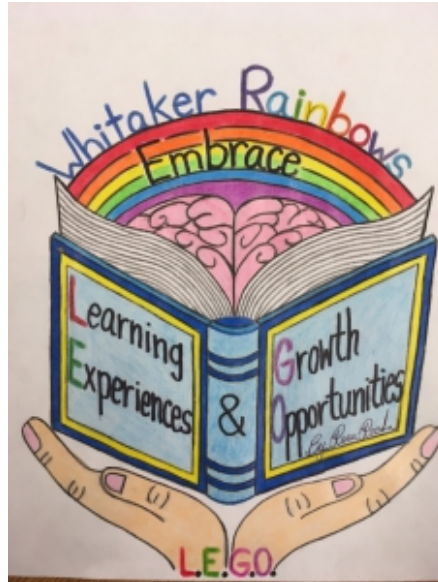


# **El Paso Independent School District**

## **Whitaker Elementary School**

### **2023-2024 Formative Review**



**Board Approval Date:** October 17, 2023

# Mission Statement

Whitaker Elementary Embraces Learning Experiences and Growth Opportunities.

## Vision

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

## Value Statement

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

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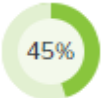


Goal 5: EQUITY BY DESIGN a targeted approach to universal access and system equity. 21





# Goals







**Goal 1:** WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

**Performance Objective 1:** By June 2024, Whitaker 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			
<b>Strategy 1:</b> PBIS team will meet monthly to review classroom discipline data and create opportunities for students and teachers to acknowledge positive behavior and growth opportunities. <b>Strategy's Expected Result/Impact:</b> Student will be supported by caring adults. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2, 3, 9 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will utilize the BeHive which is an unplugged area where students can go to inspire imagination and encourage creativity and experiential learning through unstructured play and social opportunities. <b>Strategy's Expected Result/Impact:</b> Students behavior will improve. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2, 3, 9	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Monday morning mindful moments will occur during the daily announcements. <b>Strategy's Expected Result/Impact:</b> Students will learn strategies to support positive behavior <b>Staff Responsible for Monitoring:</b> Teacher Administrators Counselor  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 9 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Campus counselor and the staff will utilize the Core Essential Values, student/teacher survey results, and PBIS data to promote campus positive behavior bi-weekly guidance lessons, individual and groups counseling for PreK - 5. <b>Strategy's Expected Result/Impact:</b> Counselor, Teachers, FCF <b>Staff Responsible for Monitoring:</b> Counselor Administration Staff  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2, 3, 8, 9 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18 - L2 Academic Excellence (Student Achievement) 18		Formative			Summative
		Oct	Jan	Mar	June
					







Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Counselor will provide bi-weekly lessons on the Core Essentials and PBIS will meet monthly to review behavior logs and provide support with behavior concerns, and incentives for positive behavior <b>Strategy's Expected Result/Impact:</b> Campus discipline referrals will decrease <b>Staff Responsible for Monitoring:</b> Counselor, Administration, Teachers, Students  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2, 3, 9 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - School Culture and Climate 1 - L2 Academic Excellence (Student Achievement) 11		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

**Performance Objective 2:** By June 2024, Whitaker will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 118 participants to 123.

**High Priority**

**Evaluation Data Sources:** Survey results









Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus will implement an Assignment club for grades 3-5 after school, Book Club grades 1-5 , Art Club 1-5 , and SEL Book Club for grade 5. <b>Strategy's Expected Result/Impact:</b> Students will have an opportunity to participate in various clubs that promotes interest, academic success and social emotional success. <b>Staff Responsible for Monitoring:</b> Interventionist, Librarian, Art Teacher, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 6 - L2 Academic Excellence (Student Achievement) 19 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 4 <b>Funding Sources:</b> Library Reading Materials - 211 ESEA Title I Part A (Campus) - 211.12.6329.153.24.801 - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

**Performance Objective 3:** By June 2024, Whitaker will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

**High Priority**

**Evaluation Data Sources:** District Tracking Tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will support and participate in district level show casing events. <b>Strategy's Expected Result/Impact:</b> Students will be able to have a sense of pride, increased self awareness, and build self esteem, in show casing their creative works. <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, Administration  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 19	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will provide registrations and transportation for students to attend educational field trips. <b>Strategy's Expected Result/Impact:</b> Students will be able to have a hands on quality rich educational field trip and bring back what they have learned. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Paraprofessionals  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18 - L2 Academic Excellence (Student Achievement) 18 <b>Funding Sources:</b> Instructional Field Trip registrations for students - 211 ESEA Title I Part A (Campus) - 211.11.6499.153 - \$500, Transportation for field trips - Instructional - 211 ESEA Title I Part A (Campus) - 211.11.6494.153.24.801 - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 1:** WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

**Performance Objective 4:** By June 2024, Whitaker 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.

**High Priority**

**Evaluation Data Sources:** PEIMS OnPoint











Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Counselor meets with students in grades PK-5 biweekly to provide guidance lessons using the Core Essential Values. <b>Strategy's Expected Result/Impact:</b> Students will build healthy habits and learn skills that will strengthen social emotional well being. <b>Staff Responsible for Monitoring:</b> Counselor Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2, 9		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.



**Performance Objective 5:** By June 2024, Whitaker 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 7% to 6% and reduce the overall number of disciplinary removals from 33 campus referrals to 31.







**Evaluation Data Sources:** OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each classroom will create a treatment agreement with their classroom at the beginning of the school year to promote effect classroom culture and behavior expectations. <b>Strategy's Expected Result/Impact:</b> Treatment agreements allow for teachers and students to be held accountability for the success of the class. <b>Staff Responsible for Monitoring:</b> Teachers Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 9	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus PBIS model will be implemented by all staff to support positive behavior expectations in the hallway, cafeteria, restrooms, classrooms and during dismissal. All staff will be held accountable for the behavior of all students. <b>Strategy's Expected Result/Impact:</b> When all staff are held accountable for the behavior of all students we ensure a positive school climate, increase safety, and the success of our PBIS system. <b>Staff Responsible for Monitoring:</b> Teachers All Staff  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.




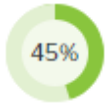
**Performance Objective 1:** By June 2024, Whitaker will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum with fidelity walkthrough data, meeting all established percentages for rigor, instructional model,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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide learning experiences and growth opportunities for our staff and administration. This includes lesson planning, professional development and training with Region 19 Staff Development for Lesson Alignment/Formative assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administration will receive research based staff development to support student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, CTC, Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 10, 20, 21 - L2 Academic Excellence (Student Achievement) 1, 8, 10, 20 - L3 Destination District (Staff Recruitment, Retention &amp; Prof. Dev) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p> <p><b>Funding Sources:</b> Travel - Professional Development - 211 ESEA Title I Part A (Campus) - 211.13.6411 - \$600, Misc Operating Costs- Registrations for in town Professional development - 211 ESEA Title I Part A (Campus) - 211.13.6499 - \$1,000, Misc. Operating costs - Admin Professional Development and materials - 199 General Fund - 199.23.6499.153 - \$500, Materials and supplies for Professional Dev - 185 SCE (Campus) - 185.13.6399.153.30.000 - \$500, Misc Operating costs for Professional Development - 185 SCE (Campus) - 185.13.6499.153.30.000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Fund substitutes to allow teachers to attend Professional Development and PLCs. Fund afterschool tutoring for our At Risk students. <b>Strategy's Expected Result/Impact:</b> Increased opportunities to increase student achievement. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, CTC  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 7, 9 - L2 Academic Excellence (Student Achievement) 5, 7, 10, 11 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3 <b>Funding Sources:</b> Substitutes for SPED Professional Development - 199 General Fund - 199.11.6112.153.23.362 - \$500, Substitutes for SPED fringes - 199 General Fund - 199.11.6141.153.23.362 - \$8, Substitutes for Professional Development - Local acct - 199 General Fund - 199.11.6112.153.11.362 - \$500, Substitute for Professional development fringes - 199 General Fund - 199.11.6141.153.11.362 - \$8, Substitutes for PLC, Professional Development - 211 ESEA Title I Part A (Campus) - 211.11.6112.153.24.362 - \$9,429.36, Fringes for Substitutes for PLC, Professional Development - 211 ESEA Title I Part A (Campus) - 211.11.6141.153.24.362 - \$269, Tutoring for At Risk students - 185 SCE (Campus) - 185.11.6112.153 - \$2,200, Fringes for tutoring for 185 - 185 SCE (Campus) - 185.11.6141.153 - \$262.36		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 2:** ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

**Performance Objective 2:** By June 2024, Whitaker will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 53% to 56%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will utilize the district created curriculum that includes high quality instructional materials, the use of research based instructional strategies, and specifically designed resources, will be implemented with fidelity in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic outcomes will increase in Domain 1</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Teaching Coaches Interventionists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 4, 5, 8, 11, 12, 14, 20 - L2 Academic Excellence (Student Achievement) 2, 3, 6, 9, 13, 14, 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p> <p><b>Funding Sources:</b> Instructional supplies and materials - 211 ESEA Title I Part A (Campus) - 211.11.6399.153.24.801 - \$12,206, Instructional Supplies and Materials - 199 General Fund - 199.11.6399.153.11.100 - \$4,270.60, Instructional Materials and Supplies - 185 SCE (Campus) - 185.11.6399.153.30.000 - \$7,150, Technology - 211 ESEA Title I Part A (Campus) - 211.11.6395.153.24.801 - \$2,537.64, Testing materials - 185 SCE (Campus) - 185.11.6339.153.24.801 - \$0, Rental of Copiers for the Campus - 199 General Fund - 199.11.6269.153.11.362 - \$10,503</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Interventionist will provide a student centered approach to intervention that effectively works to close the achievement gap and to improve literacy and numeracy needed to contribute to their academic growth to master grade level standards. Reading materials will be purchased to improve literacy for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see growth gains and close the achievement gaps,</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists Teachers Campus Teaching Coaches Sped Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 4, 6, 8, 9, 11, 14 - L2 Academic Excellence (Student Achievement) 2, 4, 6, 7, 9, 14</p> <p><b>Funding Sources:</b> Reading Materials - 185 SCE (Campus) - 185.11.6329.153.30.000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 2:** ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

**Performance Objective 3:** By June of 2024 Whitaker will increase the percentage of 3rd grade students that "Meets" Grade level or above on STAAR reading will increase from 77% to 80% by June of 2024.

**Evaluation Data Sources:** STAAR Data Progress Monitoring

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus team will respond to current data trends and progress monitoring data to provide opportunities to increase reading "Meet" level for our third graders.. <b>Strategy's Expected Result/Impact:</b> Increase in percentage results. <b>Staff Responsible for Monitoring:</b> Administration, CTC, Interventionist, SPED  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 20 - L2 Academic Excellence (Student Achievement) 10, 11, 12, 20 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
	<div>5%</div>	<div>10%</div>		

0% No Progress







100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 2:** ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.



**Performance Objective 4:** By June 2024 the principal and academic support team will support dual language fidelity to walkthrough data, meet all established percentages, for the instructional model, classroom environment and instructions, and language acquisition by 2025.





Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Dual Language teachers will use the ELPS-TELPAS Proficiency Level Descriptors to place student names indicating levels at the end of the 2023 school year and then use the information on the descriptor to create action plans that will support one year growth in language acquisition for each student. The information will be used during walkthroughs and T-TESS rubric. <b>Strategy's Expected Result/Impact:</b> Students will grow by one year in language acquisition. <b>Staff Responsible for Monitoring:</b> Dual Language Teachers Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 4, 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3, 4, 5, 8, 11, 15, 17 - L2 Academic Excellence (Student Achievement) 2, 3, 6, 9, 10, 12, 15, 17 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: ACADEMIC EXCELLENCE** will empowers all learners to excel in current and future pursuits.

**Performance Objective 5:** By June of 2024 Whitaker will increase the percentage of 3rd grade students that "Meets" Grade level or above on STAAR math will increase from 72% to 75% by June of 2024.

**Evaluation Data Sources:** STAAR Data, Progress Monitoring Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Campus team will respond to current data trends and progress monitoring data to provide opportunities to increase math "Meet" level for our third graders.. <b>Strategy's Expected Result/Impact:</b> Students will increase 9% from the previous school year. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, CTC, Interventionists, SPED  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 10, 11, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3				



 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Goal 3:** DESTINATION DISTRICT will solidify its position as El Paso's destination district.

**Performance Objective 1:** By June 2024, will Whitaker will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1% from 340 to 344.

**High Priority**

**Evaluation Data Sources:** PEIMS Data will show increased enrollment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will continue to establish a positive school climate, empower staff and students to embrace learning experiences and growth opportunities, and message out our success to the community. <b>Strategy's Expected Result/Impact:</b> Campus enrollment will increase. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 4 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 10, 11, 15 - L2 Academic Excellence (Student Achievement) 8, 9, 15, 19 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3, 4, 5 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 20%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


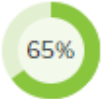




**Goal 3:** DESTINATION DISTRICT will solidify its position as El Paso's destination district.

**Performance Objective 2:** By June 2024, Whitaker 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 97% to 100%.

**High Priority**









**Evaluation Data Sources:** Campus organizational chart

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus criteria need is established prior to interview process to include activities and a demonstration of content knowledge. We strive to select candidates that have a strong belief in the potential of all students, and willingness to learn and grow. We struggle to fill all vacancies. <b>Strategy's Expected Result/Impact:</b> Campus will retain top talent to ensure all positions are filled. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 11 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 3 - L4 Culture of Accountability (Parent & Community Engagement) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** DESTINATION DISTRICT will solidify its position as El Paso's destination district.

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







Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus will utilize our Instructional Technology Support Team to provide teachers with the skills to implement innovative skills. These learning opportunities can occur during WIN/LEGO and during the instructional day <b>Strategy's Expected Result/Impact:</b> Campus will expand 21st century learning and innovation skills. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, CTC, Interventionists  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18, 20 - L2 Academic Excellence (Student Achievement) 18, 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** By June 2024, Whitaker will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 92.5% to 94%.

**High Priority**







**Evaluation Data Sources:** Attendance will be monitored daily, weekly, and monthly using TEAMS

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Whitaker will promote good attendance through recognition and incentives. Attendance committee meets on a monthly basis and will implement a 45-day attendance plan when necessary. <b>Strategy's Expected Result/Impact:</b> Increase weekly attendance rates to ensure all students are attending school regularly. <b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk, Teachers, Attendance Committee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 5, 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 13, 16, 18 - L2 Academic Excellence (Student Achievement) 16, 18 <b>Funding Sources:</b> Certificates, Awards, Incentives - 199 General Fund - 199.11.6499 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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








**Performance Objective 2:** By June 2024, Whitaker will increase the level of accountability by ensuring community events increase by 100% over a three-year period.

**Evaluation Data Sources:** Campus Agenda, Surveys,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Whitaker will add 3 more community events for the 2023-2024 school year based on parent survey. <b>Strategy's Expected Result/Impact:</b> Partnership with community will increase <b>Staff Responsible for Monitoring:</b> PEL, Administration, Staff  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 6 - L2 Academic Excellence (Student Achievement) 19 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 4	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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









Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Parent Engagement Leader will provide parent training classes and opportunities to empower parents and increase parental support at least twice a month. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement, increase student achievement <b>Staff Responsible for Monitoring:</b> Administration, Parent Engagement Leader, Counselor, CTC  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 20 - L2 Academic Excellence (Student Achievement) 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 1 <b>Funding Sources:</b> Supplies for meetings and functions - 211 ESEA Title I Part A (Campus) - 211.61.6399.153 - \$92, Refreshments for Title I parent meetings and functions - 211 ESEA Title I Part A (Campus) - 211.61.6499.153 - \$200		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5: EQUITY BY DESIGN** a targeted approach to universal access and system equity.

**Performance Objective 1:** Reduce the percentage of long-term Emergent Bilinguals Achieving Beg/Int in TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7%.

**High Priority**

**Evaluation Data Sources:** TELPAS Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure our emergent bilingual students receive a holistic bi literacy framework (reading writing listening speaking) that allocates time for Spanish literacy and English literacy at every grade level. <b>Strategy's Expected Result/Impact:</b> Will reduce the number of Emergent Bilinguals achieving beginning on TELPAS. <b>Staff Responsible for Monitoring:</b> Administration Dual Language Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 11, 14, 17 - L2 Academic Excellence (Student Achievement) 9, 11, 14, 17	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Emergent bilingual will practice listening, speaking , reading and writing skills through explicit instruction and through the use of technology <b>Strategy's Expected Result/Impact:</b> Emergent Bilinguals will make adequate progress <b>Staff Responsible for Monitoring:</b> Bilingual and ESL Teachers, LPAC Committee, Administration, CTC, Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 17, 21 - L2 Academic Excellence (Student Achievement) 1, 17	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				