result/Impact: Their test results will guide their academic counselor to place them in the right rigorous class. Staff Responsible for Monitoring: Academic counselors, G&I, and CCMR Advisor. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Substitutes for testing days - 211 ESEA Title I Part A (Campus)		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.

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

Performance Objective 6: By June 2024, EPHS will ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 from 951 to 1200.

Evaluation Data Sources: Tableau data

Strategy 1 Details	Reviews			
Strategy 1: School-wide TSIA2 testing: all grades in early spring. Strategy's Expected Result/Impact: By testing students early, the campus is able to find students who are ready to be in advanced classes. Testing results will help guide the academic counselors to schedule them in AP, Dual Credit, and/or UTOncamps classes where they will get their academic needs met. Staff Responsible for Monitoring: Academic Counselors, G&I, and CCMR Advisor. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 6 Prioritized Needs:





L2 Academic Excellence (Student Achievement)
Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk

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

Performance Objective 7: By June 2024, EPHS will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% [from 92% students (Econ Dis), 8% students (Non-Econ Dis), 100% (SPED) to 97% students [HB3]

Evaluation Data Sources: TEA PR EPHS 2021-2022 Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: During course selections with CCMR Advisor and their Academic counselor yearly, students will hear about CCRP and CCMR.</p> <p>When students meet with their Academic Counselors during course selections yearly, they will have 1;1 advising on where they are academically and how they are meeting CCMR.</p> <p>After meeting with their Academic Counselor and hearing CCRP/CCMR presentation from the CCMR Advisor students should know how to find their CCRP on their own and evaluate their progress.</p> <p>Strategy's Expected Result/Impact: By having repetitive presentations on CCRP/CCMR students become a stakeholder of their own CCMR progress and goal.</p> <p>Staff Responsible for Monitoring: Academic Counseling, G&I, and CCMR Advisor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 - L5 Equity by Design (Demographics) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: EPHS will host Reality Town which provides students with an opportunity to explore the pros and cons of careers as well as experience a real life scenario where they are providing for their family and paying bills. Strategy's Expected Result/Impact: Help students make life decisions by seeing the impact finances can play on levels of education. Staff Responsible for Monitoring: Graduation Coach Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 7 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.
L5 Equity by Design (Demographics)
Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit Root Cause: Some causes are test bias, poverty, and insufficient professional development for working with diverse students.

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

Performance Objective 8: By June 2024, EPHS will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing, Level 1 certificate from 0% to 2%, or industry certification in an aligned program of study from 4.8% to 7% .

HB3 Goal

Evaluation Data Sources: Tableau data

Strategy 1 Details		Reviews			
Strategy 1: Show students the advantages of post-secondary credentials by promoting teacher and staff post-secondary credentials. Strategy's Expected Result/Impact: Increase number of students in grades 9-12 wanting to pursue post-secondary credentials beyond high school diploma. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 8 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk

Goal 3: DESTINATION DISTRICT El Paso High School solidifies its position as El Paso's school of choice.

Performance Objective 1: By June 2024, El Paso High School will stabilize enrollment by increasing the number of new students enrolling or transferring back to El Paso High School by 1% from 382 to 386.

Evaluation Data Sources: Tableau data

Strategy 1 Details	Reviews			
Strategy 1: We promote our magnet programs, sports, special organizations/clubs through Tiger Night and Magnet Night. Campus showcase. Strategy's Expected Result/Impact: We aim to increase and stabilize our enrollment by informing the community of programs that other schools may not have. Staff Responsible for Monitoring: Teachers, Magnet Coordinator, and other Magnet Staff Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: EPHS feeder pattern will collaborate to engage families in all EPHS feeder pattern events. Strategy's Expected Result/Impact: Student, families, community feel like a partner in education. Title I: 2.4, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports **Root Cause:** At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.





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

Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction **Root Cause:** El Paso High feeder patterns needs to plan together and collaborate to better serve the community.

Goal 3: DESTINATION DISTRICT El Paso High School solidifies its position as El Paso's school of choice.

Performance Objective 2: By June 2024, El Paso High School will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91%-93%.

Evaluation Data Sources: Tableau data

Strategy 1 Details	Reviews			
Strategy 1: Listening to teacher concerns via CIT promoting a healthy climate and culture. Strategy's Expected Result/Impact: Teachers rely on a reliable departmental CIT representative to bring up arising concerns. Staff Responsible for Monitoring: CIT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer teacher professional development opportunities. Strategy's Expected Result/Impact: Teachers feel supported in their growth. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: Funding to pay for teacher PD, such as , training fees, travel. - 185 SCE (Campus), Substitutes for teachers that attend PD's - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: -Updates and training are needed for DL teachers -Be deliberate in planning and setting up PLC time for Dual Language, SPED and Emergent Bilingual teachers with on-level counterparts -Increase feedback for teachers after walkthroughs -Calibrate walkthroughs with administration Root Cause: Just as teachers need to plan in advance, EPHS leadership needs to plan ahead to ensure objectives are being met.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: -Develop tracking system for PD opportunities -Implement campus T-TESS plan with fidelity -Improve DL teacher certification completion -clerical staff retention and promotion Root Cause: -Comparisons between other districts (pay, compensation packets, smaller classes, more leadership support) -morale amongst staff needs to be consistent
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.

Goal 3: DESTINATION DISTRICT El Paso High School solidifies its position as El Paso's school of choice.

Performance Objective 3: By June 2024, El Paso High School will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Evaluation Data Sources: Tableau

Strategy 1 Details	Reviews			
Strategy 1: Teachers have been contacted and will be delivered Promethean Boards. Strategy's Expected Result/Impact: Teachers were contacted of possibly obtaining a Promethean Board for this school year to better deliver interactive lessons. Staff Responsible for Monitoring: Teachers, IT department Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Resources Needed are licenses for Promethean Boards and needed equipment. - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Calculator licenses for student and teacher laptops Strategy's Expected Result/Impact: Students and teachers will have additional resources to improve their classwork and potentially their test scores. Staff Responsible for Monitoring: Teachers, IT department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Calculator Licenses and software as needed - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provided teachers to needed technology. Strategy's Expected Result/Impact: Check for all needed technology equipment. (Includes proper working WiFi, routers and laptops for students and teachers.) Include software and licenses. Staff Responsible for Monitoring: IT Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Resources Needed for technology equipment, software and licenses - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

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





Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction **Root Cause:** El Paso High feeder patterns needs to plan together and collaborate to better serve the community.

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

Performance Objective 1: By June 2024, EPHS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 90% to 95%.

Evaluation Data Sources: Tableau data

Strategy 1 Details	Reviews			
Strategy 1: Attendance monitored and coded daily Strategy's Expected Result/Impact: Increase/maintain attendance at 95% Staff Responsible for Monitoring: Attendance office Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly Attendance Committee meetings Strategy's Expected Result/Impact: Meet about students and strategy's for attendance improvement. Schedule quarterly attendance round-ups. Reward perfect attendance. Monitor and pursue truancy court for excessive absences. Staff Responsible for Monitoring: Attendance Committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Monitor attendance of McKinney Vento students and provide resources needed for this population to attend school daily. Strategy's Expected Result/Impact: Stability for McKinney Vento students regarding their schooling. Staff Responsible for Monitoring: Graduation Coach and attendance committee Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: -Targetting better services (inclusion) for Special Populations -Improving averages overall in Special Populations -Improve graduation rate -Need regular pre-calculus Root Cause: -Need to plan strong 1st instructional teach. -Need to differentiate for sub populations: SPED, EB, At-Risk
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.
L5 Equity by Design (Demographics)
Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit Root Cause: Some causes are test bias, poverty, and insufficient professional development for working with diverse students.

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

Performance Objective 2: By June 2024, EPHS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by offer all required community events.

Evaluation Data Sources: Tableau data,

Strategy 1 Details	Reviews			
Strategy 1: EPHS will offer family and community trainings throughout the year. Strategy's Expected Result/Impact: Families and community are partners in supporting students succeed. Staff Responsible for Monitoring: Family and Community Liaison Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Snacks for parents meetings - 185 SCE (Campus)	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: -How to keep Seniors on campus and all students on Friday -Inform parents and students that call in absences are important to not have an unverified absence. -Outreach Survey to see what the Title 1 events should be offered to parents and students creating a better 2-way communication line. -Promote our lines of 2-way communication on our EPHS website such as a year long banner. Root Cause: EPHS needs go out into the community for outreach purpose. If parents/community do not come to us, EPHS will go to them.

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

Performance Objective 3: By June 2024, EPHS 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 Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

Evaluation Data Sources: Plan4Learning

Strategy 1 Details	Reviews			
Strategy 1: The Family and Community Liaison will ensure families and community know how to stay informed by hosting meetings. Strategy's Expected Result/Impact: Families and community will be informed regarding what is happening on campus. Staff Responsible for Monitoring: Family and Community Liaison Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: -Calculator Licenses for all laptops -More students in each room- classrooms are crowded -Promethean boards are needed in every classroom -Limited parking across campus -Disruptions due to construction Root Cause: El Paso High feeder patterns needs to plan together and collaborate to better serve the community.

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

Performance Objective 1: By June 2024, El Paso High School 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).
EB from 32% to 36%
SPED from 10% to 11%

Evaluation Data Sources: Tableau, TAPR

Strategy 1 Details			Reviews			
Strategy 1: Monitor			Formative			Summative
			Oct	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>						

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

Performance Objective 2: By June 2024, El Paso High School will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA]

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Amigos Unidos meetings for Emergent Bilinguals to assist them in practicing English, becoming familiar with the education system in the United States and educating students on post high school opportunities. Strategy's Expected Result/Impact: Decrease long term Emergent Bilingual students by exposing them to opportunities and EPHS culture. Staff Responsible for Monitoring: Graduation Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: -Some populations don't participate as much -Lack of data to monitor students participation -Transportation and before school and after school time are issues for students and teachers/sponsors -Motivation (WHY?) for students to participate -Lack of complete PBIS implementation -16 (controlled substance) discipline referrals and 148 (in school) incident reports Root Cause: At-Risk populations, such as EP and SPED, do not feel they are included in EPHS events.
L5 Equity by Design (Demographics)
Prioritized Need 1: -Need data of underrepresented students in advanced courses -Need SPED students in advanced courses -Low EB students in OnRamps and Dual Credit Root Cause: Some causes are test bias, poverty, and insufficient professional development for working with diverse students.